

**Colorado Measures of Academic Success
Colorado Alternate Assessment Program**

Procedures Manual



**Science &
Social Studies**

**Spring
2016**

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

School staff must comply with the requirements and instructions contained in this manual.

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

About this Manual

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

This manual is not all inclusive. Supplementary documents including the *Colorado Measures of Academic Success Test Administrator Manual*, the *Colorado Alternate Assessment Examiner's Manual*, CMAS and CoAlt: Science and Social Studies post administration clean-up documentation, the *Accommodations Supplement*, and the *PearsonAccess^{next} User Guide* should also be reviewed. Additionally, updates and clarifications will be provided to District Assessment Coordinators through email as more information becomes available.

Definitions

ePATs (Practice Testing Environments) refer to practice testing environments that help familiarize students with the online test engine, TestNav 8. The ePATs will help students navigate through the online testing environment and use embedded supports on the day of testing. An ePAT for each grade level and content area can be accessed at <https://co.pearsonaccessnext.com> through the Practice Tests link under Science and Social Studies. **Districts are strongly encouraged to give students time to practice in the testing environment before actual testing.**

ePAT Guides may be used by teachers or other adults to guide students through the sample items. While the use of the guides with the sample items is not required, it is strongly encouraged as it will help ensure that students are familiar with TestNav 8 navigation and the types of items that may be encountered while taking the computer-based test. The 2015–2016 guides also include student performance data for selected response and constructed response items along with sample student responses. An ePAT guide for each grade can be accessed at <https://co.pearsonaccessnext.com> through the Practice Tests link under Science and Social Studies.

PearsonAccess^{next} is the website used for the registration, setup, management, and reporting for the CMAS assessments (i.e., Science and Social Studies, CoAlt: Science and Social Studies, English Language Arts and Mathematics (PARCC), and Colorado Spanish Language Arts [CSLA]). PearsonAccess^{next} requires usernames and passwords to be created for new users, or re-enabled for returning users. More information about setup and operation of online testing is available in the *PearsonAccess^{next} User Guide* located at <https://support.assessment.pearson.com/x/BYDy>.

Physical testing group refers to students who test within a physical testing environment at the same time. During make-up testing, a physical testing environment may include students in different test sessions spanning different grades and content areas.

Secure materials refers to all test content or materials that have not been made available to the public. The term also includes computer-based and paper-based test items and student responses. For the computer-based administration, “secure paper materials” include printed Student Testing Tickets, oral scripts, and used scratch paper. For paper-based administration, “secure paper materials” include test books, source books, oral scripts, used scratch paper, and any accommodated material (e.g., braille and large print visual descriptions). After testing is completed, DACs must collect all secure computer-based and paper-based assessment materials from SACs so they can be packaged and returned to Pearson. Proper chain of custody procedures outlined in this document (and as determined by the school district) must be followed so that secure materials are kept secure at all times.

Storage area refers to a locked storage area where test materials must be stored when not in use. Examples of secure storage include a closet, desk, cabinet, or room that can be locked. Test materials must not be stored in classrooms.

Student Testing Tickets contain the unique username and password needed to log in to take the test. The Student Testing Ticket also contains the URL that students using browser-based TestNav on a desktop or laptop must enter into a browser to access TestNav (<http://co.testnav.com>). For students using the TestNav app on a desktop, tablet, or Chromebook, the URL on the Student Testing Tickets is not needed. App users will instead launch the app, select the Colorado icon, and then enter the username and password from the Student Testing Ticket.

TestNav 8 is the online test engine used to administer computer-based assessments. TestNav 8 is accessed through the downloadable TestNav Desktop Application, TestNav applications for iPads and Chromebooks, and supported web browsers.

Testing environment refers to all surroundings while students are testing and includes what a student can see, hear, or access.

Test section refers to the parts of a CMAS: Science and Social Studies assessment. Each content area of the CMAS: Science and Social Studies assessments includes three test sections. For computer-based testing, the test sections are locked and will need to be unlocked, one at a time, just prior to students beginning each test section. For paper-based testing, pull-tab seals are used to seal each section of the test book until the time of testing.

Test session in *PearsonAccess^{next}* is a virtual grouping of students who are intended to take the same computer-based test at the same time. Students must be placed in a scheduled test session before they can log in to a computer-based test.

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Section 1: Administration Window and Critical Dates

Spring 2016 Administration Window

CMAS: Science and Social Studies	
Assessment	Testing Dates
Grades 4 and 7 Social Studies**	April 11–29, 2016*
Grades 5, 8, and High School (Grade 11) Science	
CoAlt: Science and Social Studies	
Assessment	Testing Dates
Grades 4 and 7 Social Studies**	April 11–29, 2016*
Grades 5, 8, and High School (Grade 11) Science	

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

**Social studies assessments will be administered on a sampling basis to one-third of the schools each year. Only schools selected for the social studies sample plan will take the Grade 4 and 7 Social Studies assessments.

Spring 2016 CMAS and CoAlt: Science and Social Studies Critical Dates

	CMAS	CoAlt	Activity	Role
<input type="checkbox"/>	ePATs with Released Items and Guides for Test Administrators Currently Available	Released Items Currently Available	<p>CMAS: ePATs (Practice Test Environments) with accommodations and accessibility features</p> <p>Approximately 15 items per grade, including:</p> <ul style="list-style-type: none"> - selected response items - constructed response items - technology-enhanced items - social studies performance events - science simulations <p>It is recommended that students have an opportunity to complete ePATs prior to testing</p> <p>CoAlt: Released items available at http://www.cde.state.co.us/assessment/CoAlt-Items.asp</p>	Test Administrators, CoAlt Test Examiners, Educators
<input type="checkbox"/>	November 2 – 13	-	<p>Regional CMAS Administration Trainings:</p> <ol style="list-style-type: none"> 1. Southwest Region – Alamosa – 11/2/15 2. Southeast Region – La Junta – 11/3/15 3. Pikes Peak Region – Colorado Springs – 11/4/15 4. Metro Region – Aurora – 11/6/15 5. West Central Region – Grand Junction – 11/9/15 6. Northwest Region – Glenwood Springs – 11/10/15 7. Northeast Region – Limon – 11/12/15 8. North Central Region – Brush – 11/13/15 	DAC
<input type="checkbox"/>	November 2 – April 8		<p>Create and update district and school level user accounts in PearsonAccess^{next}</p> <ul style="list-style-type: none"> - Sensitive Data - School Assessment Coordinators - Technology Coordinators - Test Administrators - CoAlt Test Examiner 	DAC
<input type="checkbox"/>	November – Prior to testing		Return DAC's Security Agreement form through Syncplicity or to CDE representatives during November regional trainings.	DAC
<input type="checkbox"/>	Prior to January 11		State loads student data from Data Pipeline (as of 12/18/15) for districts	CDE
<input type="checkbox"/>	January 11 – 22		Confirm student registrations, indicate test format, and PBT accommodations for initial orders	DAC and Sensitive Data
<input type="checkbox"/>	-	January 11	Begin assigning users with CoAlt Test Examiner role to students in PearsonAccess ^{next}	DAC or SAC
<input type="checkbox"/>	February 1 – Prior to creating test sessions	-	Begin assigning CBT special forms (e.g., accommodations, TTS) and creating test sessions in PearsonAccess ^{next} after indicating all special forms	DAC or SAC
<input type="checkbox"/>	March 23 – April 8	-	<p>Finalize computer-based testing preparation activities in PearsonAccess^{next}:</p> <ul style="list-style-type: none"> - Check student registration - Verify test session accuracy 	DAC

			- Confirm accommodated form assignments	
<input type="checkbox"/>	March 23 – April 8		Finalize computer-based test preparation activities: - Select proctor caching servers - Finalize system readiness - Check student workstations - Configure TestNav	DTC
<input type="checkbox"/>	Start on March 28	-	Proctor caching test content begins (complete prior to testing)	DTC, DAC, or SAC
<input type="checkbox"/>	March 28		Materials scheduled to arrive in districts - Distribute materials to SACs no more than two weeks prior to the start of each school’s testing window.	DAC
<input type="checkbox"/>		Start on March 28	CoAlt Test Examiners are given access to materials to prepare accommodations	SAC
<input type="checkbox"/>	March 28 – April 6	-	Distribute non-secure materials to Test Administrators	SAC
<input type="checkbox"/>	March 29 – April 28		Additional Orders – Secure Materials	DAC
<input type="checkbox"/>	March 29 – May 4		Additional Orders – Non-Secure Materials	DAC
<input type="checkbox"/>	Prior to testing		Sign Security Agreement Forms and submit to SAC/DAC (kept on file locally for three years)	DAC, DTC, SAC, Sensitive Data, Test Administrators, CoAlt Test Examiners
<input type="checkbox"/>	Prior to testing		Send Verification of District Training Form to CDE through Syncplicity	DAC
<input type="checkbox"/>	Prior to testing	-	Confirm proper CBT special form assignments* for individual students in test sessions: - Text-to-speech - Spanish text-to-speech - Oral script for translation *Confirm indication of need for color contrast settings, as appropriate.	Test Administrators
<input type="checkbox"/>	April 11 – April 29		State Testing Window (Districts/schools may not need the entire administration window to complete testing.)	ALL
<input type="checkbox"/>	-	Test Examiners - Immediately after testing; DAC or SAC - Before packaging materials for return to Pearson	Sign “Secure Return Form: CoAlt Manipulatives”. CoAlt task manipulatives must be returned to Pearson in a secure return envelope.	DAC, SAC, and CoAlt Test Examiner
<input type="checkbox"/>	Immediately After Testing		Sort scorable ¹ and nonscorable ² materials. Any <u>used</u> scratch paper must be returned to Pearson. Districts may choose to securely destroy/shred Student Testing Tickets or return them to Pearson.	DAC and SAC

<input type="checkbox"/>	April 11 – May 2		Schedule UPS scorable ¹ pickups	DAC
<input type="checkbox"/>	May 4		Last day for scorable ¹ material pickup by UPS.	DAC
<input type="checkbox"/>	May 6		Last day for scorable ¹ material to arrive at Pearson. Note: If material has not been received by this date, students' test books will not be scored.	DAC
<input type="checkbox"/>	-	April 11 – May 4	Enter CoAlt scores into PearsonAccess ^{next} (Test Examiner must have PearsonAccess ^{next} CoAlt Test Examiner role) Note: If student scores have not been entered by May 4, the student will not receive a student report.	CoAlt Test Examiner or DAC
	April 11 – May 4		Schedule UPS non-scorable ² pickups	DAC
	May 6		Last Day for non-scorable ² material pickup by UPS.	DAC
<input type="checkbox"/>	By May 6		Return Post Test Compliance Report to CDE through Syncplicity.	DAC
<input type="checkbox"/>	Post Testing		PearsonAccess ^{next} clean-up activities	DAC, SAC, and Sensitive Data
<input type="checkbox"/>	Post Testing		Student Biographical Data (SBD) Review	Data Pipeline Respondents

¹Scorable materials are used test books that are to be scored.

²Nonscorable materials are secure materials that contain test content or sensitive student data/personally identifiable information (PII) that are *not* to be scored. For a complete list of nonscorable materials that are to be returned, refer to *Prepare Test Materials for Packaging - SAC* in Section 13.

Section 2: Program Overview

Background

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

The Colorado Measures of Academic Success (CMAS): Science and Social Studies is Colorado's standards-based assessment designed to measure the Colorado Academic Standards (CAS) in the content areas of science and social studies.

A very small number of students with significant cognitive disabilities may take the Colorado Alternate (CoAlt) assessment based on the Extended Evidence Outcomes (EEOs) of the CAS.

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

Determining Whether CMAS or CoAlt Should be Administered to a Student

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

1. The student participates in the CMAS assessment program without an accommodation.
2. The student participates in the CMAS assessment program with an accommodation.
3. The student participates in the CoAlt assessment program for students with significant cognitive disabilities.
 - It is not appropriate or ethical to give the CoAlt to students who do not qualify to take the assessment.

Decisions regarding participation in the alternate assessment must NOT be based on:

1. A category of disability
2. A certain percentage of students
3. Time spent receiving special education services
4. Place where the student receives services
5. A student's reading level
6. An expectation of an unsatisfactory performance by the student
7. Poor attendance by the student
8. Ongoing disruptive behavior by the student

For more information regarding CoAlt eligibility guidelines, visit the Exceptional Student Services Unit website at:

http://www.cde.state.co.us/sites/default/files/accommodationsmanual_eligibility.pdf

Determining Grade Level for Assessment Administration

Students are required to be tested at the grade level in which they are enrolled by the district. For example, students who are enrolled in a grade level at the time of testing will take the CMAS or CoAlt: Science or Social Studies assessment for that grade level, even if they took the same assessment the previous school year.

Please note that there may be students who start the school year classified in one grade level who are reclassified to another grade level prior to the administration of the state assessments. These students take the state assessment of the grade level to which they have been reclassified.

If a student takes an assessment but does not meet the participation criteria, it is considered a misadministration and the test must be invalidated. See CMAS and CoAlt: Science and Social Studies post administration clean-up documentation for more information on how to invalidate a test.

Section 3: CMAS Administrative Considerations, Accessibility Features, and Accommodations



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

Administrative Considerations

Districts and schools have the authority to make administrative determinations for any student as long as test security and testing environment requirements are met. Generally, most students are tested with their peers; however, under certain circumstances, a student may benefit from a change in the conditions of testing. The following considerations are available to all students:

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

Accessibility Features

Embedded and Test Administrator-provided accessibility features are available to all students on CMAS assessments. Students determine when and how to utilize the tools throughout the testing experience. The text-to-speech and color contrast accessibility features, which are embedded in the test engine for CBT, must be pre-selected during the forms assignment process. For more information on form assignment, see the *Spring 2016 Administration Quick Reference Guide to Special Forms and Ordering* located in Appendix B of this manual. **While the text-to-speech and color contrast accessibility features are available to all students, they may not be appropriate for all students.** Students eligible for the text-to-speech form and color contrast functionality should be using similar access strategies during instruction.

Test Administrator-Provided Accessibility Features Available to All Students

Feature	Description
Amplification device	Audio amplification
Calculator (handheld) - PBT	For Science only The student may request a handheld calculator for assistance in responding to items that may require calculations. <ul style="list-style-type: none"> • 5th grade – four-function calculator • 8th grade – scientific calculator • 11th grade – scientific calculator
Extended time (time and a half)	Included in 80 minute section testing time for elementary and middle school assessments. Included in 60 minute section testing time for high school assessment.
External highlighters - PBT	Students may use highlighters for PBT. For CBT, students may use the embedded highlighter tool.
External overlays	Students may use external color overlays for PBT. For CBT, students may use an embedded color contrast setting, determine that they prefer their own external color overlays, or wish to have their own color overlays available in addition to the embedded color contrasts.
General administration directions read aloud, repeated, and clarified as needed (by Test Administrator)	The Test Administrator must read aloud the administrator-read directions (i.e., Administrator “SAY” directions that appear in the Test Administrator Manual) to all students. A student may ask the Test Administrator to repeat the administrator-read directions as needed. At the request of the student, the Test Administrator may also clarify administrator-read “SAY” directions. Clarify only general administration instructions for students (i.e., questions regarding test procedures) after reading the script word-for-word. TestNav assistance may only be provided if a student receives an error message or if the technology is not functioning correctly.
Line reader guide - PBT	For PBT, the student may use a ruler, blank index card, or a blank piece of paper as a line reader guide.

Feature	Description
Redirect student to the test	The Test Administrator may redirect off-task students back to the test by saying, "<student's name>, please continue working". No coaching or assistance may be provided in any way. The Test Administrator may not remind or encourage students to complete a specific item. The Test Administrator may not provide any physical cues to the test, as they could be misconstrued as directing the student to incorrect or correct responses.
Scratch paper	<p>PBT – Districts must provide students with blank paper to be used as scratch paper. Students must be given one school-supplied piece of blank paper at the start of each section. Students needing scratch paper may exchange for a clean piece of paper during the test section, but are allowed only one sheet at a time.</p> <p>CBT – Districts may choose to provide students with blank paper to be used as scratch paper. Students may be given one school-supplied piece of blank paper at the start of each section. Students needing scratch paper may exchange for a clean piece of paper during the test section, but are allowed only one sheet at a time.</p> <p>For PBT and CBT - All <u>used</u> scratch paper must be collected at the end of the section and placed in the secure return envelope for return to Pearson. If alternative scratch paper such as graph paper or specialized writing paper is indicated in a student's IEP and/or 504 Plan, it must be provided.</p>
Spell check device (external only)	The student may use an external spell check device. The device may not have embedded grammar check, connect to the Internet, or save information.


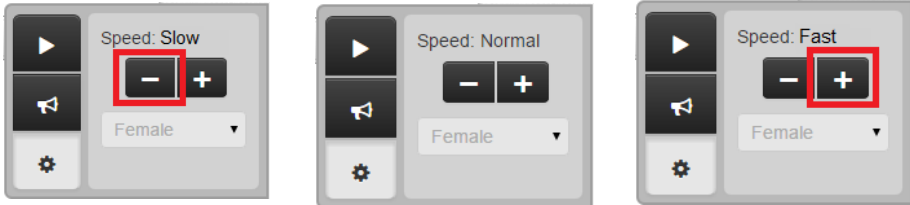
Embedded Tools/Accessibility Features Available to All Students – CBT Only

Tool/Feature*	Description
Answer eliminator	The student may put a red “x” over multiple choice answer choices to eliminate options.
Bookmark items for review	The student may identify items in the test section to review or complete later.
Calculator	Available on science assessments only. The student may use the online calculator to assist in responding to items that may require calculations. <ul style="list-style-type: none"> • 5th grade – four-function calculator • 8th grade – scientific calculator • 11th grade – scientific calculator
Highlighter	The student may highlight desired text as needed. The highlighter tool does not work on graphics/pictures/images.
Line reader guide	The student may use the ruler tool as a line reader guide.
Magnification/enlargement	The student may enlarge specific portions of text and graphics using the magnifier tool or enlarge all screen contents using the testing device to zoom. The zoom capability is device-dependent.
Navigation tools	Student uses embedded tools to move through the test: <ul style="list-style-type: none"> • Next page • Previous page • Review drop-down menu that will allow student to navigate to any item in the current section
Notepad	The student may use the embedded notepad tool to take notes.
Pointer	The student may use the pointer tool to select an answer to a question.
Ruler	The student may use online rulers for items that may require measurement. Centimeter (5 th , 8 th , and 11 th grade only) and/or quarter inch rulers are accessible.

* Students will have the opportunity to be exposed to the computer-based assessment environment prior to testing via the ePATs. Practicing with ePATs allows students to become familiar with the available supports and navigating the system. Using ePATs in advance of testing should greatly reduce the number of students requesting directions on how to find, activate, or use embedded supports during a testing section.

Accessibility Features Available to All Students Who Use Similar Access Strategies During Instruction – CBT Only – Must be Pre-Assigned

Feature	Description
Color Contrast	<p>The “COLOR CONTRAST” ACCESSIBILITY FEATURE MUST BE PRE-ASSIGNED during the forms assignment process through the Personal Needs Profile (PNP).</p> <p>Selection of screen and text contrasts. Students should engage with the embedded color contrast options prior to testing by accessing the ePATs (practice testing environments). They may determine that they prefer their own external color overlays or wish to have their own color overlays available in addition to the embedded color contrasts. The student’s color contrast preference must be indicated on the PNP prior to testing.</p> <div data-bbox="769 774 1175 1281" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Contrast Settings</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> abc Black on White (Default) <input type="radio"/> abc Black on Cream <input type="radio"/> abc Black on Light Blue <input type="radio"/> abc Black on Light Magenta <input type="radio"/> abc White on Black <input type="radio"/> abc Yellow on Blue <input type="radio"/> abc Gray on Green </div>

Feature	Description
<p data-bbox="191 212 386 243">Text-to-Speech</p> 	<p data-bbox="516 212 1398 285">The “TEXT-TO-SPEECH” FORM MUST BE PRE-ASSIGNED during the forms assignment process through the PNP.</p> <p data-bbox="516 327 1419 558">Text-to-speech provides an oral presentation of the assessment through an embedded audio feature in TestNav 8. This feature allows the device to play audio of the text that appears on the screen. Students assigned to the text-to-speech form will be able to determine how and when they interact with the feature. Students may utilize the text-to-speech tool in two ways.</p> <p data-bbox="516 600 1365 674">(1) Selecting the Play button will cause all text to be read from the beginning of the item to the end, including sources.</p> <p data-bbox="516 831 1390 905">(2) The Toggle Click-to-Hear button will allow the student to select the starting point for activating text-to-speech.</p> <p data-bbox="516 1073 1357 1188">Text-to-speech reading speed may be adjusted during testing by selecting the Settings button. Select the Plus or Minus buttons to increase or decrease the speed of the audio.</p>  <p data-bbox="516 1461 1430 1650">Students using text-to-speech in a group testing environment must use headphones. Headphones must be used at a volume that does not impact or disturb other students’ testing experience. Students must test the audio before signing in to the assessment. The volume setting cannot be adjusted after a student signs in to the assessment.</p>

Accommodations

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

DACs and SACs should collect information regarding students who require testing accommodations with sufficient time to properly plan test administration. It is imperative that the test administration reflect what is documented in a student's formal educational plan, and only provide accommodations that the student has been receiving during instruction and on classroom and district assessments. Once the accommodations have been verified, the DAC and SAC must use this information to identify resources available and needed, such as space for small group or individual administrations, sign language interpreters, translators, and assistive technology equipment.

When administering assessments, it should be recognized that unless a student is accustomed to a particular accommodation, introducing that accommodation at the time of the assessment may impede the student's performance. Therefore, accommodations used on statewide assessments must be used during instruction and on classroom and district assessments for at least 90 days prior to the start of the assessment window. **Note:** For CBT assessments, while the accommodation may not be identical to the accommodation used during instruction, it should be comparable.

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

Additional information regarding the following accommodations and appropriate administration is found in the *Accommodations Supplement*.

Important: House Bill 15-1323 revised the state statute regarding paper-based testing. Colorado Revised Statutes, 22-7-1013 (6) states the following:

Each local education provider shall adopt and implement a written policy by which the local education provider will decide whether the students enrolled by the local education provider will use pencil and paper (paper-based tests) to complete any portion of a state assessment administered pursuant to section 22-7-1006.3 that the students would otherwise complete using a computer.

Accommodations Available to Students as Indicated on IEP, 504, or EL Plan

Accommodation		Computer-Based	Paper-Based
		IEP, 504, or EL plan only	IEP, 504, or EL plan only
Presentation	Braille with tactile graphics	Not applicable	Contracted or uncontracted braille form must be ordered from Pearson. (IEP only [VI])
	General administration directions in Spanish	The Test Administrator reads the administrator-read directions to students in Spanish. Spanish "SAY" directions are available for download on Avocet. (EL plan only)	
	Large print	Magnification tool available to all students. Device-dependent zoom functionality.	Large print form (approximately 18pt) must be ordered from Pearson. (IEP/504 only)
	Low-vision devices (CCTV, etc.)	Provided by School	
	Oral script – English	<p>"TEXT-TO-SPEECH" FORM MUST BE PRE-ASSIGNED during forms assignment process.</p> <p>For computer-based testing, students needing oral presentation will use the text-to-speech accessibility feature instead of an oral script presented by a human. If students require oral presentation support beyond text-to-speech, a paper test form and <i>PBT English Oral Script</i> should be ordered.</p>	<p>Human reader provided by School.</p> <p><i>PBT English Oral Script</i> and paper test book must be ordered from Pearson.</p> <p>Setting Considerations</p>
	Oral script – Spanish	<p>"SPANISH TEXT-TO-SPEECH" FORM MUST BE PRE-ASSIGNED during forms assignment process.</p> <p>For computer-based testing, students needing Spanish oral presentation will use the Spanish text-to-speech accommodation instead of an oral script presented by a human. If students require oral presentation support beyond</p>	<p>Human reader proficient in Spanish and English, as well as the content area, provided by School.</p> <p><i>PBT Spanish Oral Script</i> and Spanish paper test book must be ordered from Pearson.</p> <p>(NEP/LEP only, in U.S. 5-years or less)</p>

Accommodation	Computer-Based	Paper-Based
	IEP, 504, or EL plan only	IEP, 504, or EL plan only
	<p>Spanish text-to-speech, a paper Spanish test form and <i>PBT Spanish Oral Script</i> should be ordered.</p> <p>(NEP/LEP only, in U.S. 5-years or less)</p>	<p>Setting Considerations</p>
<p>Oral script for Translation (for presentation in languages other than English or Spanish – translated locally)</p>	<p>“ORAL SCRIPT” FORM MUST BE PRE-ASSIGNED during forms assignment process.</p> <p>Human translator proficient in English and target language, as well as content area, provided by School. Oral script must be translated before assessing the student.</p> <p><i>CBT Oral Script for Translation</i> must be ordered from Pearson.</p> <p>(NEP/LEP only, in U.S. 5-years or less)</p> <p>Setting Considerations</p>	<p>Human translator proficient in English and target language, as well as content area, provided by School. Oral script must be translated before assessing the student.</p> <p><i>PBT Oral Script for Translation</i> and paper test book must be ordered from Pearson.</p> <p>(NEP/LEP only, in U.S. 5-years or less)</p> <p>Setting Considerations</p>
<p>Sign language</p>	<p>“ORAL SCRIPT” FORM MUST BE PRE-ASSIGNED during forms assignment process.</p> <p>Human Sign Language Interpreter provided by School.</p> <p>Human Signer script (<i>CBT Oral Script for Translation</i>) must be ordered from Pearson.</p> <p>(IEP/504 only)</p>	<p>Human Sign Language Interpreter provided by School.</p> <p>Human Signer script (<i>PBT Oral Script for Translation</i>) and paper test book must be ordered from Pearson.</p> <p>(IEP/504 only)</p>
<p>Spanish computer-based test with text-to-speech</p>	<p>“SPANISH TEXT-TO-SPEECH” MUST BE PRE-ASSIGNED during the forms assignment process.</p> <p>Test content presented in Spanish with embedded Spanish text-to-speech feature that allows the device to play audio of the text that</p>	<p>See “Spanish paper-based test”.</p>

Accommodation		Computer-Based	Paper-Based
		IEP, 504, or EL plan only	IEP, 504, or EL plan only
		<p>appears on the screen. Students assigned to the Spanish text-to-speech form will be able to determine if and when they interact with the audio feature.</p> <p>(NEP/LEP only, in U.S. 5-years or less)</p>	
	Spanish paper-based test	See "Spanish computer-based test with text-to-speech".	<p>Grades 4 and 5 only – Bilingual presentation of test content in Spanish and English. Spanish bilingual source book included with social studies assessment.</p> <p>Grades 7, 8, and 11 – Test content presented in Spanish. Spanish source book included with social studies assessment.</p> <p>Spanish paper test book must be ordered from Pearson.</p> <p>(NEP/LEP only, in U.S. 5-years or less)</p>
	Word-to-word glossary/dictionary	<p>Provided by School</p> <p>(EL only)</p>	
Response	Assistive technology** (word processing, plug and play, etc.)	<p>Device compatibility with TestNav8 must be tested prior to use.</p> <p>Devices without proven compatibility, use a second computer.</p> <p>Device(s) provided by school. Student work transcribed by School.</p>	<p>Device provided by school. Student work transcribed by School.</p>
	Braille / braille note-taker	Not applicable	<p>Student work transcribed by School.</p> <p>(IEP only [VI])</p>

Accommodation	Computer-Based	Paper-Based
	IEP, 504, or EL plan only	IEP, 504, or EL plan only
Human scribe - English	Student work scribed by school-appointed education professional proficient in keyboarding.	Student work scribed by school-appointed education professional.
Human scribe - Spanish	No translation required. Student work scribed by school-appointed education professional proficient in keyboarding. Onsite scriber must be fluent in oral and written English and Spanish. (NEP/LEP only, in U.S. 5-years or less)	No translation required. Student work scribed by school-appointed education professional. Onsite scriber must be fluent in oral and written English and Spanish. (NEP/LEP only, in U.S. 5-years or less)
Speech-to-text	Speech-to-text is not compatible with TestNav8; use a second device. Student work transcribed by School.	Student work transcribed by School.
Student answers in language other than English or Spanish – spoken	Student work translated and transcribed by school-appointed education professional proficient in keyboarding. Onsite transcriber must be fluent in oral and written English and target language and be proficient in content area. (NEP/LEP only, in U.S. 5-years or less)	Student work translated and transcribed by school-appointed education professional. Onsite transcriber must be fluent in oral and written English and target language and be proficient in content area. (NEP/LEP only, in U.S. 5-years or less)
Student answers in Spanish – written	No onsite translating or transcribing required. Student work scored in Spanish. (NEP/LEP only, in U.S. 5-years or less)	
Student answers in language other than English or Spanish – written	Student work translated and transcribed by school-appointed adult proficient in keyboarding. Onsite translator must be fluent in oral and written English and target	Student work translated and transcribed by school-appointed adult. Onsite translator must be fluent in oral and written English and

Accommodation		Computer-Based	Paper-Based
		IEP, 504, or EL plan only	IEP, 504, or EL plan only
		language and be proficient in content area. (NEP/LEP only, in U.S. 5-years or less)	target language and be proficient in content area. (NEP/LEP only, in U.S. 5-years or less).
	Talking calculator, abacus and tactile math manipulatives	Provided by School (IEP only [VI])	
	Word prediction via assistive technology	Word prediction is not compatible with TestNav 8; use a second device. Student work transcribed by School.	Student work transcribed by School.
Timing	Extended time (double time)	As documented in IEP, 504, or EL plan. Setting Considerations	
	Multiple breaks	Stops the testing clock. As documented in IEP, 504, or EL plan. Students with a documented health plan (e.g., epilepsy, diabetes, nursing mothers, recent concussion) are also eligible for the multiple breaks accommodation. Setting Considerations	

** Items developed for the CMAS: Science and Social Studies assessments are built to be WCAG-compliant. Any assistive technology device that is WCAG-compatible will work with the assessment.

For information on form assignment and ordering materials, refer to the *Quick Reference Guide* located in Appendix B of this manual.

Section 4: Assessment in Special Circumstances

Nonpublic Home-Based Educational Program

A parent or legal guardian of a child in a home-based educational program may request that the child take the CMAS: Science and Social Studies assessments. Students must meet the participant criteria for the appropriate assessment. For the 2015–2016 school year, there is a cost per home-based student to administer and provide results for the CMAS: Science and Social Studies.

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

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

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

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

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

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

Note: CoAlt: Science and Social Studies assessments may **not** be administered to home schooled students as the CoAlt assessments are a different type of assessment

with strict eligibility requirements. In order for students to qualify for this assessment, they must have an IEP and the assessment must be administered by a licensed educational professional who knows the student best.

Private Schools

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

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

Private schools interested in administering the CMAS: Science and Social Studies assessments should contact the District Assessment Coordinator for the local public school district.

Retained Students

Students should be tested on the CMAS: Science and Social Studies at the grade level in which they are enrolled. For example, a student retained in the 5th grade will take the 5th grade CMAS or CoAlt: Science assessments the following year.

Dropout Students

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

Expelled Students

It is the district's responsibility to ensure that every effort is made to test expelled students receiving educational services. Expelled students' demographic information should be included in PearsonAccess^{next}, even if they are not tested. To indicate that a student has been expelled from a school, the "expelled" field should be coded as "Expelled" in PearsonAccess^{next} through the user interface or as "1" when uploaded in the Student Registration/Personal Needs Profile (SR/PNP). Assessment results for these students will be included in the district's report, but they will not be included in school reports.

If the expelled student has refused educational services from the district, and there is documentation to prove refusal, the student need not be tested and the student's results will not be included in the district's report.

Suspended Students

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

Chronically Absent Students

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

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

Open Enrollment Students

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

Foreign Exchange Students

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

Part-time Students

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

Online Students

Students participating in an online program are enrolled in a Colorado public school under state law [CRS 22-30.7-105 (2) (a,b,c)], and must take the assessments pursuant to section 22-7-1006.3. Assessments are coordinated through the DAC for the district that runs the online school or has approved the charter for the online school. The assessments must be given at a school or standardized testing site. Secure materials may not be taken from the testing site. The school district in which the student is enrolled is responsible for CMAS testing. Arrangements can be made with a different district, but only when approved by the DAC for that district.

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

Dually Enrolled Students

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

Unforeseeable Circumstances

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

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

Medical Exemption

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

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

Students Placed Out-of-District by a Public Agency

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

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

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

Further questions regarding facilities should be directed to CDE’s Facility Schools Unit.

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

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

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

Detained Students

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

Incarcerated Students

The term “Incarcerated Students” refers to students who have been committed to the Division of Youth Corrections (the juvenile correctional system) and are placed in a state-operated program.

Students who should be tested in their home district include:

- Students who are enrolled in a public school and are incarcerated in the juvenile system at some point during the school year, but return to school prior to or during the assessment window.
- Students who were incarcerated prior to the beginning of the school year, but enter school a minimum of 30 days prior to the beginning of the CMAS and CoAlt: Science and Social Studies window.

Students who were incarcerated prior to the beginning of the school year, but who enter school 29 or fewer days prior to the testing window for CMAS and CoAlt: Science and Social Studies should not be tested by the school district.

Students who are incarcerated in the Department of Corrections (the adult prison system) are exempt from the Colorado state accountability assessments.

The CMAS and CoAlt: Science and Social Studies assessments will be administered to students who are incarcerated in the Division of Youth Corrections (DYC) and placed in a DYC state-operated program during the assessment window. DYC will be included with other “Students Placed Out-of-District by a Public Agency” for purposes of CMAS and CoAlt: Science and Social Studies administration.

Section 5: Roles of Individuals

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

For information about role-based permissions in PearsonAccess^{next}, see the PearsonAccess^{next} User Roles and Permissions table in Appendix A. For each role, the table includes PearsonAccess^{next} permissions related to administrative management, organizations, student data, test management, and test setup. For the complete PearsonAccess^{next} User Roles and Permissions guidelines, refer to the *PearsonAccess^{next} User Guide* located at <https://co.pearsonaccessnext.com> > Support.

District Assessment Coordinator (DAC) is the individual at the district level responsible for the overall coordination of test administration. The DAC is appointed by the superintendent. For purposes of the Colorado state-administered assessments, the DAC is:

- Responsible for attending all required trainings.
- The point person for all communications to and from CDE's Assessment Unit. **The DAC disseminates important assessment information to the district, schools, teachers, and parents.**
- Responsible for authorizing individuals to be involved in technology setup for the district (District Technology Coordinator) and working with student data (Sensitive Data).
- The district core assessment team leader who oversees the training of School Assessment Coordinators, Test Administrators (CMAS), and Test Examiners (CoAlt) to administer the assessments in a standardized, ethical manner, taking all precautions to prevent misadministrations.
- Responsible for ensuring student registration data is accurate for initial material orders, and placing additional orders for test materials and accommodated test materials as necessary.
- Responsible for overseeing the management of the district's test administration calendar(s) to ensure that the state's deadlines are met.
- Responsible for overseeing the data and reporting procedures and functions for the assessments.
- Responsible for creating PearsonAccess^{next} user accounts for district personnel. (If additional DAC accounts are needed for the organization, or if DAC accounts need to be removed, contact CDE.)

The DAC role has access to Personally Identifiable Information (PII) in PearsonAccess^{next}. See Section 10 of this manual for additional information regarding District Assessment Coordinator Testing Responsibilities.

School Assessment Coordinator (SAC) is the individual at the school level responsible for the overall coordination of test administration. This individual is

responsible for coordinating test administration at his or her school. For purposes of the Colorado state-administered assessments, the SAC is responsible for:

- Attending all district trainings for state assessments.
- Authorizing individuals to be involved in test administration, including School Technology Coordinators, Test Administrators (CMAS), and Test Examiners (CoAlt).
- Developing and implementing a security plan for test administration and following all protocols in this manual related to security, including investigating testing irregularities, reporting test security breaches to the DAC, and collecting a signed Security Agreement from each individual authorized to be involved in test administration.
- Training all individuals in test security and administration protocols, including Test Administrators, Test Examiners, and any individual authorized to be involved in test administration, and overseeing these individuals during testing.
- Assembling and maintaining a master list of all students and their accommodations and form-dependent accessibility features (i.e., text-to-speech and color contrast) and coordinating test preparations accordingly.
- Assigning tests (including accommodated form and accessibility feature assignments) in coordination with Sensitive Data in PearsonAccess^{next}.
- Receiving, inventorying, and distributing test materials through a chain of custody process—including alerting DACs to the need for additional test materials and accommodated test materials, as necessary, so the DAC may place additional orders.
- Developing and coordinating the school’s test administration schedule, including the administration of make-up testing (DACs may complete this task).
- Ensuring standardized testing environments for all students and designating locations for the administration of tests to students who need special accommodations. Setting up test sessions in PearsonAccess^{next}. Marking tests complete in PearsonAccess^{next} for incomplete student tests.
- Invalidating tests, as needed, post-test administration. (If tests are being invalidated at the district level, SACs must communicate information to DACs regarding test invalidations that may need to be applied to student test assignments.)

See Section 11 of this manual for additional information regarding School Assessment Coordinator Testing Responsibilities.

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

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

In addition to the tasks listed in this section, DTC responsibilities are described in *Section 12*. For additional information related to Technology Readiness, see the District Technology Coordinators page on the CDE Assessment Unit website at the following location: <http://www.cde.state.co.us/assessment/newassess-dtc>.

Sensitive Data is an individual in the district who handles student data including sending, viewing, adding, and editing student data in PearsonAccess^{next}. This individual can also view district and/or school level reports. The individual ensures that:

- All students are registered in PearsonAccess^{next}.
- Demographic information is correct.
- Test sessions are set-up and accommodations and accessibility features have been indicated for the appropriate students to ensure proper form assignment in PearsonAccess^{next} (completed in coordination with the SAC).
- Appropriate invalidation codes have been applied to student test records post-test administration.

Only the DAC and Sensitive Data roles are provided with access to Personally Identifiable Information (PII) in PearsonAccess^{next}.

CMAS Test Administrator is an individual at the school ultimately responsible for administering CMAS: Science and Social Studies assessments. Test Administrators:

- Must be employed by the school/district.
- Must actively supervise the test administration at all times.
- Must ensure that necessary accommodations and accessibility features, such as text-to-speech and color contrast, are available to the appropriate students.

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

- Must have a valid teaching license.
- Must be employed by the school/district.
- Must actively administer the assessment.
- Should be familiar with the student they are assessing and with the student's primary mode of communication.

Who May Administer the Assessments?

CMAS

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

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

CoAlt

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

- Test Examiners must read the instructions in the *CoAlt Examiner's Manual* and familiarize themselves with test administration procedures prior to administering the test to students.
- The Test Examiner must hold a current teaching license and be employed by either the school or the district. **Note:** A substitute teaching license is not a sufficient license for administration of CoAlt.
- A Speech Language Pathologist or School Psychologist who does not hold a teaching license, but who holds a professional license, may administer the assessment.
- The Test Examiner should be familiar with the student, and the student's mode of expressive and receptive communication.
- Volunteers may not be used to administer CoAlt: Science and Social Studies assessments.
- Additional staff, including paraprofessionals, may assist in the administration of the assessment as needed, but may not score student responses, unless they hold a valid teaching license. **Note:** Anyone in the testing environment must be trained on CoAlt administration.
- Test Examiners **must NOT** administer the assessment to a relative.

Student to Test Administrator Ratio

CMAS

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

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

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

Oral scripts: While the size of oral script groups for state assessments is determined at the district level, CDE highly recommends a student-to-Test Administrator ratio of 1:1 for students receiving an oral script accommodation due to the amount of reading required by the assessments. For questions, please contact Mira Monroe at monroe_m@cde.state.co.us or 303-866-6709.

Section 6: Policies on Scheduling and Testing Time

Administration Dates

The testing window for the elementary, middle, and high school CMAS and CoAlt: Science and Social Studies assessments is April 11 – 29, 2016. All test sessions (including make-ups and administrations with accommodations) must be completed during the testing window.

Schools are encouraged to schedule testing during the early part of the testing window to maximize the number of available test days, in case severe weather, technology malfunctions, or other issues are experienced.

CMAS: Test Structure and Timing



Each grade level and content area of the CMAS: Science and Social Studies assessments consists of three sections. The assessments are composed of the following item types:

- Selected Response
- Constructed Response
- Technology-Enhanced
- Simulations (science)
- Performance Events (social studies)

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

CMAS: Science and Social Studies Section Administration Time for Elementary and Middle School Students	
Time for Setup and Transition	10 minutes (Estimated)
Maximum Section Testing Time	80 minutes*

CMAS: Science Section Administration Time for High School Students	
Time for Setup and Transition	10 minutes (Estimated)
Maximum Section Testing Time	60 minutes*

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

Note: Before setup and testing begin, it is strongly recommended that proctor caching takes place. Proctor caching is critical to ensuring that slow content load does not affect a student’s testing experience or interrupt the testing time. If any test form assignments are updated in the test session after preliminary proctor caching has taken place, the **Proctor Caching** button should be used in PearsonAccess^{next} to ensure that all of the appropriate forms are available for the session. Under some conditions, a small number of testing environments may function without proctor caching; however, even under these conditions, entering into testing without proctor caching is considered very risky and is discouraged.

Temporary Stops for Individual Students

If a student needs to temporarily stop testing for a short time period, it is recommended that visual blocks be applied to the student’s computer screen (e.g., monitor turned off, folder taped to screen) instead of having the student use computer functions to exit and resume the test section.

CMAS: Scheduling for Computer-based Testing



To the extent possible, all students in a grade should be assessed at the same time. Should that not prove possible, all students should be assessed within the shortest timeframe practicable (e.g., in back-to-back physical testing groups, within the same day, or across consecutive days).

Sample schedules are included in Appendix C.

CMAS: Scheduling for Paper-based Testing



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

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

CoAlt: Test Structure and Timing



The CoAlt: Science and Social Studies assessments are untimed and individually administered. The assessments are composed of selected response and supported performance task items.

Testing Breaks

CoAlt testing may extend over multiple days for an individual. A break in administration may occur after any given question is completed. The Test Examiner would then begin with the following question once testing is resumed.

CoAlt: Scheduling



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

- CoAlt assessments must be administered individually.
- Test questions must be administered in the order in which they appear in the CoAlt test book.
- Make-ups must be completed within the state testing window.
- Student tests given before or after the CoAlt: Science and Social Studies assessment window must be invalidated as misadministered.

CMAS Make-Up Testing



Computer-based Administration:

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

All make-up testing must be administered exactly as regular testing including:

- administration of all test sections in sequential order,
- providing the same section testing time, and
- providing the same accommodations.

As long as the Test Administrator-read SAY directions and the section testing times are the same, make-up testing sessions may include students from multiple grades and both content areas with the following considerations:

- Section 1 of all science and social studies contain sample items that the Test Administrator must walk students through by reading the Section 1 SAY

directions found in the TAM. The SAY directions that appear after the sample item information is the same for all three test sections.

- High school science tests cannot be administered with elementary or middle school assessments as the section testing time differs.
- If students from multiple test sessions are making-up sections in the same physical testing environment, it is recommended that Test Administrators use the “combined view” and filtering options in PearsonAccess^{next} to manage students’ tests from multiple sessions at once.
 - Refer to the *PearsonAccess^{next} User Guide* for additional information on combined view functionality.
- If students from multiple test sessions are making-up sections in the same physical testing environment and are moved into new PearsonAccess^{next} test sessions:
 - New Student Testing Tickets will be required as the test session password will be different from the password on the original Student Testing Ticket.
 - Only students in the same grade will be able to be placed into new PearsonAccess^{next} test sessions together.
 - See “Moving Students to Another Session” in the *PearsonAccess^{next} User Guide* for instructions.

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

If a make-up student is taking a different section of the assessment than the rest of the class, the Test Administrator must ensure through PearsonAccess^{next} that the appropriate sections are locked and only the make-up section is unlocked for that individual student.

Option 1 (Recommended**): Student Completes Missed Test Section during Make-Up Test Session in Advance of Re-Joining Original Physical Testing Group**

After completion of the missed test section, students will re-join their original physical testing group and will be on track to complete testing as initially scheduled.

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

PearsonAccess^{next} Considerations for Option 1

Test Administrators will need to unlock the missed test section for each student in the make-up test session. By utilizing the “combined view” for session management, Test Administrators can filter Student Test Status in order to quickly identify which students have sections to make-up. Only one test section can be unlocked for a student at any time.

Security Considerations for Option 1

This make-up testing option has a low security risk. Students complete make-up testing in the shortest practicable time frame so few test sections are exposed.

Logistical Considerations for Option 1

Make-up testing must be available in advance of regularly scheduled physical testing group times. The Test Administrator must be provided with the proper Student Testing Ticket for each student in the physical testing group. Test Administrators need to ensure that sample items are administered to students who missed Section 1 if students making-up other test sections are in the same physical testing environment (sample items are not included in Sections 2 and 3).

Option 2: Student Tests with Original Physical Testing Group

Students may continue to test with their original physical testing group. For example, students who miss Section 1 may join their original physical testing group to complete Section 1 as the other students complete Section 2 in the same testing environment. This option is illustrated in the following table.

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

PearsonAccess^{next} Considerations for Option 2

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

Security Considerations for Option 2

This make-up testing option has high security risks. Every test section has the potential to be prematurely exposed to the previously absent student.

Logistical Considerations for Option 2

This make-up testing option may be the least challenging from a scheduling perspective, however, a plan will need to be in place to administer Section 3 of the test to the student. Additionally, Test Administrators need to ensure that sample items are administered to students who missed Section 1 (sample items are not included in Sections 2 and 3).

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

In this scenario, the student joins any group of testing students where a device is available in the testing environment. After completion of the missed test section, the student will re-join their original physical testing group and will be on track to complete testing as initially scheduled.

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

PearsonAccess^{next} Considerations for Option 3

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

Security Considerations for Option 3

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

Logistical Considerations for Option 3

Devices need to be available in an alternative physical testing group in advance of the regularly scheduled physical testing group time. Tracking students could become difficult and problematic. Test Administrators must be provided with the proper Student Testing Ticket for each student in the physical testing group. Test

Administrators need to ensure that sample items are administered to students who missed Section 1 (sample items are not included in Sections 2 and 3).

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

Considerations for All Options			
	PearsonAccess^{next} Demand on Test Administrators	Security Risk	Logistical Demand
Option 1 **Recommended**			
Student Completes Missed Test Section in Advance of Re- Joining Original Physical Testing Group	Moderate	Low	Moderate
Option 2			
Student Tests with Original Physical Testing Group	Low	High	Low
Option 3			
Student Completes Missed Test Section in Any Available Physical Testing Group in Advance of Re-Joining Original Physical Testing Group	High	Moderate	High

Students Who Become Ill during Testing

Students who become ill during testing should attempt to finish a test they started following one of the three make-up testing options. Test Administrators must note the exact place in the test where the student stopped (item number and the amount of time the student used), and may use the student's Student Testing Ticket to do so. If a student becomes ill and needs to leave *during* the test section, Test Administrators must close the student's test section by exiting the student from TestNav. To continue testing once the student has returned, the Test Administrator must resume the student's test in PearsonAccess^{next}. For instructions, see "Resume Test Sections After Interruptions" in the *Test Administrator Manual*. When the student logs back in to TestNav, he or she will be taken to the item last visited; if this does not occur, the student may navigate to the last visited item using the Review drop-down menu. Test Administrators must closely monitor make-up testing to ensure that students do not return to questions they have already answered. The student is to receive the remaining time from the original section to finish.

Paper-based Administration:

Make-up testing for paper-based administration should be conducted similarly to computer-based make-up testing. Students taking the paper-based assessment should complete testing in a testing environment or physical testing group that is separate from computer-based administration. Test sections must be completed in order. Students are not allowed to return to any section of the test that has been completed in its entirety. If a student needs to take or short break or becomes ill before completing a section, they must pick up exactly where they left off upon their return.

Section 7: Testing Environment

The testing environment must be prepared prior to the administration of CMAS and CoAlt: Science and Social Studies assessments to ensure standard test-taking conditions for all students. It is important to establish procedures to maintain a quiet testing environment throughout each test section. Some students may finish testing before others, and the expectations for those students must be determined and established in advance of the testing day within the limits set in Section 6 of this manual.

Choice of Testing Setting

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

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

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

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.
- Test Administrators requiring cell phones because a landline is not available should have the ring tone turned off and only use the cell phone for the purpose of contacting the Pearson Help Desk or the SAC.
- No food or drink is permitted on desks or near the test materials.

Requirements for Maintaining the 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. Schools may already have one or more of the following materials available that can be adapted for this purpose:

- Vertical cloth or paper “curtains” that isolate each testing device
- Card stock (e.g., manila folders) that can be taped to the sides of computer monitors
- Flattened cardboard boxes that can be cut, folded, and taped to form a visual barrier between testing devices
- Tri-fold display boards (such as those used for science project exhibits) that can stand freely between testing devices
- Cardboard carrels
- Privacy screens that narrow the viewing angle of a computer monitor so it is only visible to the student sitting directly in front of it. When viewed from the side at more than a 30-degree angle, the screen appears dark or blank. Schools that have privacy screens available should affix them to monitors prior to the beginning of testing and ensure that students are seated so that they cannot view the monitor of the student seated in the row in front of them.

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

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

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

Posted Materials Guidelines

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

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

- All reference materials that a reasonable person might conclude offer students in that classroom or space an unfair advantage over other students

in Colorado (e.g., posters, maps, charts, and displays that define, explain, or illustrate terms or concepts in the subject area being tested).

- All support materials that may be perceived as influencing student responses.
- Name plates in workspaces that include any of the materials listed above, or that provide a surface on which notes may be written.

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

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

Unauthorized Visitors

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

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

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

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

Materials Required to be Provided to Students



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

For computer-based testing:

- Student Testing Tickets

- Headphones if using the text-to-speech accessibility feature or Spanish text-to-speech accommodated form
- Blank scratch paper. Paper must be inspected before use to verify that it is free of any writing. **(Availability determined by district.)**
- Approved alternative scratch paper as indicated in a student’s IEP and/or 504 Plan (i.e., graph paper or specialized writing paper). Paper must be inspected before use to verify that it is free of any writing.
- External keyboards are highly recommended for students using iPads.

For paper-based testing:

- Paper CMAS test materials and accommodated materials
- No. 2 pencil(s) with eraser(s)
- Blank scratch paper. Paper must be inspected before use to verify that it is free of any writing.
- Approved alternative scratch paper as indicated in a student’s IEP and/or 504 Plan (i.e., graph paper or specialized writing paper). Paper must be inspected before use to verify that it is free of any writing.

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 “Posted Materials Guidelines” in this section of the manual.

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

Materials Prohibited During All Sections
--

- | |
|---|
| <ul style="list-style-type: none"> • All cell phones, including camera phones and smartphones. (Test Administrators are exempt if no land line is available to provide access to technical assistance.) • Other non-test-related personal electronic equipment • Any electronic equipment capable of performing computations or providing other assistance in either content area • Personal document scanners • eBooks • Instructional aids related to the content being assessed • Reference books (Exception: word-to-word dictionary for English learners) |
|---|

Note: Test Administrators may use cell phones to contact technical support to troubleshoot TestNav issues or use tablet devices to administer the assessment session in PearsonAccess^{next}.

A student with a disability or who has been identified as an English learner may be allowed, under certain circumstances, the use of certain tools and materials as test accommodations that are otherwise prohibited. However, under no circumstances may any student be allowed access to the Internet outside of the secure TestNav environment, a cell phone, or a visual recording device. Test accommodations must be listed in the student's IEP, 504, or EL plan and documented on the Personal Needs Profile in PearsonAccess^{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 hand it to the Test Administrator.* If the prohibited material is an electronic device, instruct the student to first turn off the device and then hand it to the Test Administrator.

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

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

Materials Allowed ONLY AFTER a Student Has Completed Testing

Districts may determine whether students who have finished testing before the maximum section testing time has been reached should remain in the testing environment and read or sit quietly, continue testing in the next section once all students in the session have completed the current section, or if they may be dismissed. Districts may also determine if a minimum section time will be set for their schools. If a district decides to dismiss students who have finished the test section after the district-determined minimum section time (optional) has been reached, they must develop a plan that will allow dismissed students to leave the testing environment without interrupting students who have not completed testing. Districts that choose to have students remain in the testing environment **after** completing the test section should have students either 1) sit quietly or 2) read while waiting to be dismissed or for the next test section to begin. Reading materials must be unrelated to the content being assessed. Students who read after the test must not read from electronic devices, including computers, Nooks, Kindles, iPads, or phones.

Note: If the student is taking a paper-based form of the assessment and is sure that s/he is completely finished with the assessment before time expires, the Test

Administrator should remove the test book and source book (social studies only) from the desk/working area.

Dismissing Students for Misconduct

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

Invalidating a Test

The logo for CMAS is a blue oval with a white border and a slight shadow, containing the text "CMAS" in white, uppercase letters.

CMAS

If misconduct or a security breach (see Section 8) rises to the level of test invalidation, an appropriate test invalidation code must be submitted for the student. See CMAS and CoAlt: Science and Social Studies post administration clean-up documentation for test invalidation codes.

The logo for CoAlt is a green oval with a white border and a slight shadow, containing the text "CoAlt" in white, uppercase letters.

CoAlt

If misconduct or a security breach (see Section 8) rises to the level of test invalidation, an appropriate test invalidation code must be submitted for the student. Test Examiners enter invalidation information on the Score Entry screen within PearsonAccess^{next}.

Section 8: Test Security Protocols

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

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

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

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

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

The signed agreements collected by the SAC must be maintained by the school for three years. The SAC must complete a form, including sign-in sheets, training dates, and make-up training, that indicates that all individuals involved in testing have been sufficiently trained. Additionally, each district must complete the Verification of District Training Form, located in Appendix E, that includes training dates and indicates that all individuals involved in testing have been trained in both security and administration policies and procedures. The completed Verification of District Training Form must be uploaded to the **Assessment Forms** folder on **CDE Assessment Syncplicity** following the naming convention indicated on the form.

At the end of each CMAS and CoAlt administration, the DAC must complete the Post Test Compliance Report, located in Appendix F. This report certifies that the administration of the CMAS and CoAlt assessments complied with all of the

procedures and instructions as described in this manual, the *CMAS Test Administrator Manual*, and the *CoAlt Examiner's Manual*; that any **major** misadministrations have been reported to CDE; and all materials have been returned to Pearson. The completed Post Test Compliance Form must be uploaded to the **Assessment Forms** folder on **CDE Assessment Syncplicity** following the naming convention indicated on the form.

Security Plan

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

- Inform all individuals authorized to be involved in test administration to review security protocols, prohibited activities, testing irregularities, and security breaches.
- Ensure that all individuals authorized to be involved in test administration sign the Security Agreement found in Appendix D.
- Ensure that no unauthorized individuals enter the testing environment.
- Establish a documented chain of custody.
- Designate a central locked facility for secure storage of test materials.
- Document that School Technology Coordinators, Test Administrators, and Test Examiners have received necessary documentation and training for successful, secure administration of the CMAS and CoAlt: Science and Social Studies assessments.
- Inform all individuals of test security procedures in case an unexpected event interrupts testing (e.g., a fire drill or safety concern).

Chain of Custody Requirements



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

- Secure and non-secure materials will be delivered to the district in a single shipment.
- Materials should be distributed to schools no more than two weeks prior to the start of each school's testing window.
- As soon as materials are received at the school, *CMAS Test Administrator Manual* should be distributed so Test Administrators have time to review as needed.
- All secure CMAS: Science and Social Studies materials, including paper-based tests and oral scripts, must be secured and accounted for at all times

and test books and source books (social studies only) must remain sealed until they are used during testing. Secure materials must be stored in a secure and locked location before and after testing.

- The SAC is responsible for the distribution and collection of CMAS: Science and Social Studies materials **to and from** Test Administrators each day of administration, preferably within 15 minutes of the start and end of each section's test administration.
 - If administering a paper-based form of the CMAS assessment, test books must be distributed just prior to administration. Test Administrators are not to have extended access to materials before or after administration
- All state assessment test books and other state materials **must be secured** while in the Test Administrator's possession and test materials **must not be stored in classrooms** in advance of, or following, the administration.
- Test Administrators who are providing the oral script oral presentation accommodation may have access to secure materials only on the day the content area is assessed with the following exceptions:
 - Under the supervision of the SAC or DAC, a translator (for languages other than English or Spanish including sign language) may read an oral script 5 working days before administering the assessment in order to become familiar with the test. The translator must sign a confidentiality agreement with the district and may not provide information about the test to any individual. Translators are prohibited from sharing information about the assessment content with any individual. Translators must be fluent both in English and in the translation language. Additionally, the translator should have subject matter expertise in the content area of the assessment.
 - Under the supervision of the SAC or DAC, a Test Administrator providing the English or Spanish oral presentation accommodation for PBT may have access to the oral script 24 hours prior to the assessment administration.
- Teachers of students with visual impairment who are administering the assessment in braille will need access to the braille notes prior to the assessment in order to gather additional materials needed to provide student access to the assessment. The Teacher Notes may be accessed 24 hours prior to the assessment administration.
- Test materials must be documented on the School Security Checklist and secured while in the Test Administrator's possession. School Security Checklists will be included in the shipment from Pearson. A sample of the School Security Checklist form is located in Appendix G under Sample Forms.
 - Test Administrators must document the return of all secure test materials (used and unused) on the School Security Checklist form, and must return all materials to the SAC immediately after testing.
 - SACs must verify that all secure test materials are returned. SACs must retain the School Security Checklist in their files for three years.

- The SAC must oversee the secure collection of the following test materials immediately after each section’s test administration (materials must not be retained in the physical testing environment or prematurely re-distributed to Test Administrators if the test is to be continued at a later time or on a subsequent day). The secure collection of these materials must be documented on the School Security Checklist.

Computer-based materials

- Student Testing Tickets, and any other school-generated reports or documents that contain personally identifiable student information
- Student rosters containing TestNav usernames and passwords
- Oral scripts for translation
- Used scratch paper

Paper-based materials

- Test books
- Social studies source books
- Used scratch paper
- Oral scripts (English, Spanish, for translation)
- Accommodated paper materials (e.g., large print visual descriptions document)

After all test sessions have been completed at a school, these materials, both used and unused, must be securely stored and returned to the DAC by the district deadline for shipment to Pearson.



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

- Anyone with access to CoAlt: Science and Social Studies materials must be trained on the protocols, including test security and ethics, included in this manual and in the *CoAlt Examiner’s Manual* prior to being provided with access to assessment materials.
- All secure CoAlt: Science and Social Studies materials must be accounted for and stored in a secure and locked location before and after testing.
- The SAC is responsible for the distribution and collection of CoAlt: Science and Social Studies assessment materials **to and from** Test Examiners immediately before and after testing. CDE recommends that the assessments be distributed no more than 15 minutes prior to the testing session and be collected within 15 minutes after the testing session.
 - Due to the unique nature of the CoAlt: Science and Social Studies assessments, Test Examiners may need access to a student’s materials prior to the test’s administration in order to prepare any necessary accommodations and organize the provided student materials and task manipulatives.
- All CoAlt: Science and Social Studies assessment materials **must be secured** while in the Test Examiner’s possession and test materials **must not be stored in classrooms** in advance of, or following, the administration.

- Students **may not** have access to any test content or test materials except while they are testing.
- After a student has completed testing, Test Examiners must return task manipulatives, score recording forms, and security forms to the SAC in the unsealed secure return envelope. The student's name should be written on the envelope's label. Accommodated task manipulatives are returned to the SAC for secure destruction at the district level.
- **All** secure test materials, both used and unused, **must be returned** to the DAC by the district deadline.
- Missing test materials or any test irregularities must be reported to the SAC/DAC.

Computer-Based Test Materials



The SAC must distribute test materials to and from Test Administrators on each testing day. Test materials must not be stored in classrooms prior to or following the day of administration. Test materials that will be distributed by SACs to Test Administrators for computer-based test administration include:

- **Student Testing Tickets.** A unique username will be printed on each Student Testing Ticket for each student, followed by a password. Students will be prompted to enter the username and password to access the test.
- **Headphones.** Headphones are only required for students using the text-to-speech accessibility feature or the Spanish text-to-speech accommodation. These features are activated prior to testing through the form assignment process.
- **Oral scripts for translation.** Oral scripts for translation are accommodated materials used for human presentation of the assessment in sign language or a language other than English or Spanish. These scripts are available for use for these purposes by students with disabilities and English learners as documented on their IEP, 504, or EL plans. Students must be assigned to the correct testing mode and form in PearsonAccess^{next} prior to testing.
- **Scratch paper.** Districts may choose to provide students with blank paper to be used as scratch paper. Students may be given one school supplied piece of blank paper at the start of each section. Students needing scratch paper may exchange for a clean piece of paper during the test section, but are allowed only one sheet at a time. All used scratch paper must be collected at the end of the section and placed in the secure return envelope.

Paper-Based Test Materials



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

- **Non-scannable test books.** Students taking large print or braille versions of the paper-based assessment will use non-scannable test books.

- **Scannable test books.** Students taking the paper-based assessment will use a combined test and answer document.
- **Source books.** For social studies assessments, students will also have a source book containing information necessary to respond to certain items. Students will be specifically directed to the pertinent source sets by the test book.
- **Scratch paper.** Test Administrators must supply one piece of clean scratch paper to each student at the start of each section. Students may exchange for a clean piece of paper during the test section, but are allowed only one sheet at a time. All used scratch paper must be collected at the end of the section and placed in the secure return envelope.
- **Oral scripts.** Oral scripts (English, Spanish, for translation) are accommodated materials available for use by students with disabilities and English learners as documented on their IEP, 504, or EL plans.

Prohibited Activities

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

Breaches of Test Security and Administration Procedures

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

Test Supervision	Educators	Students
Reading a book, newspaper, or any other material before closing out the test section or turning in test materials to the Test Administrator.		■

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

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

Testing Irregularities

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

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

Reporting Security Breaches and Testing Irregularities

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

If a security breach occurs, or is suspected to have occurred, the DAC must immediately notify:

Sara Loerzel – Assessment Unit
(303) 866-3266

If a major misadministration or security breach occurs in the district, the DAC should also complete the Test Incident Report, located in Appendix H, and send the report to CDE through **CDE Assessment Syncplicity** in the **Science and Social Studies** folder. Examples of incidences that should be immediately reported:

- Misadministrations affecting an entire class or group of students
 - The wrong test is administered to a class
 - Timing procedures are not properly followed
- Systematic unethical behavior
 - A teacher, administrator, or other person gives students hints, prompts, or answers to questions
 - Students obtain or share secure test materials
- Breach of secure test materials
 - Discussing, reproducing, or transmitting, by any means, secure test materials or descriptions of secure test materials
 - Loss of secure test materials

Section 9: Procedures for Severe Weather and Safety Threats that Interrupt Testing

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

- The safety and security of students and staff is of paramount concern.
 - Assume that the threat is real and initiate the district building-evacuation/lock-down procedure.
 - Note the time of the disruption so that the remaining time for the test section can be calculated.
 - When possible and feasible, record this information in writing.
- Time is of the essence in an emergency situation. Collect test materials only if time permits prior to leaving the testing environment. If administering:
 - CMAS CBT assessments – **leave Student Testing Tickets and other materials in the assessment room.**
 - CMAS PBT assessments – **leave test books (and source books for social studies) in the assessment room.**
 - CoAlt – **leave test materials in the assessment room.**
- Secure the assessment room and building.
- If possible, keep tested and non-tested students separate.
- If possible, redirect student conversations regarding the test.
- As soon as possible, communicate the situation and circumstances to the DAC and determine how and when the assessment should resume.
 - Before students or other school personnel return to the testing environment, SACs (or the district designee) should collect and secure all test materials and exit students from TestNav if testing online.
- Upon resuming testing, Test Administrators must prepare students for the continuation of the test:
 - Ask students, “Are there any questions about the instructions for this section?”
 - Before the students can continue with same section, resume students’ tests in PearsonAccess^{next}. Refer to “Resume Test Sections After Interruptions” in the *Test Administrator Manual*.
 - Identify how many minutes remain in the test section for students.
 - Display the start and stop time of the resumed section for students.
- Document the situation in writing, noting the date and time, and include specific details regarding the situation such as the following:
 - Event or occurrence that prompted the evacuation/lock-down
 - Action steps taken because of the security/safety threat
 - Which assessment(s) and section(s) were in progress?
 - Who was testing and where were they at the time of the incident?
 - Who was administering each assessment?
 - Detailed timeline regarding scheduled test start time, time of the disruption, amount of time spent in evacuation/lock down, time the test section was resumed, and time the test section ended
 - Any other pertinent details

Section 10: District Assessment Coordinator Testing Responsibilities

The responsibilities outlined in Sections 10, 11, and 12 for DACs, SACs, and Technology Coordinators are based on role allocation in a typical district. Each task outlined in these sections must be completed; however, districts may determine which individual from the district should complete each task.

Training Requirements

All school personnel involved in the administration of the CMAS and CoAlt: Science and Social Studies assessments must be familiar with their individual responsibilities and CMAS and CoAlt Test Security Protocols. DACs must meet with SACs to ensure that they have a training plan in place for training Test Administrators, Test Examiners, and Technology Coordinators.

Training for all school personnel involved with any aspect of the CMAS and CoAlt: Science and Social Studies administration is required on an annual basis. Thorough training is one of the best ways that districts can prevent misadministrations from occurring. As always, districts are required to collect documentation from all personnel having completed training, demonstrating an understanding of the policies and procedures set forth by the State of Colorado and the district.

Districts must base their trainings on the live trainings, webinars, and PowerPoint slides provided by CDE and Pearson to train district personnel. Additional information should be included to provide district-specific policy information. Training materials should also include this manual, the *CMAS Test Administrator Manual*, *CoAlt Examiner's Manual*, and the *PearsonAccess^{next} User Guide*. Additional training materials, which include modules and slide presentations, are available online at: <https://co.pearsonaccessnext.com> > Support > Documentation > Training. The PearsonAccess^{next} Training Center, found at <http://tmg-co.pearsonaccessnext.com>, will also be available for PearsonAccess^{next} training prior to the administration window.

It is recommended that training be provided in a format that allows participants to receive immediate feedback.

Tasks for DACs During All Stages

This section describes DAC activities that extend throughout all stages of testing.

- Serve as liaison between SACs and Pearson/CDE.
 - Read all communications from Pearson/CDE and distribute as appropriate.
 - During testing, school personnel may have direct communication with Pearson for technical assistance, should it be needed.

- Work collaboratively with District Technology Coordinators to ensure that computer-based testing environments function as needed for testing.
- **Include your charter schools** in all CMAS and CoAlt: Science and Social Studies preparation and administration activities.
- Determine and employ a district level security plan. Ensure that all materials are secured at all times. Test materials must be kept in a secure, locked district/school location when not being used for testing. Test materials must not be stored in classrooms. Secure materials are not to be taken out of district/school buildings except during transport between district and school facilities.
- Ensure that SACs have a plan for maintaining test security and the chain of custody for secure materials.
- Advise SACs as to whether students taking the computer-based assessments will complete the Student Survey (available at <http://www.coassessments.com/cmassurveys>) after completing the assessment.
- Serve as local expert on all CMAS and CoAlt: Science and Social Studies procedures and requirements. Ensure that all SACs know how to contact you for each day of testing should they have questions or issues that need immediate attention.

Tasks for DACs Before Testing

This section describes activities that the DAC must complete before the first day of testing. Some of the tasks may be shared with the SAC.

Verify completion of CMAS and CoAlt training.

- Participate in Pearson and CDE-provided trainings (live and webinar). Missed training sessions may be viewed as recorded trainings posted to the Support page on PearsonAccess^{next}.
- Read and be familiar with the contents of all manuals (this *Procedures Manual*, *CMAS Test Administrator Manual*, and *CoAlt Examiner's Manual*).
- Become familiar with the *PearsonAccess^{next} User Guide*, which provides details for navigating and using resources in PearsonAccess^{next}.
- Review the CMAS and CoAlt: Science and Social Studies post administration clean-up documentation, which provides an overview of required data collection activities.
- Train possible alternates to ensure that someone within the district is prepared to take over DAC responsibilities if needed.
- Incorporating state-provided resources, develop and provide SAC administration and security training. Ensure that all SACs have completed training. Training should include, but not be limited to:
 - District and school security plans, including chain of custody documentation
 - Review before, during, and after testing tasks
 - Testing environment requirements
 - Scheduling

- Make-up options
- District decisions
 - Student surveys
 - Scratch paper policy for CBT
 - Minimum section time
 - Student options after completing a test section (i.e., read, sit quietly, dismiss to another room)
- Authorized personnel
- Appropriate active proctoring
- Prohibited activities (refer to the “Prohibited Activities” section in this manual for examples)
- Accessibility features and accommodations
 - Developing a list of students with their needed accessibility features and accommodations
 - Assigning the text-to-speech and color contrast accessibility features and accommodations for individual students
 - Prior access for accommodations as outlined below:
 - For CBT and PBT, oral scripts to translators who will translate into languages other than English or Spanish, or who will present the assessment in sign language. Translators and signers may have access to the oral scripts for translation in a secure environment five working days prior to testing.
 - For PBT, English and Spanish oral scripts to Test Administrators administering the oral presentation accommodation. Test Administrators may have supervised access to the oral scripts 24 hours prior to testing.
 - Teachers of the Visually Impaired (TVIs) may have supervised access to the Teacher Notes for the braille assessment 24 hours prior to testing.
 - TVIs may verify the correct braille form (contracted or uncontracted) has been received as soon as materials arrive in the district/school.
- Training of school personnel
- How to obtain resources and materials needed to administer tests (i.e., *Procedures Manual*, *CMAS Test Administrator Manual*, *CoAlt Examiner’s Manual*, *PearsonAccess^{next} User Guide*, and Student Testing Tickets)
- Test administration, including starting, resuming, unlocking/locking sections, and ending test sessions
- Required documentation regarding training and security
- Obtaining additional materials
- Technical assistance available during testing (*PearsonAccess^{next} User Guide*, Pearson Customer Service, etc.)
- Assigning PearsonAccess^{next} logins to Test Administrators and CoAlt Test Examiners

- Answer questions regarding test administration and security protocols
- Collect required documentation regarding training and security
- Ensure that all district personnel involved in CMAS and CoAlt testing, including Test Administrators and Test Examiners, receive appropriate training.
- Verify that SACs have maintained documentation of training and signed Security Agreements for all personnel who will come into contact with test materials or the testing environment.
- Acquire and store SAC security and training compliance agreements.
- Verify that DTCs have completed CDE technology webinar trainings.

PearsonAccess^{next} Activities for CMAS and CoAlt

- Determine and assign responsibility for completing PearsonAccess^{next} tasks.
- Create or update PearsonAccess^{next} accounts for DTCs, SACs, and Sensitive Data personnel as needed. For instructions, see “Create and Edit User Accounts” in the *PearsonAccess^{next} User Guide*. (If additional DAC roles need to be assigned for the district in PearsonAccess^{next}, contact Sara Loerzel at CDE, 1-303-866-3266.)
- Ensure that all students enrolled in the district (as appropriate by grade level) are registered in PearsonAccess^{next} for the spring 2016 science and social studies administration.
 - Verify that PearsonAccess^{next} accounts for CMAS students needing paper-based forms of the assessment, including large print and braille.
 - Verify that PearsonAccess^{next} accounts for CMAS students needing accommodated forms of the assessment for computer-based testing, including oral script (for translation) and Spanish text-to-speech, as well as accessibility features such as text-to-speech and color contrast.
 - Verify that PearsonAccess^{next} accounts for CMAS students needing oral scripts for translation for computer-based tests, and oral scripts in English, Spanish, and for translation for paper-based tests.
 - Verify that PearsonAccess^{next} accounts for all CoAlt students.
- Check test sessions in PearsonAccess^{next}. At least two days before student testing, DACs must complete and verify test sessions created by SACs. For instructions, see “Before Online Testing” in the *PearsonAccess^{next} User Guide*. Verify that all students have been placed in a test session and assigned the appropriate test form.
 - Verify that students requiring special forms for the computer-based assessment (text-to-speech, Spanish text-to speech, and oral script) have been assigned to the appropriate form.
 - Verify that color contrast settings have been indicated through the PNP for students, as necessary.
 - Verify that proctor caching has been completed. For instructions, see “Understand Proctor Caching” in the *PearsonAccess^{next} User Guide*.

- Coordinate the registration and addition of new students. For instructions, see “Register Students in a Test Administration” and “Add Students to an Online Test Session” in the *PearsonAccess^{next} User Guide*.
 - Verify that a CoAlt Test Examiner has been assigned the Test Examiner role in PearsonAccess^{next}. CoAlt students will need to be assigned to CoAlt Test Sessions in PearsonAccess^{next}. For instructions, see CoAlt: Science and Social Studies training resources available at <http://www.cde.state.co.us/assessment/trainings>.
- Submit additional orders for secure and non-secure materials as needed.

Receive, inventory, and distribute CMAS and CoAlt testing materials.

- Receive materials from Pearson and deliver the boxes to schools no more than two weeks prior to the start of each school’s testing window. SACs will then distribute materials to Test Administrators and Test Examiners. See Section 13 “Receive and Distribute Test Materials” for instructions.
- Secure and non-secure materials will be sent to the district in a single shipment, boxed by school. Distribute to schools as soon as possible so that Test Administrators and Test Examiners are able to review the *CMAS Test Administrator Manual* and the *CoAlt Examiner’s Manual* as needed.
- It is important that every testing site has the correct test materials for each student who should be tested. If the initial shipment of test materials does not include everything students will need at testing time, the DAC must first make sure the appropriate information has been indicated on students’ PNPs and then order additional materials via PearsonAccess^{next} during the additional orders window. Only DACs can order additional test materials.
 - **Note:** Orders must be entered and approved by 11:00 a.m. (MT) to be shipped same-day business.
- If test books are discovered containing printing errors, contact Pearson Customer Service at **1-888-687-4759** for assistance.
- **Save the Pearson boxes** in which materials were shipped. These will be used to return test materials after administration.



Plan for CMAS computer-based and paper-based administration.

- Determine district specific procedures (e.g., make-up testing, minimum section time, scratch paper, student surveys).
- Ensure SACs are aware of the resources and materials needed to administer the test (i.e., *PearsonAccess^{next} User Guide*, *CMAS Test Administrator Manual*, and Student Testing Tickets) and how to obtain them.
- Review school testing schedules, including accommodated and make-up groups.
 - Sections must be administered in order.
 - Coordinate testing schedules across schools as needed.
 - Refer to Section 6 for guidance on scheduling test sessions.
- Verify that schools have a plan in place to ensure that all students have an opportunity to use ePATs prior to testing.



Verify CMAS computer-based and paper-based testing environments.

- Work with the SAC and DTC to ensure proper space and computers, iPads, or Chromebooks are available. Refer to Section 7 for additional information on testing environments.
 - **Note:** If students are testing on iPads or Chromebooks, note the specific device on which each student is testing (this can be written on Student Testing Tickets). Each student should use the same device for all three sections to aid in response data recovery if needed.
- Work with the DTC to ensure that required downloads have been completed and that systems are set up properly.
- Verify that the proctor caching device has been identified for all sites.



Additional CoAlt tasks.

- Review school testing schedules.
- Following approval from CDE, distribute electronic CoAlt test items, as needed for preparation of accommodated materials. For instructions, see “Receive and Distribute Test Materials” in Section 13 of this manual.

Tasks for DACs During Testing

This section describes DAC tasks during testing. Some tasks may be shared with SACs.

Monitor test activity

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

Monitor section and test completion

DACs should monitor the CMAS section and test completion status across all of their schools, including their charters, to ensure that all schools are on track to complete their testing within the testing window. DACs must also monitor the score entry completion rate for CoAlt.

Report emergencies and suspected testing irregularities

- CMAS – Sara Loerzel at CDE, 303-866-3266
- CoAlt – Contact CDE, 303-866-6929

Declare, investigate, and report testing irregularities (misadministrations, security breaches, and technology glitches)

DACs should ensure that SACs follow proper procedures for reporting testing irregularities as soon as practicable to the DAC. DACs should investigate and report testing irregularities and security breaches to Sara Loerzel at CDE, 1-303-866-3266, in a timely manner to ensure that appropriate steps are taken to mitigate the situation.

Submit additional orders for secure and non-secure materials as needed.

Tasks for DACs After Testing

This section describes activities that the DAC must complete after testing. Some of the tasks may be shared with the SAC.

Finalize information in PearsonAccess^{next}.

- Verify that all test sessions have been **stopped**.
- If any students are not in “Completed” status, they must be “Marked Complete” before the test session can be stopped. (The marked complete reason field **does not** invalidate student tests. The appropriate invalidations must be indicated on the Student Test Details screen in PearsonAccess^{next} [see CDE’s post administration clean-up documentation for guidance] or through the Student Test Update [STU] process post-test administration.)
- Verify that all scores for CoAlt students have been entered.
- Confirm that demographic information in PearsonAccess^{next} is correct for CMAS computer-based and paper-based students, as well as for CoAlt students. For instructions, see “Create and Edit Student Records” in the *PearsonAccess^{next} User Guide*. Provide any needed updates, including accommodations that were provided for students during testing, in PearsonAccess^{next} before the deadline for each test administration.
- Ensure that the appropriate invalidation codes have been entered in PearsonAccess^{next} for students whose tests need to be invalidated. This can be done through the PearsonAccess^{next} User Interface or batch loaded through the Student Test Update process. For instructions, see the PearsonAccess^{next} User Guide (<https://support.assessment.pearson.com/x/BYDy>) for import/export guidance, and the CMAS and CoAlt: Science and Social Studies post administration clean-up documentation for invalidation code information.

Declare, investigate, and report testing irregularities (misadministrations, security breaches, and technology glitches)

DACs should complete any remaining investigations and report any resulting determinations of testing irregularities and security breaches.

Review Section 13 of this manual (Receiving and Returning Test Materials).



Receive and store test materials from the SAC.

- Check CMAS test materials collected from SACs, including:
 - Scorable materials (i.e., used test books):
 - Review the header sheet on the top of each stack of grade level test books that will be scored
 - Ensure that the demographic page is completed if the pre-ID student label is incorrect. Update PearsonAccess^{next} as needed to reflect the most current and accurate information.
 - Nonscorable materials:
 - Unused test books



- Social Studies source books
- Braille and large print test kits
 - Teacher Notes for use with braille test books
 - Visual descriptions document for use with large print
- Test books with pre-transcribed student responses in languages other than Spanish or English
- Secure return envelopes containing
 - Used scratch paper
 - Student Testing Tickets (may be returned to Pearson or shredded locally)
- Oral scripts for CBT and PBT
- Student rosters with usernames and passwords (if printed)
- *CMAS Test Administrator Manuals*
- Check CoAlt test materials collected from SACs, including:
 - Nonscorable materials:
 - Test books with the *CoAlt Examiner's Manuals*
 - Secure return envelopes (labeled with student's name) containing the task manipulatives
 - Accommodated CoAlt materials
 - Account for all secure materials. Investigate any missing materials. Complete the School Security Checklist.
 - Securely store received test materials from the SACs until they are returned to Pearson.

Arrange for pickup and shipping of test materials.

- It is recommended that scorable materials be returned immediately after testing is completed, before nonscorable materials are returned. For instructions, refer to Section 13 of this manual.
 - Scorable materials
 - Schedule pickup of scorable test materials (i.e., used test books) no later than May 2, 2016.
 - Ship test materials to Pearson by May 4, 2016.
 - Nonscorable materials
 - Schedule pickup of nonscorable test materials no later than May 4, 2016.
 - Ship test materials to Pearson by May 6, 2016.
- **Only the boxes provided by Pearson are to be used for shipping test materials.** If additional boxes are required, submit an additional order through PearsonAccess^{next}.

Complete the Post Test Compliance Form

- This form is located in Appendix F. Complete and post to **Assessment Forms** folder on **Syncplicity**.

Provide feedback on your experience by completing the survey emailed to you after testing.

Section 11: School Assessment Coordinator Testing Responsibilities

The responsibilities outlined in Sections 10, 11, and 12 for DACs, SACs, and Technology Coordinators are based on role allocation in a typical district. Each task outlined in these sections must be completed; however, districts may determine which individual from the district should complete each task.

Training Requirements

All school personnel involved in the administration of the CMAS and CoAlt: Science and Social Studies assessments must be familiar with their individual responsibilities and CMAS and CoAlt Test Security Protocols. SACs must meet with DACs to ensure that there is a training plan in place for training Test Administrators, Test Examiners, and Technology Coordinators.

Training for all school personnel involved with any aspect of the CMAS and CoAlt: Science and Social Studies administration is required on an annual basis. Thorough training is one of the best ways schools can prevent misadministrations from occurring. As always, schools are required to collect documentation from all personnel having completed training, demonstrating an understanding of the policies and procedures set forth by the State of Colorado and the district.

SACs must use training materials provided by the DAC to conduct trainings.

Tasks for SACs During All Stages

This section describes SAC activities that extend throughout all stages of testing.

- Serve as liaison between Test Administrators/Test Examiners and the DAC.
 - Read all communications from the DAC and distribute as appropriate.
 - During testing, school personnel may have direct communication with Pearson for technical assistance should it be needed.
- Work collaboratively with District/School Technology Coordinators to ensure that computer-based testing environments function as needed for testing.
- Determine and employ a school level security plan. Ensure that all materials are secured at all times. Test materials must be kept in a secure, locked district/school location at all times when not being used for testing. Test materials must not be stored in classrooms. Secure materials are not to be taken out of district/school buildings except during transport between district and school facilities.
 - Review your school's security plan with your DAC.
 - Distribute a copy of the Test Security Protocols from Section 8 of this manual along with your security plan to all individuals authorized to be involved in test administration, including Technology Coordinators, Test Administrators, and Test Examiners.

- Serve as local expert on all CMAS and CoAlt: Science and Social Studies procedures and requirements.

Tasks for SACs Before Testing

This section describes activities the SAC must complete before the first day of testing. Some of the tasks may be shared with the DAC.

Create testing schedule.

- Work with appropriate school and district personnel (e.g., DAC, DTC, STC) to develop a school testing schedule, including make-up sessions.

Verify completion of CMAS and CoAlt training.

- Participate in district-provided trainings.
- Read and be familiar with the contents of all manuals (this *Procedures Manual*, *CMAS Test Administrator Manual*, and *CoAlt Examiner's Manual*).
- Become familiar with the *PearsonAccess^{next} User Guide*, which provides details for navigating and using resources in PearsonAccess^{next}.
- Review the CMAS and CoAlt: Science and Social Studies post administration clean-up documentation. (SACs do not have access to sensitive student data/personally identifiable information.)
- Train possible alternates to ensure that someone within the school is prepared to take over SAC responsibilities if needed.
- Incorporating district-provided resources, develop and provide Test Administrator and Test Examiner administration and security training. Ensure that all school personnel who will come in contact with test materials and/or test environments have completed training. Training should include, but not be limited to:
 - School security plans, including chain of custody documentation
 - Review of before, during, and after testing tasks
 - Testing environment requirements
 - School testing schedules
 - Assigned testing groups, including accommodated sessions and paper-based administrations
 - Make-up testing procedures
 - Procedures that should be followed to notify SACs of when and why a student's test needs to be "Marked Complete"
 - District decisions
 - Student surveys
 - Scratch paper policy for CBT
 - Minimum section time
 - Student options after completing a test section (i.e., read, sit quietly, dismiss to another room)
 - Authorized personnel
 - Appropriate active proctoring
 - Prohibited activities (refer to the "Prohibited Activities" section in this manual for examples)

- Accessibility features and accommodations
 - Reviewing a list of students with their needed accessibility features and accommodations
 - Assigning the text-to-speech and color contrast accessibility features and various accommodations for individual students
 - Prior access for accommodations as outlined on page 75
- How to obtain resources and materials (i.e., this *Procedures Manual*, *CMAS Test Administrator Manual*, *CoAlt Examiner’s Manual*, *PearsonAccess^{next} User Guide*, and Student Testing Tickets) needed to administer the test administration, including starting, resuming, unlocking/locking sections, and ending test sessions
- Technical assistance available during testing (DTC/STC, *PearsonAccess^{next} User Guide*, Pearson Customer Service, etc.)
- Answer questions regarding test administration and security protocols
- Collect required documentation regarding training and security
- Ensure that all school personnel involved in CMAS and CoAlt testing, including Test Administrators and Test Examiners, receive appropriate training.
- Collect signed Security Agreements from all personnel who may come in contact with test materials or testing environments and maintain, along with documentation of training, at the school for three years after the administration.
- Provide documentation to the DAC to verify that all Security Agreements from personnel involved with the administration of the assessments have been collected and that all individuals involved with assessment administration have been trained on CMAS and CoAlt: Science and Social Studies procedures and protocols.

PearsonAccess^{next} Activities for CMAS and CoAlt

- Determine and assign responsibility for completing PearsonAccess^{next} tasks.
- Create or update PearsonAccess^{next} accounts for Test Administrators, CoAlt Test Examiners, and Technology Coordinators as needed. For instructions, see “Create and Edit User Accounts” in the *PearsonAccess^{next} User Guide*.
- Create an individual test session in PearsonAccess^{next} for each group of students testing. Creating individual test sessions by class or testing group, as opposed to a single generic test session for an entire grade level, improves the ability to monitor student status during testing and ensures test security. For instructions, see “Create an Online Test Session” in the *PearsonAccess^{next} User Guide*.
- Ensure that all students enrolled in the school (as appropriate by grade level) are registered in PearsonAccess^{next} for the spring 2016 science and social studies administration.
- Verify that all students have been placed in a test session.
 - Keep a record of Test Administrators and their students for each session.

- Assign or verify the assignment of appropriate tests for students requiring special forms for the online assessment:
 - Verify that the appropriate information has been entered in PearsonAccess^{next} identifying CMAS students needing paper-based forms of the assessment, including large print and braille.
 - Verify that the appropriate information has been entered in PearsonAccess^{next} identifying CMAS students needing accommodated forms of the assessment for computer-based testing, including oral script (for translation) and Spanish text-to-speech, as well as accessibility features such as text-to-speech and color contrast.
 - Verify that PearsonAccess^{next} accounts for CMAS students needing oral scripts for translation for computer-based tests, and oral scripts in English, Spanish, and for translation for paper-based tests.
 - Verify that PearsonAccess^{next} accounts for all CoAlt students.
- Coordinate the registration and addition of new students with the DAC or Sensitive Data personnel (if you have been assigned the Sensitive Data role, you may register new students). For instructions, see “Register Students in a Test Administration” and “Add Students to Online Test Sessions” in the *PearsonAccess^{next} User Guide*.
- Verify or proctor cache all computer-based test sessions. For instructions, see “Understand Proctor Caching” in the *PearsonAccess^{next} User Guide*.
- Print Student Testing Tickets from test sessions.
- Assign or verify that CoAlt Test Examiners have been assigned the Test Examiner role in PearsonAccess^{next}. For instructions, see CoAlt: Science and Social Studies training resources available at <http://www.cde.state.co.us/assessment/trainings>.
- If you have been assigned the Sensitive Data role, coordinate the review and updating of student demographics in PearsonAccess^{next}.

Receive and inventory CMAS and CoAlt testing materials.

- Receive CMAS and CoAlt test materials from the DAC. Refer to Section 13 for detailed information on receiving, inventorying, and distributing materials. Also, see the chain of custody guidelines outlined in Section 8 of this manual.
- It is important that every testing site has the correct test materials for each student who should be tested. If the initial shipment of test materials does not include everything students will need at testing time, notify the DAC. The DAC will order additional materials through PearsonAccess^{next} during the AO window. Only DACs can order additional test materials.
- If test books are discovered containing printing errors, contact the DAC who will contact Pearson Customer Service.
- **Save the Pearson boxes** in which materials were shipped. These will be used to return test materials to the DAC after administration.

Apply pre-ID labels.



The pre-ID labels are for students who will be taking the paper-based form of the test. Information verified/provided by DACs during student registration was used to

print pre-ID labels. These labels are linked to students' demographic information, even though not all of that information appears on the printed label. Pre-ID labels arrive pre-printed with student names, and are included in the Coordinator Kit.

Before applying pre-ID labels, verify in PearsonAccess^{next} that the demographic information matches the data on the pre-coded label.

- If the information matches, apply the pre-coded label in the space specified on the back of the test book.
- If the information does not match, do not apply the pre-coded label to the test book. The fields on the test book must then be bubbled to match the information in PearsonAccess^{next}.

If the pre-coded label is applied and the information on the label is later identified as being incorrect, cover the pre-coded label with a blank label and bubble the fields on the test book to match the information in PearsonAccess^{next}.

If no pre-coded label is available for a student taking a paper-based test, the fields on the test book must be bubbled to match the information in PearsonAccess^{next}.

The sample demographic page shows where to affix the label.

Note the following protocols:

- Only the SAC or designee may affix labels.
- All secure materials must be returned to locked storage until they are needed for testing.

The image shows a sample demographic page for CMAS Social Studies Grade 4. The page is divided into several sections:

- Section A:** Student Name, School Name, and District Name fields.
- Section B:** A large grid for pre-coded labels, with columns for Last Name and First Name. It includes instructions on how to use the pre-coded label and what to do if the information does not match.
- Section C:** A vertical box on the left side with the text "Place the Student ID Label Here".
- Section D:** Gender selection (Female or Male).
- Section E:** Date of Birth selection (Day, Month, Year).
- Section F:** State Student Identifier grid.

At the bottom of the page, it says "XXXXXX-001-021 Printed in the USA by Pearson 82XXXXX".

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



Plan to provide accommodations for students with disabilities and English learners

- Review students' approved IEP, 504, or EL plans ahead of time with Special Education educators and linguistic specialists.
- Prepare a master list showing each student and his or her specific accommodation(s) and/or requirement for text-to-speech and color contrast; indicate whether a specific test setting or Test Administrator will be required.
 - Students should be provided with an opportunity to interact with the ePATs prior to test administration to become familiar with accessibility features and determine appropriate color contrast settings.
- Ensure that appropriate forms are selected for students using text-to-speech and accommodations. Make sure that each student knows how to use the relevant accessibility features and accommodations. See the *Quick Reference Guide to Special Forms and Ordering Materials* located in Appendix B of this manual.
- Ensure that accommodations for both computer-based and paper-based forms are indicated on PNP for individual students ordered (e.g., oral scripts for translation CBT or PBT, English or Spanish oral scripts for PBT).
- Train all Test Administrators who will provide accommodations, including substitutes.
- Provide prior access for accommodations as outlined below:
 - For CBT and PBT, oral scripts to translators who will translate into languages other than English or Spanish, or who will provide a signed presentation. Translators and signers may have access to the oral scripts for translation in a secure environment five working days prior to testing.
 - For PBT, English and Spanish oral scripts to Test Administrators administering the oral presentation accommodation. Test Administrators may have supervised access to the oral scripts 24 hours prior to testing.
 - Teachers of the Visually Impaired (TVIs) may have supervised access to the Teacher Notes for the braille assessment 24 hours prior to testing.
 - TVIs may verify the correct braille form (contracted or uncontracted) has been received as soon as materials arrive in the school.



Plan for CMAS computer-based and paper-based administration.

- Determine school-specific procedures if district policy allows (e.g., make-up testing, student options after completing section, scratch paper).

- Ensure that Test Administrators are aware of the resources and materials needed to administer the test (e.g., *CMAS Test Administrator Manual* and Student Testing Tickets) and how to obtain them.
- Create school testing schedules, including accommodated and make-up groups.
 - Sections must be administered in order.
 - Accommodated paper-based sessions should be administered concurrently with computer-based sessions; however, they may not be administered in the same physical testing environments.
 - For general use of the paper-based assessment, all students in a grade must complete the same section of the assessment at the same time. Should that not prove possible, all students should be assessed within the shortest timeframe practicable **within the same day**, minimizing interactions between the groups of students
 - Refer to Section 6 of this manual for guidance on scheduling test sessions.



Prepare CMAS computer-based and paper-based testing environments.

- Work with the DTC or STC to ensure that proper devices and work space are available. Refer to Section 7 of this manual for additional information on testing environments.
 - Confirm that all of the student computers, iPads, or Chromebooks meet the requirements needed to administer the computer-based test. For details on infrastructure and system requirements, see the TestNav 8.5 Requirements page, <https://support.assessment.pearson.com/display/TN/System+Requirements>
 - The Technology Coordinator should be involved in planning meetings to provide input on logistics and to resolve any network issues. Ideally, a technology coordinator will be available in the school building to assist with trouble-shooting during the days that students will be testing.
 - **Note:** If students are testing on iPads or Chromebooks, note the specific device on which each student is testing. This information can also be written on Student Testing Tickets. Each student should use the same device for all three sections to aid in response data recovery if needed.
- Work with the DTC or the STC to ensure that required downloads have been completed and systems are set up properly.
- Work with the DTC or the STC to ensure that the proctor caching device has been identified for all testing locations.
- Finalize testing rooms and schedules.
 - Verify that testing room configurations limit students' visual access to other students' work.

- Bulletin boards and instructional displays that might aid students during testing must be covered or removed. Any rooms to which students may be relocated must also be prepared.
- A “TESTING: Do Not Disturb/Only Authorized Personnel Allowed” sign should be posted outside the testing room.
- No element of the testing room’s environment should hinder any student’s performance. The testing room should be quiet, well lit, well ventilated, and comfortable. Each student should have enough space in which to work.
- Verify headphone availability for students using the text-to-speech accessibility feature or the Spanish text-to-speech accommodation.
- For more information, see Section 7, “Testing Environment”.



Prepare staff for CMAS testing.

- Authorize individuals to serve as Test Administrators and other school personnel to have access to secure test materials.
- Provide each Test Administrator with his or her assigned group of students for testing, including groups with students who need accommodations.
- Provide a copy of the testing schedule to each Test Administrator and explain how it will be implemented for your school.
- Ensure that Test Administrators are aware of the resources and materials needed to administer the test (i.e., this *Procedures Manual*, *CMAS Test Administrator Manual*, *PearsonAccess^{next} User Guide*, and *Student Testing Tickets*) and how to obtain them.
- Inform Test Administrators of your school’s procedures for make-up testing.
- Advise Test Administrators as to whether they are to provide students taking the online assessments with the Student Survey URL (<http://www.coassessments.com/cmassurveys>) after completing both content area assessments (this is a district decision).
- Communicate to Test Administrators the procedures that should be followed to notify SACs when a student’s test needs to be “Marked Complete”.



Prepare students for CMAS testing.

- Identify all students who will be participating in the assessment.
- Inform students about the CMAS and CoAlt: Science and Social Studies assessments.
- Meet with students to review testing day policies and expectations. Discuss prohibited activities, including possession of personal electronic devices (including cell phones) during testing; allowable materials; and local policies on reading materials for use after testing, in an age-appropriate way.
- Ensure that all students have had an opportunity to engage with TestNav 8 ePATs prior to testing to become familiar with navigation, test system tools, and item types prior to the first day of testing. Be sure students who will use text-to-speech and/or color contrast have the opportunity to engage with these features specifically. Students may prefer using their own external color

overlays or having them available in addition to the embedded color contrast options.

- ePATs (practice testing environments) for each grade level and content area can be accessed at <https://co.pearsonaccessnext.com> through the Practice Tests link under Science and Social Studies.
- ePATs can also be accessed via TestNav through the secure PearsonAccess^{next} Training Center. The PearsonAccess^{next} Training Center allows Test Administrators to practice creating and monitoring a computer-based test session in conjunction with the ePATs. Please refer to the *PearsonAccess^{next} User Guide* for more information.



Additional CoAlt tasks.

- Create school testing schedules.
- Following approval from the DAC, distribute electronic CoAlt test items, as needed for preparation of accommodated materials. For instructions, see “Receive and Distribute Test Materials” in Section 13 of this manual.
- Verify the completion of CoAlt tasks in PearsonAccess^{next}.
- Distribute the test materials to Test Examiners. Test Examiners must receive the CoAlt test books in time to review items and test administration procedures described in the Examiner’s Manual included with the CoAlt test book.

Tasks for SACs During Testing

This section describes SAC tasks during testing. Some of the tasks may be shared with the DAC and Test Administrators/Test Examiners.

Maintain test security

- Maintain proper chain of custody procedures for secure materials according to Section 8 of this manual.
- Distribute and collect paper-based testing materials on each testing day.
 - Paper-based forms
 - For CBT and PBT, oral scripts for translation
 - For PBT, English and Spanish oral scripts
 - Scratch paper for CBT (per district policy); must be provided for PBT
 - Student Testing Tickets
- Complete the School Security Checklist (sample included in Appendix G).
- Use secure return envelopes to store Student Testing Tickets after each testing session.

Monitor test activity

- Play an active role in test administration through careful supervision and monitoring of the administration and test security procedures in each testing room.
- Ensure that during each section of the test, Test Administrators walk around the room and verify that students are working independently.

- Ensure that all test sections are locked for all students at the end of each testing day.

Ensure that all students present during the school testing window test

- The state testing window for CMAS and CoAlt spans three weeks, from April 11 – 29, 2016. Districts and/or schools may schedule initial testing to be completed in less than the three week allotment. Students present during any part of the initial school testing window should test.
 - New students enrolled **during** the state testing window: If the school has completed initial testing for the newly enrolled student’s grade level and content area prior to the student’s enrollment, the student does not need to be tested. However, special consideration should be given for newly enrolled students who started testing in their previous school of enrollment but did not finish. For new students who started testing elsewhere:
 - PBT – the test book can be securely transferred between districts through DAC to DAC handoff or via secure shipment requiring signatures
 - CBT – contact CDE to have started online assessment moved between districts
- Supervise make-up sessions as needed. Refer to Section 6 of this manual.
- Track test section and session completion in PearsonAccess^{next} through the **Students in Sessions** screen or view all session statuses on the **Session** screen by selecting “Show all results” from the **Search** drop-down menu.
- Monitor CoAlt score entry completion in PearsonAccess^{next}.
- Districts must account for all students in PearsonAccess^{next}, including those who are not present during the testing window.

Contact the DAC with any test-related issues

- Report unforeseen emergencies and unexpected circumstances to the DAC.
- Contact the DAC immediately with testing irregularities, including misadministrations, security breaches, and technology glitches that may require tests to be invalidated. Work with the DAC to mitigate the situation and to investigate as necessary.

Request additional secure and non-secure materials from the DAC as needed.

Tasks for SACs After Testing

Finalize information in PearsonAccess^{next}.

- Verify that all students enrolled in the school are accounted for in PearsonAccess^{next}.
 - Verify that all test sessions have been **Stopped**.
- If any students are not in “Completed” status, they must be “Marked Complete” before the test session can be stopped. (The reason entered in the “Marked Complete” field is for school and district use only. **Invalidations are entered separately**. Invalidations must be indicated on the Student Test

Details screen in PearsonAccess^{next} or through the Student Test Update [STU] process post-test administration.)

- Verify that all CoAlt scores have been entered into PearsonAccess^{next}.
- If you have been assigned the Sensitive Data role, check student demographic information in PearsonAccess^{next} to verify that all information is correct for CMAS computer-based and paper-based students, as well as CoAlt students. For instructions, see “Create and Edit Student Records” in the *PearsonAccess^{next} User Guide*. Provide any needed updates, including accommodations that were provided for students during testing, through the PearsonAccess^{next} User Interface before the deadline for each test administration.
- Ensure that the appropriate invalidation codes have been entered in PearsonAccess^{next} for students whose tests need to be invalidated. This can be done on the Student Test Details screen in PearsonAccess^{next} User Interface or batch loaded through the Student Test Update process. For instructions, see CMAS and CoAlt: Science and Social Studies post administration clean-up documentation.



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

- Student responses written in large print and braille test books must be transcribed into a scannable test book.
- Student responses written in a language other than English or Spanish must be transcribed into a second scannable test book.
- Student responses provided using assistive technology must be transcribed into the student’s scannable test book.
- Mark any large print, braille, or test book with responses in languages other than Spanish or English as “Do Not Score”. Student responses in these test books must be transcribed into a scannable test book for processing/scoring. After transcribing, return the test books containing the students’ original written responses with nonscorable materials after they have been marked “Do Not Score”.

Securely collect, sort and store test materials

- Reminder: Collect secure materials from Test Administrators and Test Examiners after each day’s testing session.
- Complete the School Security Checklist (a sample is included in Appendix G). Secure materials include, but are not limited to:
 - All used test books
 - All unused test books
 - Social Studies source books
 - Large print test kits (including visual description documents)
 - Oral scripts for CBT and PBT
 - Braille test kits

- Braille notes, including picture description scripts, used to administer the test to visually impaired students
- Student Testing Tickets (collected in secure return envelopes) – may be returned to Pearson or shredded locally
- Any used scratch paper (collected in secure return envelopes)
- Student rosters for computer-based test sessions containing TestNav usernames and passwords, if printed
- CoAlt secure return envelopes containing task manipulatives
- CoAlt accommodated materials
- Any reports or other documents that contain personally identifiable student information
- If a test book was contaminated with bodily fluids (e.g., blood, vomit), follow your school or district protocol.
- Schools must investigate any report of missing test materials. If, after a thorough investigation, a secure test material is not found, the SAC must contact the DAC, who will contact CDE. If there is reason to believe that a secure document or test content has been stolen, photographed, or photocopied, the SAC or DAC should immediately contact CDE to determine a plan of action. This action may include the involvement of local law-enforcement personnel.
- Sort scorable from nonscorable materials.
 - Scorable materials: used test books.
 - Ensure that the demographic page is completed only if the pre-ID student label is incorrect. Update through the PearsonAccess^{next} User Interface, as needed, to reflect the most current and accurate information.
 - Sort the secure test books that will be returned to Pearson for scoring by grade level and language (English or Spanish).
 - Complete the pre-gridded header sheet (one for each grade level). The header sheet is a scanned document that will be used to verify the number of test books to be scored. Refer to Section 13 for additional information.
 - Nonscorable materials:
 - Unused test books
 - Social Studies source books
 - Braille and large print test kits
 - Teacher Notes for use with braille test books
 - Visual description documents for use with large print
 - Test books with pre-transcribed student responses written in languages other than Spanish or English (only responses transcribed into another test book will be scored)
 - Secure return envelopes containing
 - Used scratch paper
 - Printed Student Testing Tickets (may be returned to Pearson or shredded locally)
 - Oral scripts for CBT and PBT

- Student rosters with user names and passwords, if printed
- *CMAS Test Administrator Manuals*
- CoAlt test books with the *CoAlt Examiner's Manuals*
- CoAlt secure return envelopes (labeled with student's name) containing the task manipulatives
- CoAlt accommodated materials
- Before grouping other test materials, first sort all scorable test books (i.e., test books) that will be returned to Pearson for scoring by following the directions provided in Section 13 of this manual.
- Box scorable materials in boxes used for "scorable" materials. Scorable test books must be returned to DACs immediately after paper-based testing is completed.
- Group nonscorable materials to be returned to Pearson, following the directions provided in Section 13 of this manual.
- Box nonscorable materials in boxes used for "nonscorable" materials.
- **Only the boxes provided by Pearson can be used for shipping test materials.** If you do not have enough boxes, please contact your DAC.

Deliver test materials to the DAC following district procedures. Each district should have established procedures for how materials are returned from the school to the district office.

Provide feedback on your experience by completing the survey emailed to you after testing.

Section 12: District Technology Coordinator Testing Responsibilities



The responsibilities outlined in Sections 10, 11, and 12 for DACs, SACs, and Technology Coordinators are based on role allocation in a typical district. Each task outlined in these sections must be completed; however, districts may determine which individual from the district should complete each task.

This section describes activities that the District Technology Coordinator (DTC) and School Technology Coordinator (STC), if applicable, should complete before the day of testing.

Training Requirements

Meet with the DAC and review the sections of this manual that apply to the DTC role. Where applicable, School Technology Coordinators should meet with the DTC and SAC. All school personnel involved in the administration of the CMAS and CoAlt: Science and Social Studies assessments must be familiar with their individual responsibilities and CMAS Test Security Protocols. In addition, Technology Coordinators must review the *PearsonAccess^{next} User Guide* for specific instructions on PearsonAccess^{next} functions and technology-related troubleshooting. Technology Coordinators must attend the site readiness training, or review the site readiness training available online on the CDE website at: <http://www.cde.state.co.us/assessment/newassess-dtc>.

Sign the Security Agreement.

- Sign the Security Agreement located in Appendix D and provide it to the DAC.

Tasks for DTCs Before Testing

Plan for online assessment administration.

- Meet with the DAC/SAC and have login credentials created.
- Identify School Technology Coordinators (if applicable).
- Review TestNav technology requirements, available at: <https://support.assessment.pearson.com/display/TN/TestNav+8+Online+Support>
- Configure firewall, content filter, proxy server, and spam filter.
- Identify the testing rooms and the number of workstations to be used for testing.
- Identify the Proctor Caching machine(s) and install Proctor Caching.
- Complete the SystemCheck tests to verify the number of concurrent testers supported using Proctor Caching.
- Use SystemCheck software to verify that the wireless access points can accommodate the number of students scheduled for the testing environment. Positioning devices as close as possible to wireless access points is preferable, as well as limiting obstructions between devices and wireless access points.

- Use the SystemCheck tool to verify that you have the appropriate amount of bandwidth for *each* computer-based testing environment.

Prepare the proctor caching computer.

- Designate a proctor caching computer.
- The proctor caching computer downloads and stores test data, such as multimedia or test questions, and then serves that data to individual test devices from within the local network. This enables faster test page loading times and more efficient test-taking. Because cached test content is closer to student devices, test delivery is accelerated, and the amount of Internet bandwidth required for computer-based testing is reduced. Proctor caching software needs to be downloaded from <http://download.testnav.com/>. For complete proctor caching details and instructions, refer to <https://support.assessment.pearson.com/display/TN/Set+Up+and+Use+ProctorCache>.

Prepare student devices to meet security needs.

- Any software that would allow secure test content on student computers to be viewed on another computer must be turned off.
- Any applications that can automatically launch on a device should be configured not to launch during testing sessions. Common applications that can launch automatically include anti-virus software performing automatic updates, power management software on laptops (low-battery warning), screen savers, and email message notifications.

Prepare student devices for testing.

- Complete the SystemCheck tests to verify testing workstation readiness.
- Ensure that each computer, iPad, or Chromebook meets the TestNav technology requirements, available at: <https://support.assessment.pearson.com/display/TN/TestNav+8+Online+Support>
- Update testing workstations to comply with TestNav hardware/software requirements.
- Choose Browser-based TestNav or Installable TestNav environment.
 - Browser-based TestNav
 - Available for
 - Mac OS X
 - Windows
 - Runs in a browser
 - Requires that users install Java on the testing device.
 - Requires that users enable pop-ups for TestNav.
 - Access your test by creation of a URL shortcut to TestNav on each computer desktop
 - Installable TestNav
 - Available for
 - Android

- Chrome
- iOS 8
- Linux Fedora; Ubuntu
- Mac OS X
- Windows
- Does not depend on other software, such as a browser or Java.
- Downloadable app link varies by operating system.
- Access your test by starting the TestNav app and choosing your test.
- **Note:** External keyboards are recommended for students using iPads.
- For more information visit <https://support.assessment.pearson.com/display/TN/Set+Up+TestNav+Testing+Environment>
- Launch TestNav from student machines to verify the device can deploy TestNav.
 1. In an open browser go to <http://co.testnav.com>, or open the TestNav app (iPads, Chromebooks, and computers).
 2. Enter the following credentials in the login screen:
 - Username: username
 - Password: password
 3. Select "Sign In".
 4. Select the **Start Test Now** button.
 5. If the device is correctly configured to run TestNav, a "Congratulations" screen will appear.

For more information, see <http://www.cde.state.co.us/assessment/newassess-dtc>.

Verify Assessment Environments in the PearsonAccess^{next} Training Center

- Perform an Infrastructure Trial in the PearsonAccess^{next} Training Center to verify that assessment environment components are configured for TestNav and that devices can successfully run TestNav.
- Enter TestNav configuration(s) in the PearsonAccess^{next} Training Center.
- Create a test session in the PearsonAccess^{next} Training Center.
- Proctor cache Site Readiness Form.
- Execute Site Readiness Form and verify SRFs are saved in the appropriate save locations.
- Duplicate TestNav configuration(s) in the PearsonAccess^{next} operational site.

For more information, see <http://www.cde.state.co.us/assessment/newassess-dtc>.

Tasks for DTCs During Testing

Be available during testing to provide technical support to schools. For instructions on resolving error codes and messages, see

<https://support.assessment.pearson.com/display/TN/Troubleshooting>.

Tasks for DTCs After Testing

CDE recommends that districts purge content from the proctor caching computers.

Section 13: Receiving and Returning Test Materials

Overview of Test Materials

For the Spring 2016 CMAS and CoAlt: Science and Social Studies assessments, test materials from Pearson are packaged by school and shipped to each district. The following table indicates what is included in each shipment.

Materials included in Each Shipment		
Test Materials		Description
DISTRICT/SCHOOL PACKING LIST		Summary of the test materials in the shipment from Pearson.
DISTRICT RECEIPT FORM		Summary view of secure materials shipped to the DAC. DACs use this form to track secure receipt of materials by SACs.
PALLET DETAIL		List identifying the boxes to send to each school. Schools are identified by both number and name.
SCHOOL SECURITY CHECKLIST		List of all secure materials sent to a school. SACs use this form to check the security barcode number sequences of the test materials, and to record any discrepancies.
COORDINATOR KIT (DAC)	COORDINATOR MEMO	Description of the shipment, including contact information and helpful resources.
	SECURITY AGREEMENT	Form that documents secure procedures.
	SCORABLE RETURN LABELS, ORANGE	Orange labels used for returning CMAS scorable documents to Pearson.
	NONSCORABLE SECURE RETURN LABELS, BLUE	Blue labels used for returning non-scorable secure test materials to Pearson.
	UPS RETURN LABEL	White UPS label for returning materials to Pearson.
	BLANK HEADER SHEET	Scanned document that will be used to verify the number of test books to be scored.
COORDINATOR KIT (SAC)	COORDINATOR MEMO	Description of the shipment, including contact information and helpful resources.
	PRE-GRIDDED HEADER SHEET	Scanned document with pre-gridded information that will be used to verify the number of test books to be scored.
	CMAS ROSTER FOR PAPER FORM WITH PRE-ID LABELS	Checklist for Test Administrators to verify pre-ID labels for students taking the paper form.
	PAPER BANDS	Piece of paper used for securing scorable test books that will be returned to Pearson for scoring.
CMAS TEST MATERIALS		Printed materials that were used for CMAS assessments. Includes braille and large print test kits, regular print test books and social studies source books (including Spanish bilingual books), and oral scripts used for

		PBT (English, Spanish, and translated) and CBT (translated).
	CMAS SECURE RETURN ENVELOPES	Envelopes used to return <u>used</u> scratch paper to Pearson. Student Testing Tickets may also be returned in envelopes if they are not being shredded by the district/school.
	CMAS TEST ADMINISTRATOR MANUAL	Manuals on testing procedures and policies for Test Administrators.
PACKET, COALT	TB, COALT	Test books for grades 5, 8 and High School (11) Science and grades 4 and 7 Social Studies CoAlt administration. Includes the <i>Examiner's Manual</i> .
	TASK MANIPULATIVES	Shrink-wrapped package of task manipulatives for grades 5, 8 and High School (11) Science and grades 4 and 7 Social Studies CoAlt test administration. Includes the Secure Return Form and the Score Recording Form.
	COALT ENVELOPE, SEC	Envelope used to return task manipulatives to Pearson.
	SCORE RECORDING FORM	Form that may be used to record student scores.

Receive and Distribute Test Materials - DAC

Instructions for the DAC

DACs will receive and sign for test materials from UPS. See “Overview of Test Materials” on the previous pages for a table listing the materials with brief descriptions.

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

One box (or more, depending on the size of the district) will contain the Coordinator Kit that has materials for the DAC. This box will have only **ONE** label, colored purple. Refer to “Overview of Test Materials” for a list of what will be included in the DAC Coordinator Kit.

All other boxes will have two labels. One label will be purple. The other label will be either green, stating CMAS, or pink, stating CoAlt. The information on the following image will be printed on the purple label.

PEARSON
 9200 EARHART LANE SW
 CEDAR RAPIDS, IA. 52404-9078

201 East Colfax Ave.

SEQ: 00006

999990999

DAC NAME
 COLORADO ELEMENTARY
 999 STREET AVE.
 DENVER, CO. 80203

999-999-9999

DENVER SCHOOL A

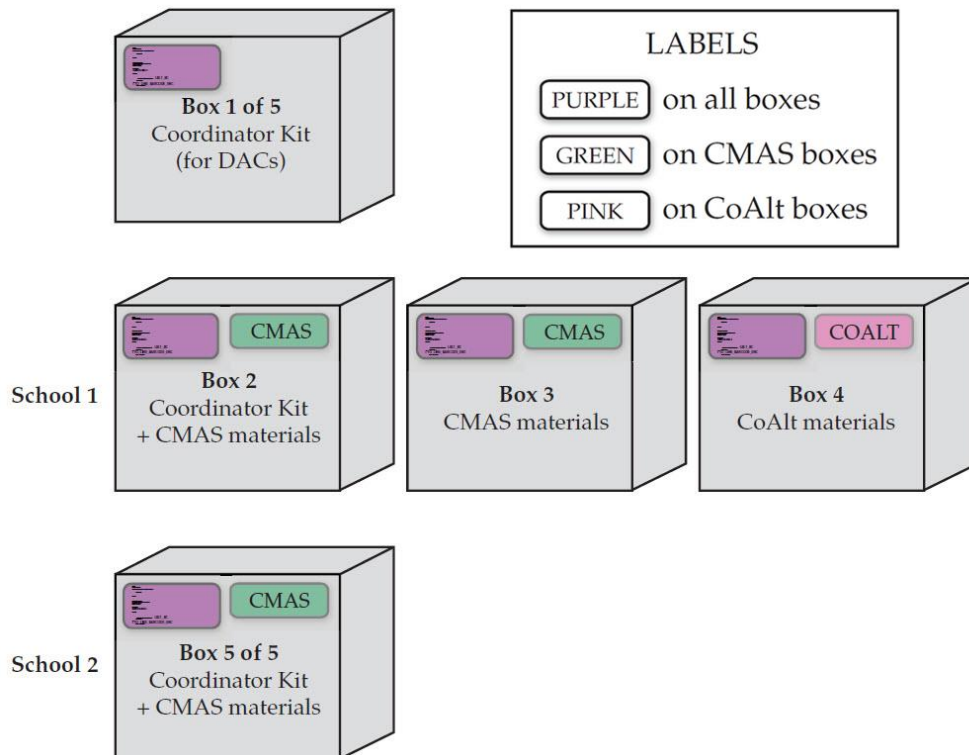
SPRING 2016

ATTN: DISTRICT ASSESSMENT COORDINATOR

LBL1 BC
 02004337756

PTO_LINE BARCOD
 E_ENC
 526122 3617117003

The DAC should distribute the rest of the boxes that contain test materials and SAC Coordinator Kits to schools as identified on the box labels. Refer to “Overview of Test Materials” for a list of what will be included in the SAC Coordinator Kit. The following diagram illustrates the labels and shipments for a hypothetical district with two schools.



- Box 1 contains the Coordinator Kit that has materials for the DAC. As the first box in the shipment, it will be labeled “Box 1 of 5”.
- Boxes 2, 3, and 4 are for School 1, which is participating in both CMAS and CoAlt. Box 2 contains the Coordinator Kit for the SAC, in addition to CMAS test materials. These boxes are not labeled Box 2 of 5, Box 3 of 5, or Box 4 of 5.
- Box 5 is for School 2, which is participating in CMAS only. As the last box in the shipment, it will be labeled “Box 5 of 5”. Because the school is receiving only one box, it contains the Coordinator Kit and all test materials.

Box 1 contains several forms that DACs must use to check the test materials. See “Sample Forms” in Appendix G of this manual for examples of these documents.

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

Secure and non-secure materials will be contained in a single shipment. Materials should be distributed to schools as soon as possible so that Test Administrators and Test Examiners are able to review the *CMAS Test Administrator Manual* and the *CoAlt Examiner’s Manual* as needed. However, secure materials sent by Pearson to a school district, including paper-based forms of the CMAS: Science and Social Studies assessments and oral scripts, should be secured at all times and test books should remain sealed until they are used during test administration.



Boxes containing CoAlt test materials must be delivered to schools in time for Test Examiners to review test administration procedures. Upon request, DACs may distribute PDF versions of the CoAlt task manipulatives. Website login credentials to access these materials will be provided by Pearson, with CDE approval. The files may then be saved on a memory stick for ease in distribution. Task manipulatives may not be sent to the field via email or through another electronic form. DACs are responsible for ensuring that all electronic CoAlt task manipulatives are removed from electronic devices, and that the memory sticks used for distribution are erased or securely destroyed.

Receive and Distribute Test Materials - SAC

Instructions for the SAC

As soon as materials are received from the DAC, use the School Packing List to review the materials that should be included in the shipment for your school. Next, use the School Security Checklist to plan and eventually track the distribution of the appropriate number of test materials to each Test Administrator or Test Examiner. See “Sample Forms” in Appendix G of this manual for examples of these documents.

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

- One *CMAS Test Administrator Manual* will be provided for every 20 students registered in PearsonAccess^{next}.
- Test books with social studies source books will be received in singles.

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

Report the following occurrences immediately to Pearson:

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

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

Test Administrators and Test Examiners receiving materials from the SAC must sign them out according to the security numbers on the materials. The *CoAlt Examiner's Manual* and the test materials should be reviewed and prepared by the Test Examiner **at least** one week before the test window. *CMAS Test Administrator Manuals* should be reviewed by the Test Administrator at least one week before the test window. Test books must be secured when not in use for testing purposes.

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

The logo for CoAlt, featuring the text "CoAlt" in a stylized font inside a green oval with a drop shadow.

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

Collect Test Materials - SAC

Instructions for the SAC

Collect Materials

The SAC is responsible for the distribution and collection of CMAS and CoAlt materials **to and from** Test Administrators and Test Examiners on each day of administration, preferably within 15 minutes of the start and end of each testing session. See chain of custody requirements in Section 8 of this manual.

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

Electronic material must be removed from any assistive technology device used as an accommodation for a student with a disability immediately after testing. A verification of this removal must be sent to the DAC. Any media used to distribute CoAlt accommodated electronic materials must be returned to the DAC at the end of testing for secure destruction.

Prepare Test Materials for Packaging - SAC

Instructions for the SAC

Before returning CMAS or CoAlt test materials to the DAC, the SAC should sort and package the materials following the directions below. If your DAC has provided district-specific sorting or packaging instructions, be sure to follow those directions. If there is a conflict between the district-specific instructions and the instructions in this manual, follow the district-specific instructions.



1. Check and deliver CMAS scorable test books to the DAC

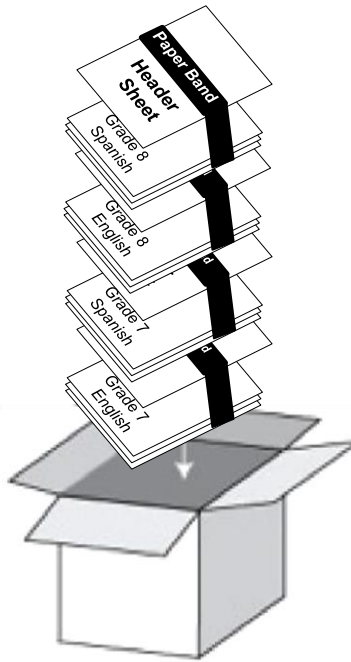
Before grouping other test materials, first sort all CMAS scorable test books that will be returned to Pearson for scoring. These test books must be returned to DACs immediately after paper-based testing is completed.

- Ensure that the test books are verified for accuracy and completeness of student identification information, especially if pre-ID labels were not used and information was completed by the Test Administrator.
- Ensure that used test books have been received from ALL Test Administrators.
- Verify and/or complete the header sheet.

- The header sheet is a scannable document that will be used to verify the number of CMAS test books to be scored. See Appendix I for a sample header sheet.
- Pre-gridded header sheets have been provided. Some information on the header sheet will be pre-gridded, while other information will need to be filled in manually. All information, whether pre-gridded or manually entered, should be reviewed for accuracy.
- Corrections to pre-gridded information are not permissible; complete a new (blank) header sheet with accurate information to prevent scoring delays. If a new header sheet is required, contact the DAC.
- The following information must be manually completed on the pre-gridded header sheet:

SIDE 1	
NUMBER OF DOCUMENTS	Write and bubble in the total number of test books that will be bundled, by grade and language, under the header sheet.
SIDE 2	
GROUP NAME	Write and bubble in the Group Name for non-pre-ID students. This should match the class group name of other pre-ID students in PearsonAccess ^{next} . If this is left blank, the field will default to Default Group.

- Organize CMAS scorable test books
 - Organize the test books into stacks by grade and language (English or Spanish) so that the demographic page is facing down and the margin that contains the black horizontal bars is on the right.
 - The test books do not need to be alphabetized or sorted in any way other than by grade and language (e.g., Grade 5 English and Grade 5 Spanish in separate stacks).
 - Place a completed header sheet on top of each bundle of test books by grade and language.
 - Secure the header sheet and test book stacks with a paper band that was provided with the shipment of test materials. You may tape the paper band to ensure that it fits around the stack. If the stack is too large for a single band, you may break it down into stacks of 10 and use multiple bands. It is important that you mark each band appropriately—for instance, “1 of 2” and “2 of 2”.
 - Put the stacks into the boxes, with the lowest grade level going in first (on the bottom) and the highest grade level going in last (on the top). Example: Grade 7 English (bottom), Grade 7 Spanish, Grade 8 English, Grade 8 Spanish (top). Refer to the following diagram.



- Keep these used test books separate from all other material being returned to the DAC.

2. Sort remaining CMAS materials and CoAlt materials



CMAS Test Materials

The remaining CMAS test materials to deliver to the DAC are nonscorable secure items. They may include any of the following items and may be grouped together.

CMAS Nonscorable Secure Test Materials
○ Unused Social Studies test book
○ Unused Science test book
○ Social Studies test book marked "Do Not Score"
○ Science test book marked "Do Not Score"
○ Social Studies source book
○ Social Studies large print test kit
○ Science large print test kit
○ Social Studies contracted braille test kit
○ Science contracted braille test kit
○ Social Studies uncontracted braille test kit
○ Science uncontracted braille test kit
○ Social Studies oral script – English, PBT
○ Science oral script – English, PBT
○ Social Studies oral script - Spanish, PBT
○ Science oral script – Spanish, PBT
○ Social Studies oral script for Translation, PBT

- Science oral script for Translation, PBT
- Social Studies oral script for Translation, CBT
- Science oral script for Translation, CBT
- secure return envelopes, including:
 - Used scratch paper
 - Student Testing Tickets
- *CMAS Test Administrator Manuals*
- Other secure materials (e.g., student rosters with names and passwords)



CoAlt Test Materials

- DACs or SACs must verify that all task manipulatives and used score recording forms have been placed in the secure return envelope. DACs or SACs must also check that the envelope includes a signed and dated Secure Return Form, that the student's name has been written on the envelope's label, and that the CoAlt scores have been entered in PearsonAccess^{next}. After the materials, score entry, and Secure Return Form have been verified, DACs or SACs must seal the secure return envelope.
- Group all secure return envelopes together.
- Group all used test books together.
- Group all accommodated materials together. Keep these materials separate from the others.

3. Return CMAS and CoAlt materials with original boxes

- The original Pearson shipping boxes in which test materials were delivered must be used for return shipping. Ensure that the original shipping labels and other markings have been removed or covered. If more boxes are needed, contact your DAC.
- Prior to placing test materials in a box, securely tape the bottom of each box to prevent breakage. Reinforce all seams (top, bottom, and sides), following an "H" pattern.
- Place CMAS scorable test books with the completed header sheets in scorable shipping boxes **separate from all other material being returned**.
- Place all remaining materials in nonscorable shipping boxes. Multiple types of materials can go into a single box, as long as the materials have been sorted and grouped together. **You do not need to fit the CoAlt accommodated materials that you grouped in Step 2 into a Pearson box.** These accommodated materials will be securely destroyed by the DAC. CoAlt task manipulatives must not be destroyed; they must be returned to Pearson.
- Do NOT seal boxes. Return unsealed boxes to the DAC, who will check the contents before returning them to Pearson.
- **Reminder:** The materials should be sorted and/or packaged as directed by your DAC. If there is a conflict between the DAC's

district-specific instructions and the instructions in this manual, follow the DAC's instructions.

- Ask the DAC to confirm the district's decision regarding the return or shredding of Student Testing Tickets.

Collect Test Materials - DAC

Instructions for the DAC

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

Collect all scorable materials (i.e., paper-based test books) from SACs immediately after testing ends. These must be shipped back to Pearson as soon as the school has finished paper-based testing. Ensure that a header sheet has been completed for each grade level and is included on each set of test books.

Prepare Test Materials for Packaging - DAC

Instructions for the DAC

1. Securely destroy CoAlt accommodated materials

After all CoAlt assessments have been administered, the SAC will deliver all accommodated materials to the DAC for secure destruction; CoAlt task manipulatives must not be destroyed. Secure destruction means shredding physical accommodated materials, and deleting electronic materials. The DAC must ensure that all electronic materials are completely removed from machines.

2. Sort materials for return to Pearson

All CMAS scorable test books must be returned to Pearson as soon as paper-based testing is complete. Verify that used and unused test materials have been grouped as described in Step 1 of the return instructions for the SAC beginning on page 92.

If multiple boxes are received from a single school and are not filled to capacity, the boxes from that school only can be consolidated so that fewer boxes are shipped back to Pearson. Proper consolidation requires grouping test books together by grade and language in scorable boxes, and grouping secure return envelopes and other secure materials together in nonscorable boxes.

Multiple types of nonscorable materials can go into a single box, as long as the materials have been sorted and grouped together. CMAS and CoAlt nonscorable secure materials may be returned in the same boxes.

In nonscorable boxes, do not include:

- CoAlt accommodated materials, which must be securely destroyed
Scorable materials (This may result in failure to score paper-based test books in time for reporting.)

Student Testing Tickets may be returned to Pearson or they may be shredded locally at the district/school.

3. Prepare boxes for shipping

Reuse the original Pearson shipping boxes to return test materials to Pearson. Ensure that the original shipping labels and other markings have been removed or covered. If more boxes are needed, place an additional order via PearsonAccess^{next} or contact Pearson Customer Service at 1-888-687-4759.

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

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

4. Schedule pickup with UPS

Each SAC must return all test materials to the DAC in time for UPS pickup.

Schedule UPS pick up of scorable materials immediately after paper-based testing ends. Pickups must be **scheduled** with UPS by May 2, 2016, but may be scheduled as early as April 14 if paper-based testing is completed early. Schedule pickup arrangements 24–48 hours in advance of the pickup.

Scorable materials must be **picked up** by UPS no later than May 4, 2016 or materials may not be scored in time for reporting.

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

You must provide UPS with the following information:

- The physical location of where packages are to be picked up.
- The estimated number of packages to pick up.

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

Ship Test Materials

Instructions for the DAC

1. Check the boxes

Two types of return labels are provided in the Coordinator Kit (these are separate from the white UPS shipping labels). The orange labels are for returning scorable materials. The blue labels are for returning nonscorable secure materials. White UPS shipping labels are also provided in the Coordinator Kit. The number of UPS labels provided for return shipments was calculated based on the materials that are expected to be returned to Pearson. Boxes cannot be shipped without a UPS shipping label. If the weight of the box exceeds the weight printed on the UPS label, UPS will update the label upon pickup.

Return and Shipping Labels

Identify boxes containing CMAS scorable documents with the orange scorable return label.

- The address on the orange labels is:

9200 Earhart Lane SW
Cedar Rapids, IA 52404-9078

Identify boxes containing nonscorable materials with the blue return label.

- The address on the blue labels is:

7405 Irish Dr SW
Cedar Rapids, IA 52404

A white UPS label must be used on ALL boxes being shipped to Pearson.

- Some white UPS labels will have the same address as the orange scorable return labels; some will have the same address as the blue nonscorable return labels.
- The address on each UPS label must match the address on the appropriate return label, depending on the material being shipped. Ensure that the UPS label and the return label match when applying the labels to the boxes.

Refer to the following examples of each type of label.

SCORABLE MATERIAL RETURN LABEL


P-10001 S-10000

SAMPLE DISTRICT 9999
 ADDRESS LINE 1
 ADDRESS LINE 2
 DENVER, CO 99999 DIST: BOX _____ OF _____

SCHOOL: _____ SCH #: _____
 SCH: BOX _____ OF _____

SPRING 2016 COLORADO SCI/SS
 PEARSON
 9200 EARHART LANE SW
 CEDAR RAPIDS, IA 52404-9076

SCORABLE MATERIALS



958-131-001 6665380313 ANS

NONSCORABLE MATERIAL RETURN LABEL


P-10001 S-10000

SAMPLE DISTRICT 9999
 ADDRESS LINE 1
 ADDRESS LINE 2
 DENVER, CO 99999 DIST: BOX _____ OF _____

SCHOOL: _____ SCH #: _____
 SCH: BOX _____ OF _____

SPRING 2016 COLORADO SCI/SS
 PEARSON
 7405 IRISH DR. SW
 CEDAR RAPIDS, IA 52404

NONSCORABLE SECURE MATERIALS



958-131-001 6665380313 ANS

SCORABLE MATERIAL UPS LABEL

CO ALT FALL 14 2 LBS 1 OF 1
 (319) 841-4712 PEARSON
 9200 EARHART LANE SW
 CEDAR RAPIDS IA 52404 **RS**

SHIP TO: CO ALT SPRING 16
 (319) 841-4712
 PEARSON
 9200 EARHART LANE SW
 CEDAR RAPIDS IA 52404



IA 524 0-10



UPS GROUND
 TRACKING #: 1Z1Y3 95W 90 0002 3749



BILLING: PIP
 DESC: DOCUMENTS
 RETURN SERVICE
 REF1: 526120

CO ALT SPRING 16 SEQ NO:00000
 CUJ 12.2 PDF 64.5V 07/2014

TRACKING NUMBER: 1Z1Y395W9000023749

For material pickup call UPS at 800-823-7459.
 Request a Pearson pickup.

NONSCORABLE MATERIAL UPS LABEL

CO ALT FALL 14 5 LBS 1 OF 1
 (319) 841-4712 PEARSON
 7405 IRISH DR SW
 CEDAR RAPIDS IA 52404 **RS**

SHIP TO: CO ALT SPRING 16
 (319) 841-4712
 PEARSON
 7405 IRISH DR SW
 CEDAR RAPIDS IA 52404



IA 524 0-10



UPS GROUND
 TRACKING #: 1Z1Y3 623 90 0920 1497



BILLING: PIP
 DESC: DOCUMENTS
 RETURN SERVICE
 REF1: 526120

CO ALT SPRING 16 SEQ NO:00000
 CUJ 12.2 PDF 64.5V 07/2014

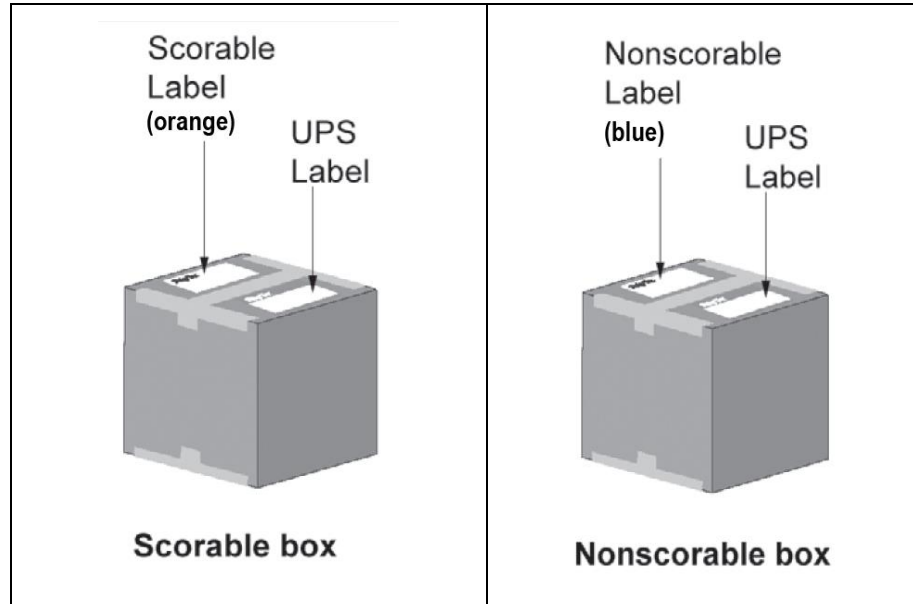
TRACKING NUMBER: 1Z1Y36239009201497

For material pickup call UPS at 800-823-7459.
 Request a Pearson pickup.

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

SCORABLE MATERIALS

NONSCORABLE MATERIALS



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

2. Mark the boxes

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

3. Store and ship test materials

Hold the boxes for pickup by UPS on the date you previously scheduled. See "Schedule Pickup with UPS" on page 96 for instructions. Materials must be picked up by UPS no later than May 4, 2016. Scorable materials must be returned immediately after a school has completed testing, which may be prior to the last day of the testing window (April 29).

Materials must be kept secure at all times.

Appendix A

PearsonAccess^{next} User Roles and Permissions

PearsonAccess^{next} User Roles and Permissions

The table on the following page shows standard base and add on roles that may be assigned to PearsonAccess^{next} users. Role-associated functions that may be performed by each user type are indicated. Individuals can be assigned more than one role to fulfill the need for additional permissions (e.g., an educator administering CMAS and CoAlt assessments would be assigned both the Test Administrator and Test Examiner roles). For the complete PearsonAccess^{next} User Roles and Permissions guidelines, refer to the full *User Role Matrix* available at co.pearsonaccessnext.com > Support > Documentation.

The official DAC for each district has been assigned the LEA/District Test Coordinator base role and all add on roles displayed in the following table. The DAC may confer roles to other PearsonAccess^{next} users in their district as appropriate. **Note:** Some add on roles are only available at certain times before, during, or after the administration window.

PearsonAccess^{next} User Role Matrix

Permission Category / Permission Name	BASE ROLES						ADD ON ROLES						
	LEA/District Test Coordinator	School Institution Test Coordinator	Test Administrator	Technology Coordinator	Test Examiner	Request Additional Order Role	Delete Student Role	Sensitive Data Role	Student Test Update Role	Rejected Student Test Role	Published Reports Role	Non-Sensitive Published Reports Role	
File Import / Export													
Users	●	●											
Students Registration/Personal Needs Profile (SR/PNP)								●	●				
Student Registration Delete							●						
Student Test Update									●				
Organizations													
Contacts Create/Edit/Delete	●												
Enrollment Counts Status	●	●											
View Completion Status	●	●											
Users													
Create/Edit/Delete	●	●											
Reset Password	●	●											
Classes													
Create/Edit/Delete	●	●											
Orders													
View	●	●											
Create/Edit/Cancel (pending orders)						●							
Students													
Search	●	●	●	●	●			●	●				
Create/Enroll/Register/Edit	●	●						●	●				
Student Detail Pop Up								●	●				
Student Test - Invalidate (Not Tested/Void)								●	●				
View Sensitive Student Data								●	●		●		
Delete													
Generate Sample Students (Training Site Only)	●	●						●	●				
Student Tests													
Manage Student Tests - View	●	●	●		●			●	●				
Manage Student Tests - Edit	●	●						●	●				
Rejected Student Tests - Edit										●			
Session Management													
Edit Precache Test Content Config					●								
Precache Test Content Config - View	●	●			●								
Precache Test Content	●	●			●								
View Sessions/Students in Sessions	●	●	●	●	●								
Create/Edit/Delete Session	●	●											
Mark Test Complete	●	●											
Resume Test	●	●	●										
Add/Remove/Move Students from Sessions	●	●											
Lock/Unlock Sections	●	●	●										
Start/Stop/Refresh Session	●	●	●										
Download Student Test Tickets	●	●	●										
Alternate Assessments													
Enter/Submit Student Scores (Score Entry)					●								
Work Requests													
Create Enrollment Transfer	●							●					
Approve Enrollment Transfer	●							●					
Reports													
Operational	●	●	●	●	●								
Published								●	●		●	●	

Appendix B
Spring 2016 PearsonAccess^{next} Quick Reference Guides

Quick Reference Guide to Assigning Test Mode, Accessibility Features and Accommodations

The default test mode for CMAS assessments is online (O) for computer-based testing (CBT). If districts provided paper-based testing (PBT) information to CDE prior to December 18, 2015, CDE changed the test mode to paper (P) for the appropriate organizations. If notification was not provided to CDE or if individual students require PBT forms, it is the district's responsibility to update the test mode to paper (P) for the appropriate students prior to January 22, 2016 in PearsonAccess^{next}.

Online Forms with Accessibility Features* or Accommodations

- Text-to-Speech Form – Text is read aloud to the student by means of the embedded text-to-speech software.
- Spanish Text-To Speech Form – Spanish text is read aloud to the student by means of the embedded text-to-speech software.
- Oral Script Form – Form to be used with oral scripts for translation for computer-based testing (CBT), including with the human signer accommodation.
 - *Color Contrast (this accessibility feature allows students to adjust the background and font colors and must be indicated in advance; it is not a specific form)

For students not requiring a special form, additional indications do not need to be made in PearsonAccess^{next} as the students will automatically be assigned to a form as soon as they are added into an online test session. Unless indicated otherwise, all students are defaulted to the “Main” form of the assessment. All assessment tools are accessible to students on the “Main” form, but online accommodations (e.g., Spanish text-to-speech) and the text-to-speech accessibility feature cannot be accessed.

Paper Test Forms

- Paper Test Book – Science or Social Studies (Social Studies kit includes source book).
- Large Print Kit – Large print test book and source book (Social Studies only) are spiral bound. Dimensions of the books are 14 inches by 18 inches. A corner-stapled visual descriptions document that is to be used by the student is included in the large print kit. (Kit includes regular test book for transcription.)
- Spanish Paper Test Book
 - Grades 4 and 5 only – Bilingual presentation of test content in Spanish and English. Bilingual source book included with social studies assessment.
 - Grades 7, 8 and 11 – Test content presented in Spanish. Spanish source book included with social studies assessment.
- Contracted Braille Kit – Braille test book utilizing contracted braille (Social Studies kit includes contracted braille source book).
- Uncontracted Braille Kit – Braille test book utilizing uncontracted braille (Social Studies kit includes uncontracted braille source book).

Oral Scripts – For use by Test Administrators for either the computer-based (CBT) or paper-based (PBT) forms. This accommodation provides an oral reading of the test form by a district/school employee to a student and must be documented on his/her IEP, 504, or EL plan. The CBT and PBT oral scripts are not interchangeable.

- PBT English Oral Script
- PBT Spanish Oral Script
- PBT Oral Script for Translation*
- CBT Oral Script for Translation*
- Human Signer

*Oral Scripts for Translation will be used for languages other than English or Spanish.

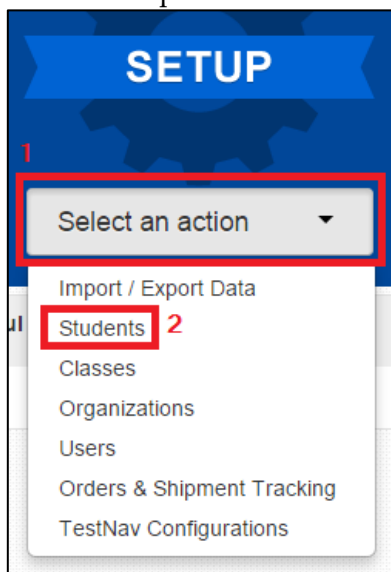
For students requiring a special form, please follow the appropriate steps, depending on whether the student:

- Requires an accommodation (below),
- Is not yet assigned to a test session (beginning on page 109), or
- Has already been placed in a test session (beginning on page 112).

Prior to Assigning Accommodations

Before accommodations can be assigned to students, the existence of an IEP, 504, or EL Plan must be indicated on a student’s registration information. Only PearsonAccess^{next} users with the Sensitive Data role have the necessary permissions to access this screen to indicate the appropriate student status/plan information. This is required for accommodations only and does not apply to accessibility features that need to be pre-assigned.

1. Go to Setup > Students.



2. Locate the student needing the student status/education plan indication by entering search criteria.

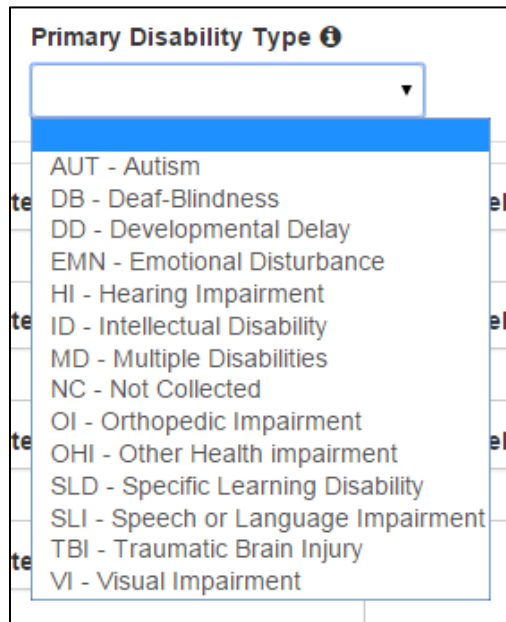
3. Select the checkbox next to the student's name.

<input type="checkbox"/>	State Student Identifier*	Local Student Identifier	Last or Surname*	First Name*	Birthdate*	Sex*
<input checked="" type="checkbox"/>	1231231230		SAMPLE	SAMPLE	2002-02-02	Female

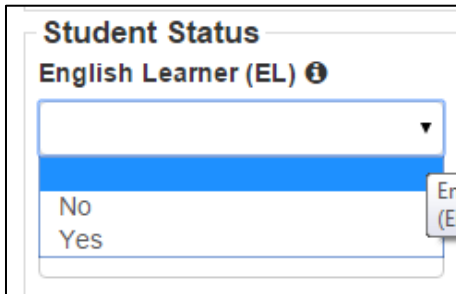
4. Select the **Tasks** drop-down and the checkbox next to **Register Students**; select **Start**.

5. For students requiring IEP/504-dependent accommodations (e.g., oral script for translation for signed presentation/human signer, any accommodated paper-based forms), select the appropriate indication from the **Student with Disabilities** drop-down menu under **Student Status**:

- a. If **IEP** is indicated, the **Primary Disability Type** field will also need to be populated:



6. For students requiring EL Plan-dependent accommodations (e.g., Spanish text-to-speech), select the appropriate indication from the **English Learner (EL)** drop-down menu under **Student Status**:



The appropriate accommodation information can now be entered on the **Manage Student Tests** screen. Use the steps on the following pages, depending on whether the process is being completed For students NOT assigned to test sessions *or* For students previously assigned to test sessions.

Assigning Online Forms with Accessibility Features or Accommodations

Form-dependent accessibility features and accommodations for CBT can be assigned en masse through a Student Registration/Personal Needs Profile (SR/PNP) file import or student-by-student through the PearsonAccess^{next} User Interface (UI).* The registration information entered into PearsonAccess^{next} from 1/11/16 – 1/22/16 will populate material counts (e.g., oral scripts) used to fulfill initial orders.

Online forms with accessibility features or accommodations assigned en masse through the SR/PNP import process:

- To submit through the SR/PNP, include the relevant data in the file (see SR/PNP file layout and definitions document). Please note that many of these fields include cross validation with other fields.
- **Test Format** (in SR/PNP file, column “AU”)
 - O = Computer Based Testing (CBT)
- PearsonAccess^{next} SR/PNP accessibility features and accommodations that must be identified in advance:
 - **Accessibility Features Identified in Advance**
 - Color Contrast (identified in column “BF”)
 - 01 = black-cream
 - 02 = black-lblue
 - 03 = black-lmagenta
 - 04 = white-black
 - 05 = yellow-blue
 - 06 = dgray-pgreen
 - 07 = Color Overlay
 - Text-to-Speech (identified in column “CD”)
 - 03 = English
 - **Presentation Accommodations Identified in Advance**
 - Spanish Text-to-Speech
 - Column “AW” must = Y
 - Column “CB” must = SPA (Spanish)
 - Column “CD” must = 04 (Spanish)
 - Oral Presentation (Oral Script for translation)
 - For Signed Presentation
 - Column “AC” must = IEP or 504
 - Column “CE” must = 01 (Human Signer)
 - For translation into language other than English or Spanish
 - Column “AW” must = Y
 - Column “CE” must = 06 (CBT Oral Script for Translation)

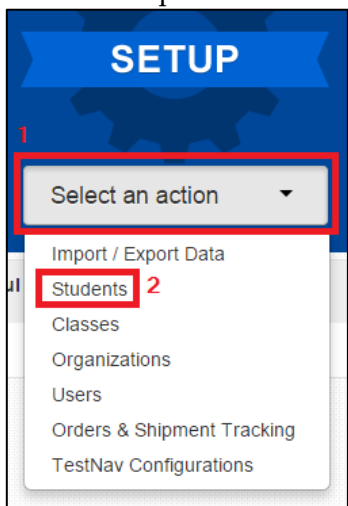
Online forms with accessibility features or accommodations assigned at the student level (student-by-student) through the PearsonAccess^{next} UI:

When a CBT session is started, a test form is assigned to each student in the session based on the accommodations that were indicated on the SR/PNP for the student. If the SR/PNP is updated for a student *after* they have been assigned to a test session, the user will be alerted if the accommodated form cannot be assigned indicating that additional steps must be taken. See the “For students assigned to test sessions” section that follows for guidance.

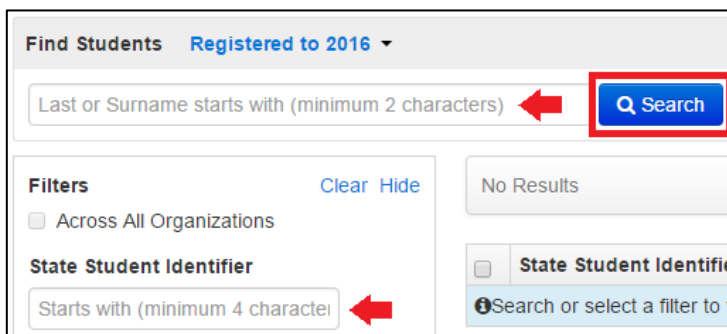
Note: If a form cannot be assigned due to cross validation with fields that the SAC does not have access to update, the SAC must contact their DAC.

For students NOT assigned to test sessions:

1. Go to Setup > Students.



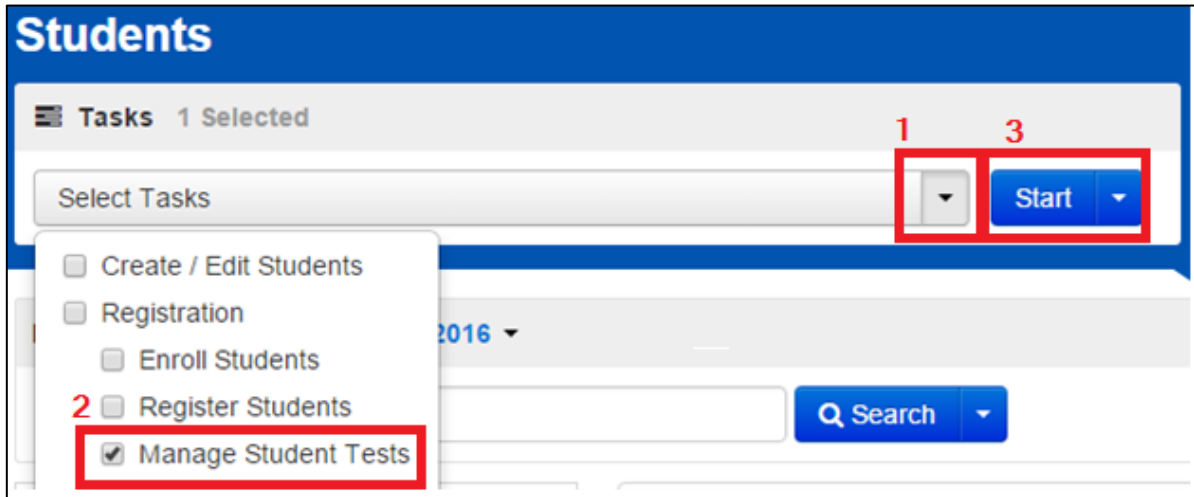
2. Locate the student needing the special online form assignment by entering search criteria.



3. Select the checkbox next to the student's name.



4. Select the **Tasks** drop-down and the checkbox next to **Manage Student Tests**; select **Start**.



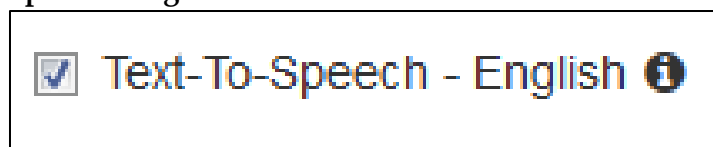
5. Select the test name that appears under the student name on the left side of the screen.
6. Select the appropriate information and accessibility features and/or accommodation(s) on the **Test Details** screen.
- a. From the Test Format drop-down, select Online.



- b. For Color Contrast (accessibility feature), select the setting from the drop-down menu, as appropriate:

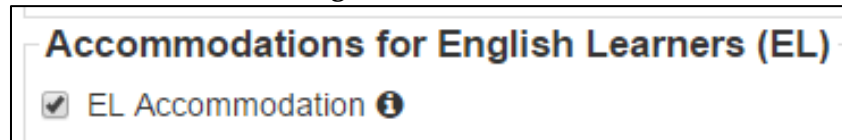


- c. For text-to-speech (accessibility feature), select the checkbox next to **Text-to-Speech - English**:



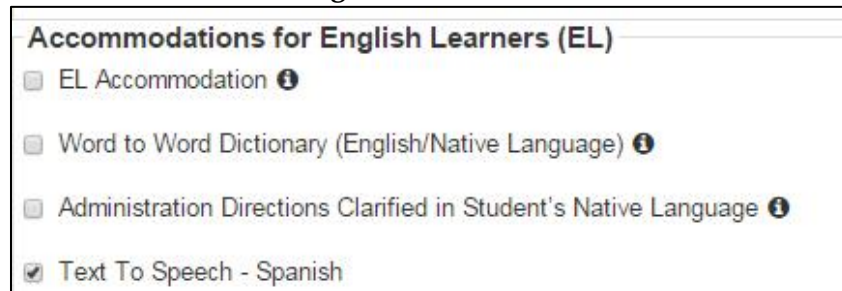
- d. For Spanish text-to-speech (accommodation), select the following:

- i. Select the checkbox next to **EL Accommodation** under **Accommodations for English Learners (EL)**



The screenshot shows a window titled "Accommodations for English Learners (EL)". Inside the window, there is a single checkbox labeled "EL Accommodation" which is checked. To the right of the checkbox is a small information icon.

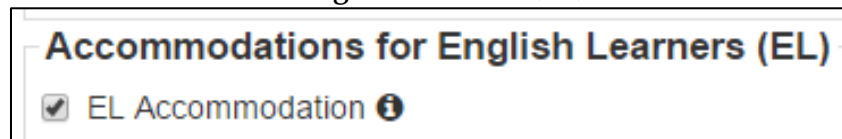
- ii. Select the checkbox next to **Text To Speech - Spanish** under **Accommodations for English Learners (EL)**



The screenshot shows a window titled "Accommodations for English Learners (EL)". Inside the window, there are four checkboxes: "EL Accommodation", "Word to Word Dictionary (English/Native Language)", "Administration Directions Clarified in Student's Native Language", and "Text To Speech - Spanish". The "Text To Speech - Spanish" checkbox is checked, while the others are not.

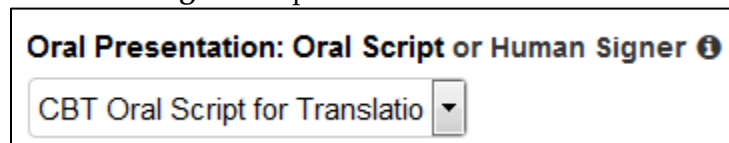
- e. For Oral Script (accommodation for use with *Oral Script for Translation*, CBT only) for translation into a language other than English or Spanish:

- i. Select the checkbox next to **EL Accommodation** under **Accommodations for English Learners (EL)**



The screenshot shows a window titled "Accommodations for English Learners (EL)". Inside the window, there is a single checkbox labeled "EL Accommodation" which is checked. To the right of the checkbox is a small information icon.

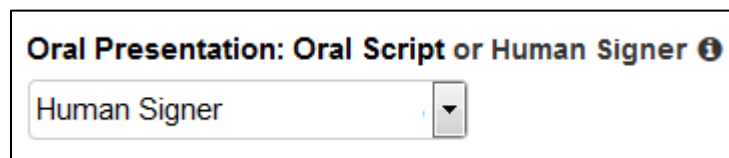
- ii. Select **CBT Oral Script for Translation** (local translation into a language other than English or Spanish) from the **Oral Presentation: Oral Script or Human Signer** drop-down menu



The screenshot shows a window titled "Oral Presentation: Oral Script or Human Signer". Below the title is a drop-down menu with "CBT Oral Script for Translation" selected. A small information icon is located to the right of the title.

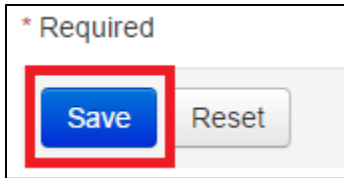
- f. For Oral Script (accommodation for use with *Oral Script for Translation*, CBT only) for sign language presentation:

- i. Select **Human Signer** (sign language presentation, translated locally) from the **Oral Presentation: Oral Script or Human Signer** drop-down menu

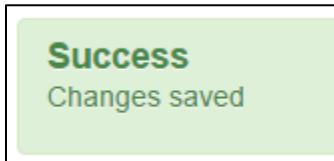


The screenshot shows a window titled "Oral Presentation: Oral Script or Human Signer". Below the title is a drop-down menu with "Human Signer" selected. A small information icon is located to the right of the title.

7. Select **Save**



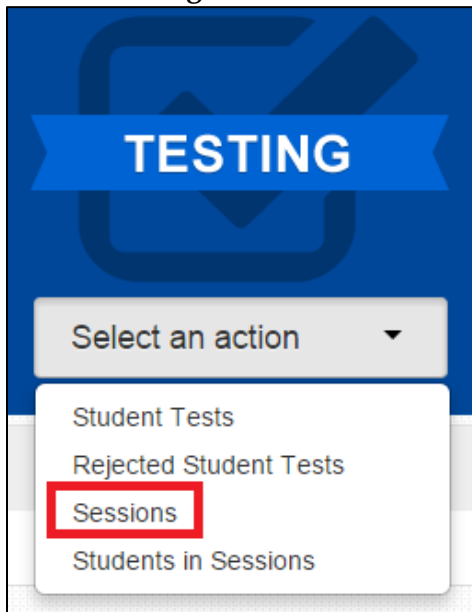
8. If a green “**Success** Changes saved” message appears, the student will be assigned to the appropriate online accessibility features and/or accommodations when they are added into a test session.



When the student is assigned to a test session after the appropriate online accessibility features and/or accommodations, have been indicated, the special online form name will appear in the **Form** column on the **Students in Session** screen.

For students previously assigned to test sessions:

1. Go to **Testing > Sessions**.



2. Search for the name of the test session in which the student is assigned.



3. Select the checkbox next to the session name.

<input type="checkbox"/>	Session	Session Status	Scheduled Start Date	Test	# Students	Actual Start Date
<input checked="" type="checkbox"/>	GRADE 5 SAMPLE ⓘ	Not Started	2015-12-08	Grade 5 Mathematics	10	

4. Select **Go to Students in Sessions** in Sessions.

Sessions [Go to Students in Sessions »](#)

Tasks 0 Selected

5. If a list of students does not appear on the **Students in Sessions** screen, select the name of the session in the **Session List**.

Session List

Add

1 Selected | Clear

GRADE 5 SAMPLE x

6. Select the checkbox next to the student's name.

<input type="checkbox"/>	State Student Identifier*	Local Student Identifier	Last or Surname*	First Name*	Birthdate*	Sex*
<input checked="" type="checkbox"/>	1231231230 ⓘ		SAMPLE	SAMPLE	2002-02-02	Female

7. Select the **Tasks** drop-down and the checkbox next to **Remove Students from Sessions**; select **Start**.

Students in Sessions [Go to Sessions »](#)

Tasks 1 Selected

Select Tasks 1 3 [Start](#)

- Student Test Statuses
 - Mark Student Tests Complete
 - Resume Student Tests
 - Undo Student Test Submissions
- Students
 - Add Students to Sessions
 - Remove Students from Sessions
 - Move Students between Sessions

GRADE 5 SAMPLE ⓘ

[Start](#) [Download Resources](#) [Refresh](#)

STUDENT TESTS (10)

8. Select **Remove**.
9. Complete Steps 1-8 from *For students NOT assigned to test sessions* beginning on page 109.
10. Add the student back into the test session. At this point, the appropriate online accessibility features and/or accommodations have been indicated on the student's record so the special online form name will appear in the **Form** column on the **Students in Session** screen.

Assigning and Ordering Materials for Paper-based Testing within PearsonAccess^{next}

For initial orders, paper test books are ordered by indicating the paper format for the student in PearsonAccess^{next} either via SR/PNP or student-by-student through the User Interface. The registration information entered into PearsonAccess^{next} from 1/11/16 – 1/22/16 will populate paper-based participation counts used to fulfill initial orders.

Ordering Test Books via SR/PNP

- To submit through the SR/PNP, include the relevant data in the file (see SR/PNP file layout and definitions document).
- **Test Format** (Column AU)
 - P = Paper Based Testing (PBT)
- PearsonAccess^{next} SR/PNP accommodated forms
 - Paper Form (Regular)
 - Column "AW" must = P
 - Large Print
 - Column "AC" must = IEP or 504
 - Column "BM" must = Y
 - Contracted Braille
 - Column "AC" must = IEP
 - Column "BN" must = 03
 - Uncontracted Braille
 - Column "AC" must = IEP
 - Column "BN" must = 04
 - Spanish Paper
 - Column "CB" must = SPA
 - Column "AW" must = Y

Ordering Test Books Student-by-Student within the PearsonAccess^{next} UI

Paper-based test selections can be made on a per student basis in PearsonAccess^{next}, using the steps outlined below.

- Select the **Setup** tab.
- Select the **Students** action.
- Find the student.

- Place a checkmark in the box to the left of the student's name.
- From the **Tasks** drop-down, select **Manage Student Tests**.
- Select the **Start** button.
- The Test Details screen will appear.
- If the student is not already assigned to a test, select the student name from the **Student** drop-down, select the appropriate test from the **Test** drop-down, and select the appropriate organization from the **Organization** drop-down.
- From the **Test Format** drop-down, select **Paper**.
 - If an accommodated paper form is needed, select the accommodations for each student.

- Large Print

The screenshot shows a form titled "Presentation Accommodations" with a sub-section "Braille With Tactile Graphics". A dropdown menu is visible below the sub-section. To the right, a checkbox labeled "Large Print" is checked and highlighted with a red rectangular box.

- Braille – contracted or uncontracted

The screenshot shows the "Presentation Accommodations" form with the "Braille With Tactile Graphics" sub-section. The dropdown menu is open, showing two options: "Contracted Braille" (which is highlighted in blue) and "Uncontracted Braille".

- Spanish Test Book

The screenshot shows a form titled "Translation of the Assessment (Spanish)". A dropdown menu is open, showing the option "Spanish" highlighted in blue.

- Select **Save**.
- After the green confirmation message appears, select **Exit Tasks** to continue.

Assigning and Ordering Oral Presentation Accommodation Materials within PearsonAccess^{next}

- For initial orders, oral scripts to be used for PBT or CBT oral presentation are ordered by indicating the testing format and the appropriate accommodation for the student in PearsonAccess^{next} either via SR/PNP or student-by-student through the User Interface. The registrations information entered into PearsonAccess^{next} from 1/11/16 – 1/22/16 will be used to fulfill initial orders for oral scripts.
- **Note:** Only oral presentation accommodations that will be provided to students by a district/school employee require materials to be ordered. Oral presentation for CBT, such as text-to-speech (English) and Spanish text-to-speech, are provided by embedded software and *do not require any materials to be ordered*.

Ordering Oral Presentation Accommodation Materials via SR/PNP

- To submit through the SR/PNP, include the relevant data in the file (see SR/PNP file layout and definitions document).
- PearsonAccess^{next} SR/PNP oral presentation expected values (Column "CE")
 - 01 = Human Signer
 - 03 = PBT English Oral Script
 - 04 = PBT Spanish Oral Script
 - 05 = PBT Oral Script for Translation
 - 06 = CBT Oral Script for Translation

Ordering Oral Presentation Accommodation Materials Student-by-Student within the PearsonAccessnext UI

Accommodated selections can be made on a per student basis in PearsonAccess^{next}, using the steps outlined below.

- Select the **Setup** tab.
- Select the **Students** action.
- Find the student.
- Place a checkmark in the box to the left of the student's name.
- From the **Tasks** drop-down, select **Manage Student Tests**.
- Select the **Start** button.
- The Test Details screen will appear.
- If the student is not already assigned a test, select the student name from the **Student** drop-down, select the appropriate test from the **Test** drop-down, and select the appropriate organization from the **Organization** drop-down.
- Ensure that the appropriate **Test Format** has been selected (either **Paper** or **Online**).
- Select the appropriate **Oral Presentation** information.
 - PBT English Oral Script
 - PBT Spanish Oral Script
 - PBT Oral Script for Translation
 - CBT Oral Script for Translation
- Select **Save**.
- After the green confirmation message appears, select **Exit Tasks** to continue.

Quick Reference Guide to Additional Orders (DACs only)

Following the close of the initial orders window on 1/22/16, districts may submit additional order requests to Pearson. The Additional Orders window for secure materials is from 3/29/16 – 4/28/16.

1. Log in to PearsonAccess^{next} and select the **Setup** tab.
2. Select the **Orders & Shipment Tracking** action.
3. From the **Tasks** drop-down, select **Create/Edit Orders**.
4. Select the **Start** button.
5. Select **Create Additional Order** and fill in the required details about your organization.
6. Click **Edit** to set the number of items in your materials order.
7. Enter the required quantity for each material type that is to be ordered. After adjusting, select **Save**, then review the list of materials on the order screen to confirm the order counts.
8. Select **Create**.
9. Orders will be reviewed and approved by Pearson.
10. Track shipments within PearsonAccess^{next}:
 - From the **Orders & Shipment Tracking** screen, search for the order using filter fields.
 - Select the icon next to the order number to view **Order Details**.
 - Select the **Shipments** tab to view tracking information.
 - Each box in the shipment can be tracked separately by selecting the hyperlinked **Tracking Number** which will take you to the tracking information at <http://www.UPS.com>.

Quick Reference Guide to Support Documents

PearsonAccess^{next} Support Documents

<https://co.pearsonaccessnext.com> > **Support**

- **Downloads**
 - Proctor Caching Software – PC users
 - Proctor Caching Software – MAC users
- **Important Dates**
 - Spring 2016 Critical Dates Sheet
- **Manuals and Documents**
 - *CMAS Test Administrator Manual*
 - *CoAlt Examiner’s Manual*
 - *Procedures Manual*
 - Transcription Instructions
- **Memos**
- **Reference Guides**
 - Site Readiness: Site Readiness Training
 - System Check: System Check Software
 - Proctor Caching:
<https://support.assessment.pearson.com/display/TN/Set+Up+and+Use+ProctorCache>
 - TestNav 8:
<https://support.assessment.pearson.com/display/TN/Set+Up+TestNav+Testing+Environment>
 - System Requirements:
<https://support.assessment.pearson.com/display/TN/System+Requirements>
 - TestNav 8 Error Codes: <https://support.assessment.pearson.com/display/TN/Error+Codes>
 - *PearsonAccess^{next} User Guide*: <https://support.assessment.pearson.com/x/BYDy>
- **Templates**
 - Student Registration/Personal Needs Profile (SR/PNP) layout guide and template
 - User Account layout guide and template
- **Training**
 - Recorded webinars
 - PearsonAccess^{next} training modules
 - TestNav training modules

ePATs (Practice Testing Environments)

<https://co.pearsonaccessnext.com> > **Practice Tests**

- ePATs listed by grade, school year, subject, and form type
- ePAT Guides listed by grade, school year, and subject

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

Appendix C
Sample Schedules 1 Through 8

Schedule 1: CMAS: Science and Social Studies
Sample Schedule for Grades 4/7 and 5/8/11*
3 Physical Testing Groups Required Per Grade
Early Morning Make-up Sessions

WEEK 1 April 11-15	Early morning	Late morning	Mid-day	Afternoon
Monday		Science 5/8/11 Section 1 (Group 1) 80 minutes	Science 5/8/11 Section 1 (Group 2) 80 minutes	Science 5/8/11 Section 1 (Group 3) 80 minutes
Tuesday	Make-up	Science 5/8/11 Section 2 (Group 1) 80 minutes	Science 5/8 Section 2 (Group 2) 80 minutes	Science 5/8/11 Section 2 (Group 3) 80 minutes
Wednesday	Make-up	Science 5/8/11 Section 3 (Group 1) 80 minutes	Science 5/8 Section 3 (Group 2) 80 minutes	Science 5/8/11 Section 3 (Group 3) 80 minutes
Thursday	Make-up	Soc. Studies 4/7 Section 1 (Group 1) 80 minutes	Soc. Studies 4/7 Section 1 (Group 2) 80 minutes	Soc. Studies 4/7 Section 1 (Group 3) 80 minutes
Friday	Make-up	Soc. Studies 4/7 Section 2 (Group 1) 80 minutes	Soc. Studies 4/7 Section 2 (Group 2) 80 minutes	Soc. Studies 4/7 Section 2 (Group 3) 80 minutes

WEEK 2 April 18-22	Early morning	Late morning	Mid-day	Afternoon
Tuesday	Make-up	Soc. Studies 4/7 Section 3 (Group 1) 80 minutes	Soc. Studies 4/7 Section 3 (Group 2) 80 minutes	Soc. Studies 4/7 Section 3 (Group 3) 80 minutes
Wednesday	Make-up			
Thursday				
Friday				

WEEK 3 April 25-29	Early morning	Late morning	Mid-day	Afternoon
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

*All elementary and middle school science and social studies test sections are 80 minutes each. The high school science test sections are 60 minutes each.

Schedule 2: CMAS: Science and Social Studies
Sample Schedule for Grades 4/7 and 5/8/11*
3 Physical Testing Groups Required Per Grade
4 Day School Week

WEEK 1 April 11-15	Morning	Mid-day	Afternoon
Monday	Science 5/8/11 Section 1 (Group 1)	Science 5/8/11 Section 1 (Group 2)	Science 5/8/11 Section 1 (Group 3)
Tuesday	Science 5/8/11 Section 2 (Group 1)	Science 5/8 Section 2 (Group 2)	Science 5/8 Section 2 (Group 3)
Wednesday	Science 5/8/11 Section 3 (Group 1)	Science 5/8 Section 3 (Group 2)	Science 5/8 Section 3 (Group 3)
Thursday	Make-up	Make-up	Make-up
Friday			

WEEK 2 April 18-22	Morning	Mid-day	Afternoon
Monday	Soc. Studies 4/7 Section 1 (Group 1)	Soc. Studies 4/7 Section 1 (Group 2)	Soc. Studies 4/7 Section 1 (Group 3)
Tuesday	Soc. Studies 4/7 Section 2 (Group 1)	Soc. Studies 4/7 Section 2 (Group 2)	Soc. Studies 4/7 Section 2 (Group 3)
Wednesday	Soc. Studies 4/7 Section 3 (Group 1)	Soc. Studies 4/7 Section 3 (Group 2)	Soc. Studies 4/7 Section 3 (Group 3)
Thursday	Make-up	Make-up	Make-up
Friday			

WEEK 3 April 25-29	Morning	Mid-day	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

*All elementary and middle school science and social studies test sections are 80 minutes each.
The high school science test sections are 60 minutes each.

**Schedule 3: CMAS: Science and Social Studies
Sample Schedule for Grades 4, 5, 7, and 8
3 Physical Testing Groups Required Per Grade**

WEEK 1 April 11-15	Morning	Mid-day	Afternoon
Monday	Science 5 Section 1 (Group 1) – 80 minutes	Science 5 Section 1 (Group 2) – 80 minutes	Science 5 Section 1 (Group 3) – 80 minutes
Tuesday	Science 8 Section 1 (Group 1) – 80 minutes	Science 8 Section 1 (Group 2) – 80 minutes	Science 8 Section 1 (Group 3) – 80 minutes
Wednesday	Grade 4 Section 1 (Group 1) – 80 minutes	Grade 4 Section 1 (Group 2) – 80 minutes	Grade 4 Section 1 (Group 3) – 80 minutes
Thursday	Grade 7 Section 1 (Group 1) – 80 minutes	Grade 7 Section 1 (Group 2) – 80 minutes	Grade 7 Section 1 (Group 3) – 80 minutes
Friday	Make-up		

WEEK 2 April 18-22	Morning	Mid-day	Afternoon
Monday	Science 5 Section 2 (Group 1) – 80 minutes	Science 5 Section 2 (Group 2) – 80 minutes	Science 5 Section 2 (Group 3) – 80 minutes
Tuesday	Science 8 Section 2 Group 1	Science 8 Section 2 (Group 2) – 80 minutes	Science 8 Section 2 (Group 3) – 80 minutes
Wednesday	Grade 4 Section 2 (Group 1) – 80 minutes	Grade 4 Section 2 (Group 2) – 80 minutes	Grade 4 Section 2 (Group 3) – 80 minutes
Thursday	Grade 7 Section 1 (Group 1) – 80 minutes	Grade 7 Section 1 (Group 2) – 80 minutes	Grade 7 Section 1 (Group 3) – 80 minutes
Friday	Make-up		

WEEK 3 April 25-29	Morning	Mid-day	Afternoon
Monday	Science 5 Section 3 (Group 1) – 80 minutes	Science 5 Section 3 (Group 2) – 80 minutes	Science 5 Section 3 (Group 3) – 80 minutes
Tuesday	Science 8 Section 3 (Group 1) – 80 minutes	Science 8 Section 3 (Group 2) – 80 minutes	Science 8 Section 3 (Group 3) – 80 minutes
Wednesday	Grade 4 Section 3 (Group 1) – 80 minutes	Grade 4 Section 3 (Group 2) – 80 minutes	Grade 4 Section 3 (Group 3) – 80 minutes
Thursday	Grade 7 Section 3 (Group 1) – 80 minutes	Grade 7 Section 3 (Group 2) – 80 minutes	Grade 7 Section 3 (Group 3) – 80 minutes
Friday	Make-up		

Schedule 4: CMAS: Science and Social Studies
Sample Schedule for Grades 4, 5, 7, and 8
2 Physical Testing Groups Required Per Grade
Early Morning Make-up Sessions

WEEK 1 April 11-15	Early morning	Late morning	Mid-day	Afternoon
Monday		Science 5 Section 1 (Group 1) 80 minutes	Science 5 Section 1 (Group 2) 80 minutes	Science 8 Section 1 (Group 1) 80 minutes
Tuesday	Make-up	Science 5 Section 2 (Group 1) 80 minutes	Science 5 Section 2 (Group 2) 80 minutes	Science 8 Section 1 (Group 2) 80 minutes
Wednesday	Make-up	Science 5 Section 3 (Group 1) 80 minutes	Science 5 Section 3 (Group 2) 80 minutes	Science 8 Section 2 (Group 1) 80 minutes
Thursday	Make-up	Science 8 Section 2 (Group 2) 80 minutes	Science 8 Section 3 (Group 1) 80 minutes	Science 8 Section 3 (Group 2) 80 minutes
Friday	Make-up	Soc. Studies 4 Section 1 (Group 1) 80 minutes	Soc. Studies 4 Section 1 (Group 2) 80 minutes	Soc. Studies 7 Section 1 (Group 1) 80 minutes

WEEK 2 April 18-22	Early morning	Late morning	Mid-day	Afternoon
Tuesday	Make-up	Soc. Studies 4 Section 2 (Group 1) 80 minutes	Soc. Studies 4 Section 2 (Group 2) 80 minutes	Soc. Studies 7 Section 1 (Group 2) 80 minutes
Wednesday	Make-up	Soc. Studies 4 Section 3 (Group 1) 80 minutes	Soc. Studies 4 Section 3 (Group 2) 80 minutes	Soc. Studies 7 Section 2 (Group 1) 80 minutes
Thursday	Make-up	Soc. Studies 7 Section 2 (Group 2) 80 minutes	Soc. Studies 7 Section 3 (Group 1) 80 minutes	Soc. Studies 7 Section 3 (Group 2) 80 minutes
Friday	Make-up			

WEEK 3 April 25-29	Early morning	Late morning	Mid-day	Afternoon
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

**Schedule 5: CMAS: Science and Social Studies
Sample Schedule for Grades 4/7 and 5/8/11*
4 Physical Testing Groups Required Per Grade**

WEEK 1 April 11-15	Early morning	Late morning	Mid-day Extended Time Accommodated Session**	Afternoon
Monday	Science 5/8/11 Section 1 (Group 1)	Science 5/8/11 Section 1 (Group 2)	Science 5/8/11 Section 1 (Group 3)	Science 5/8/11 Section 1 (Group 4)
Tuesday	Make-up			
Wednesday	Science 5/8/11 Section 2 (Group 1)	Science 5/8/11 Section 2 (Group 2)	Science 5/8/11 Section 2 (Group 3)	Science 5/8/11 Section 2 (Group 4)
Thursday	Make-up			
Friday	Science 5/8/11 Section 3 (Group 1)	Science 5/8/11 Section 3 (Group 2)	Science 5/8/11 Section 3 (Group 3)	Science 5/8/11 Section 3 (Group 4)

WEEK 2 April 18-22	Early morning	Late morning	Mid-day Extended Time Accommodated Session**	Afternoon
Monday	Soc. Studies 4/7 Section 1 (Group 1)	Soc. Studies 4/7 Section 1 (Group 2)	Soc. Studies 4/7 Section 1 (Group 3)	Soc. Studies 4/7 Section 1 (Group 4)
Tuesday	Make-up			
Wednesday	Soc. Studies 4/7 Section 2 (Group 1)	Soc. Studies 4/7 Section 2 (Group 2)	Soc. Studies 4/7 Section 2 (Group 3)	Soc. Studies 4/7 Section 2 (Group 4)
Thursday	Make-up			
Friday	Soc. Studies 4/7 Section 3 (Group 1)	Soc. Studies 4/7 Section 3 (Group 2)	Soc. Studies 4/7 Section 3 (Group 3)	Soc. Studies 4/7 Section 3 (Group 4)

WEEK 3 April 25-29	Early morning	Late morning	Mid-day Extended Time Accommodated Session**	Afternoon
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

*All elementary and middle school science and social studies test sections are 80 minutes each. The high school science test sections are 60 minutes each.

**Guideline: for students requiring extended time (double time).

Schedule 6: CMAS: Science and Social Studies
Sample Schedule Grades 4/7 and 5/8/11*
5 Physical Testing Groups Required Per Grade

WEEK 1 April 11-15	Morning	Mid-day	Afternoon
Monday		Science 5/8/11 Section 1 (Group 1)	Science 5/8/11 Section 1 (Group 2)
Tuesday	Science 5/8/11 Section 1 (Group 3)	Science 5/8/11 Section 1 (Group 4)	Science 5/8/11 Section 1 (Group 5)
Wednesday	Makeup	Science 5/8/11 Section 2 (Group 1)	Science 5/8/11 Section 2 (Group 2)
Thursday	Science 5/8/11 Section 2 (Group 3)	Science 5/8/11 Section 2 (Group 4)	Science 5/8/11 Section 2 (Group 5)
Friday			

WEEK 2 April 18-22	Morning	Mid-day	Afternoon
Monday			
Tuesday	Makeup	Science 5/8/11 Section 3 (Group 1)	Science 5/8/11 Section 3 (Group 2)
Wednesday	Science 5/8/11 Section 3 (Group 3)	Science 5/8/11 Section 3 (Group 4)	Science 5/8/11 Section 3 (Group 5)
Thursday	Makeup	Soc. Studies 4/7 Section 1 (Group 1)	Soc. Studies 4/7 Section 1 (Group 2)
Friday	Soc. Studies 4/7 Section 1 (Group 3)	Soc. Studies 4/7 Section 1 (Group 4)	Soc. Studies 4/7 Section 1 (Group 5)

WEEK 3 April 25-29	Morning	Mid-day	Afternoon
Monday	Makeup	Soc. Studies 4/7 Section 2 (Group 1)	Soc. Studies 4/7 Section 2 (Group 2)
Tuesday	Soc. Studies 4/7 Section 2 (Group 3)	Soc. Studies 4/7 Section 2 (Group 4)	Soc. Studies 4/7 Section 2 (Group 5)
Wednesday	Makeup	Soc. Studies 4/7 Section 3 (Group 1)	Soc. Studies 4/7 Section 3 (Group 2)
Thursday	Soc. Studies 4/7 Section 3 (Group 3)	Soc. Studies 4/7 Section 3 (Group 4)	Soc. Studies 4/7 Section 3 (Group 5)
Friday	Makeup		

*All elementary and middle school science and social studies test sections are 80 minutes each. The high school science test sections are 60 minutes each.

Schedule 7: CMAS: Science and Social Studies
Sample Schedule for Grades 4, 5, 7, 8, and 11
2 Labs
3 Physical Testing Groups Required Per Grade

WEEK 1	Morning		Mid-day		Afternoon	
April 11-15	Lab 1	Lab 2	Lab 1	Lab 2	Lab 1	Lab 2
Monday						
Tuesday	Science 5 Section 1 Group 1	Science 5 Section 1 Group 2	Science 5 Section 1 Group 3	Science 5 Section 2 Group 1	Science 5 Section 2 Group 2	Science 5 Section 2 Group 3
Wednesday	Makeup	Makeup				
Thursday	Science 5 Section 3 Group 1	Science 5 Section 3 Group 2	Science 5 Section 3 Group 3	Soc. St. 4 Section 1 Group 1	Soc. St. 4 Section 1 Group 2	Soc. St. 4 Section 1 Group 3
Friday	Makeup	Makeup				

WEEK 2	Morning		Mid-day		Afternoon	
April 18-22	Lab 1	Lab 2	Lab 1	Lab 2	Lab 1	Lab 2
Monday	Soc. St. 4 Section 2 Group 1	Soc. St. 4 Section 2 Group 2	Soc. St. 4 Section 2 Group 3	Soc. St. 4 Section 3 Group 1	Soc. St. 4 Section 3 Group 2	Soc. St. 4 Section 3 Group 3
Tuesday	Makeup	Makeup				
Wednesday	Science 8 Section 1 Group 1	Science 8 Section 1 Group 2	Science 8 Section 1 Group 3	Science 8 Section 2 Group 1	Science 8 Section 2 Group 2	Science 8 Section 2 Group 3
Thursday	Makeup	Makeup				
Friday	Science 8 Section 3 Group 1	Science 8 Section 3 Group 2	Science 8 Section 3 Group 3	Soc. St. 7 Section 1 Group 1	Soc. St. 7 Section 1 Group 2	Soc. St. 7 Section 1 Group 3

WEEK 3	Morning		Mid-day		Afternoon	
April 25-29	Lab 1	Lab 2	Lab 1	Lab 2	Lab 1	Lab 2
Monday	Makeup	Makeup				
Tuesday	Soc. St. 7 Section 2 Group 1	Soc. St. 7 Section 2 Group 2	Soc. St. 7 Section 2 Group 3	Soc. St. 7 Section 3 Group 1	Soc. St. 7 Section 3 Group 2	Soc. St. 7 Section 3 Group 3
Wednesday	Makeup	Science 11 Section 1 Group 1	Science 11 Section 1 Group 2	Science 11 Section 1 Group 3	Science 11 Section 2 Group 1	Science 11 Section 2 Group 2
Thursday	Makeup	Science 11 Section 2 Group 3	Science 11 Section 3 Group 1	Science 11 Section 3 Group 2	Science 11 Section 3 Group 3	
Friday	Makeup					

*All elementary and middle school science and social studies test sections are 80 minutes each. The high school science test sections are 60 minutes each.

**Schedule 8: CMAS: Science
Sample Schedule for Grade 11
3 Physical Testing Groups Required**

WEEK 1 April 11-15	Morning	Mid-day	Afternoon
Monday	Science 11 Section 1 (Group 1) 60 minutes	Science 11 Section 1 (Group 2) 60 minutes	Science 11 Section 1 (Group 3) 60 minutes
Tuesday	Science 11 Section 2 (Group 1) 60 minutes	Science 11 Section 2 (Group 2) 60 minutes	Science 11 Section 2 (Group 3) 60 minutes
Wednesday	Science 11 Section 3 (Group 1) 60 minutes	Science 11 Section 3 (Group 2) 60 minutes	Science 11 Section 3 (Group 3) 60 minutes
Thursday	Make-up		
Friday	Make-up		

WEEK 2 April 18-22	Morning	Mid-day	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

WEEK 3 April 25-29	Morning	Mid-day	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Appendix D

Security Agreement

Security Agreement

Spring 2016 CMAS and CoAlt: ELA, Math, Science and Social Studies

Maintaining the security of all test materials is crucial to obtaining valid results from the CMAS and CoAlt: ELA, Math, Science, and Social Studies assessments. 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 CoAlt: ELA, Math, Science and Social Studies assessments, it is important for you to know that the activities on the following list threaten the integrity of the test and are prohibited. Engaging in such 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 CoAlt: ELA, Math, Science and Social Studies assessments to certify that security measures will be maintained and that prohibited activities, such as the examples identified below, have been acknowledged and understood.

District Assessment Coordinators

- I have completed all CMAS and CoAlt training as provided by CDE and Pearson.
- I will read the *CMAS and CoAlt: Science and Social Studies Procedures Manual* and the *PARCC Test Coordinator 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: Science and Social Studies Procedures Manual* and the *PARCC Test Coordinator Manual*.
- I will report testing irregularities or security breaches, as specified in the *CMAS and CoAlt: Science and Social Studies Procedures Manual* and the *PARCC Test Coordinator 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: Science and Social Studies Procedures Manual* and maintain all identified security measures and administration policies and procedures, as they apply to my role.

District Technology Coordinators

- I have completed all CMAS and CoAlt training as provided by CDE and the DAC.
- I will read Section 12 of the *CMAS and CoAlt: Science and Social Studies Procedures Manual* and maintain all identified security measures and administration policies and procedures.

School Assessment Coordinators

- I have completed all CMAS and CoAlt training as provided by the DAC.
- I will read Section 11 of the *CMAS and CoAlt: Science and Social Studies Procedures Manual* and the *PARCC Test Coordinator Manual* and maintain all identified security measures and administration policies and procedures.
- I will establish and carry out a school security plan.
- I will provide training to all CMAS Test Administrators and CoAlt Test Examiners in regard to test security, administration policies, and procedures.
- I will not remove secure test materials from the school's campus unless returning the materials to the DAC.
- I will collect, inventory, and follow all secure chain of custody requirements documented in the *CMAS and CoAlt: Science and Social Studies Procedures Manual* and as determined by the district.
- I will report testing irregularities or security breaches, as specified in the *CMAS and CoAlt: Science and Social Studies Procedures Manual*, to the DAC.

CMAS Test Administrators and CoAlt Test Examiners

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

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

All individuals involved in CMAS and CoAlt: Science and Social Studies administration

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

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

I acknowledge that I have read and will follow the "Test Security Protocols" section of the CMAS and CoAlt: Science and Social Studies Procedures Manual, the PARCC Test Coordinator Manual, and/or the Test Administrator Manuals or CoAlt Test Examiner Manual (as they apply to my role).

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

Role (check all that apply):

- District Assessment Coordinator
 School Assessment Coordinator
 Sensitive Data
 District Technology Coordinator
 Test Administrator
 CoAlt Test Examiner
 Other _____

Printed Name

Signature

Date

DAC – Submit signed Security Agreement electronically through the **Assessment Forms** folder on **CDE Assessment Syncplicity**. The form must be saved with the file name indicating **district name, form name, and the date on which the file was saved** (e.g., District A_Security Agreement_031316).

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 will be maintained by the district/school for three years.

Appendix E
Verification of District Training Form

Verification of District Training

Spring 2016 CMAS and CoAlt: ELA, Math, Science and Social Studies

This form must be filled out by the District Assessment Coordinator, signed by the District Superintendent, and submitted to the Assessment Unit as documentation that **all** district personnel who come in contact with the assessments before, during, and after the Spring 2016 CMAS and CoAlt: ELA, Math, Science and Social Studies administration have been trained.

Trainings must be comprehensive and interactive, and must include:

- District Determined Policies and Procedures,
- Test Security,
- Standardized Environment,
- Test Administration,
- Providing Student Testing Accommodations (as necessary),
- Test Administrator Role vs. Teacher Role, and
- An opportunity for questions/answers.

This form certifies that within **[District Name:]** _____, the District Assessment Coordinator and **all** School Assessment Coordinators, Test Administrators, Test Examiners, and other appropriate district personnel (e.g., District Technology Coordinator, Sensitive Data personnel) have been trained in **all** aspects of the administration of the state's assessments, including handling of materials, security, and ethical administration practices. On the lines below, specify the dates that trainings were completed for all SACs, Test Administrators/Examiners, and Technology Coordinators in your district for the Spring 2016 CMAS and CoAlt: ELA, Math, Science and Social Studies assessments.

SAC training completion date for CMAS: ELA, Math, Science and Social Studies: _____

Test Administrator training completion date for CMAS: ELA, Math, Science and Social Studies: _____

SAC training completion date for CoAlt: ELA, Math, Science and Social Studies: _____

Test Examiner training completion date for CoAlt: ELA, Math, Science and Social Studies: _____

Technology Coordinator training completion date for CMAS: ELA, Math, Science and Social Studies: _____

*I have verified that district and school trainings took place on the dates as listed above, and that **all** individuals involved in the Spring 2016 CMAS and CoAlt: ELA, Math, Science and Social Studies administration have been trained.*

Superintendent's Name (print)

Date

Superintendent's Signature

DAC's Name (print)

Date

DAC's Signature

This completed form must be saved electronically with a file name indicating the **district name, form name, and the date on which the document was saved** (e.g., District A_Verification of District Training_031116). Then, the completed form must be loaded in the **Assessment Forms** folder on **CDE Assessment Syncplicity** prior to beginning CMAS and CoAlt: ELA, Math, Science and Social Studies assessment administration.

Appendix F
Post Test Compliance Form

Post Test Compliance Report

Spring 2016 CMAS and CoAlt: ELA, Math, Science and Social Studies

This form must be completed and returned electronically to the Assessment Unit upon completion of the Spring 2016 CMAS and CoAlt: ELA, Math, Science and Social Studies assessments. Return the completed form in the **Assessment Forms** folder on **CDE Assessment Syncplicity** with a file name indicating the **district name, form name, and the date on which the document was saved** (e.g., District A_Post Test Compliance_050616).

Date of this Report: _____

District Assessment Coordinator Name: _____

Title: _____

District: _____

DAC Phone: _____ DAC Email: _____

Assessment:

CMAS: ELA and Math (PARCC)

CoAlt: ELA and Math (DLM)

Total number of misadministered tests _____

Number of students affected _____

Total number of **major** misadministrations _____

Number of students affected _____

CMAS: Science and Social Studies

CoAlt: Science and Social Studies

Total number of misadministered tests _____

Number of students affected _____

Total number of **major** misadministrations _____

Number of students affected _____

By signing below, you certify that the administration of the indicated assessment(s) complies with all procedures as described in the *Spring 2016 CMAS and CoAlt: Science and Social Studies Procedures Manual, PARCC Test Coordinator Manual, Test Administrator Manuals, and/or CoAlt Examiner's Manuals* and that **all secure materials have been returned to the assessment vendor.**

DAC Printed Name

DAC Signature

Date

Appendix G

Sample Forms



**CMAS AND COALT
SCIENCE & SOCIAL STUDIES
SPRING 2016**



COLORADO DEPARTMENT OF EDUCATION

**SCHOOL SECURITY CHECKLIST (SAC to Test
Examiner or Test Administrator)**

Deliver To:

Ship To:

For TEST KIT, GR4, SS, SP16, SEC

Security Number(s)	Receiving Test Examiner or Test Administrator Signature	Date and Time Issued	School Assessment Coordinator's Signature		Day Out		Day In	
			Assessment Coordinator's Signature	Signature	Out	In	Out	In
303487238								

For TEST BOOK, GR5, SCI, SP16, SEC

Security Number(s)	Receiving Test Examiner or Test Administrator Signature	Date and Time Issued	School Assessment Coordinator's Signature		Day Out		Day In	
			Assessment Coordinator's Signature	Signature	Out	In	Out	In
303506433								
303506434								
303506435								
303506436								

For Internal Use Only:	Pick Batch: 2097353	Delivery: 18137066	Order/Line: 3597526/2	Sequence: 00002	Page 2 of 2
					03-FEB-14 07:54



CMAS and CoAlt
Science and Social Studies



Spring 2016

School Packing List

Deliver To: 1234567890
 ELEMENTARY SCHOOL ONE
 123 STREET NAME
 CITY, STATE 12345
 FIRST LAST
 Phone: (123)1234567
 Fax: (123) 1234567

Ship To: 1234567890
 DISTRICT ONE
 123 STREET NAME
 CITY, STATE 12345
 FIRST LAST
 Phone: (123)1234567
 Fax: (123) 1234567

Please note that your coordinator kit is packaged in box 1. CMAS and CoAlt materials are packaged in separate boxes. Please refer to your Coordinator Manual for additional information.

Item	Item Description	Package Details	Total Qty Packed	Qty Back Ordered	Packed in Box Number
MC00000006	SCHOOL SECURITY CHECKLIST	Single	1	0	2
CO00000028	COORDINATOR KIT -SCI/SS SCHOOL COORDINATOR MEMO -SCI/SS CMAS ROSTER FOR PAPER FORM -SCI/SS PRE-ID LABELS -SCI/SS COLORADO HEADER SHEET, PRE-GRIDDED - SCI/SS PAPER BANDS, PKG-10	Single	1	0	2
CO00000587	TEST KIT, GR4, SS, SP16, SEC	Single	4	0	2
CO00000201	TEST BOOK, GR5, SCI, SP16, SEC	Single	10	0	2
CO00000212	SPANISH BILINGUAL TEST KIT, GR4, SS, SEC	Single	3	0	2
CO00000553	LARGE PRINT KIT, GR4, SS, SP16, SEC	Single	2	0	3
CO00000537	CONTRACTED BRAILLE KIT, GR4, SS, SEC	Single	1	0	4

For Internal Use Only	12-MAY-04 02:00
Pick Batch: 203242	Delivery: 976452
Order/Line: 863190/1	Sequence: 00001
	Page 1 of 1



CMAS and CoAlt
Science and Social Studies
Spring 2016



District Receipt Form
(DAC to SAC)

Deliver To: 1234567890
 DISTRICT ONE
 123 STREET NAME
 CITY, STATE 12345
 FIRST LAST
 Phone: (123)1234567
 Fax: (123) 1234567

Ship To: 1234567890
 DISTRICT ONE
 123 STREET NAME
 CITY, STATE 12345
 FIRST LAST
 Phone: (123)1234567
 Fax: (123) 1234567

The School Assessment Coordinator must sign this form when assessments are issued by the District Assessment Coordinator to the School.

School Assessment Coordinator Signature: _____ Date: _____

NOTE to District Assessment Coordinator: Please make a photocopy of this form for each School Assessment Coordinator to sign to verify that they received their materials. Keep all completed forms for your records for one year after the testing administration.

School Number	Deliver To	Form	Security Number From	Security Number To	Number Sent	Qty Received
0001	ELEMENTARY SCHOOL ONE	TEST KIT, GR4, SS, SP16, SEC	000000001	000000010	10	
0002	ELEMENTARY SCHOOL TWO	TEST BOOK, GR5, SCI, SP16, SEC	000000011	000000020	10	
0003	ELEMENTARY SCHOOL THREE	COALT PACKET, GR5, FM 016, SCI, SEC	000000021	000000040	20	
0004	MIDDLE SCHOOL ONE	TEST KIT, GR7, SS, SP16, SEC	000000041	000000060	20	
0005	MIDDLE SCHOOL TWO	TEST BOOK, GR8, SCI, SP16, SEC	000000061	000000070	20	
0006	HIGH SCHOOL ONE	TEST KIT, HS SCI, SP16, SEC	000000071	000000080		
0007	HIGH SCHOOL TWO	COALT PACKET, HS, FM 026, SCI, SEC	000000081	000000090		

For Internal Use Only	Pick Batch: 203242	Delivery: 976452	Order/Line: 863190/1	Sequence: 00001	12-MAY-04 02:00
					Page 1 of 1



CMAS and CoAlt
Science and Social Studies
Spring 2016



District Packing List

Deliver To: 1234567890
 DISTRICT ONE
 123 STREET NAME
 CITY, STATE 12345
 FIRST LAST
 Phone: (123)1234567
 Fax: (123) 1234567

Ship To: 1234567890
 DISTRICT ONE
 123 STREET NAME
 CITY, STATE 12345
 FIRST LAST
 Phone: (123)1234567
 Fax: (123) 1234567

Item	Item Description	Package Details	Total Qty Packed	Qty Back Ordered	Packed in Box Number
MC00000000	DISTRICT RECIEPT FORM	Single	1	0	1
CO00000000	COORDINATOR KIT -SCI/SS DISTRICT COORDINATOR MEMO -SCI/SS COLORADO HEADER SHEET, BLANK -SCI/SS SECURITY AGREEMENT -SCI/SS UPS RETURN LABEL -SCI/SS SCORABLE RETURN LABELS, ORANGE -SCI/SS NONSCORABLE RETURN LABELS, BLUE	Single	1	0	1

For Internal Use Only	Pick Batch: 203242	Delivery: 976452	Order/Line: 863190/1	Sequence: 00001	12-MAY-04 02:00
					Page 1 of 1



CMAS and CoAlt
 Science and Social Studies
 Spring 2016



Pallet Detail

Deliver To: 1234567890
 DISTRICT ONE
 123 STREET NAME
 CITY, STATE 12345
 FIRST LAST
 Phone: (123)1234567
 Fax: (123) 1234567

Ship To: 1234567890
 DISTRICT ONE
 123 STREET NAME
 CITY, STATE 12345
 FIRST LAST
 Phone: (123)1234567
 Fax: (123) 1234567

Pallet Number	School Number	Deliver To	Order	/Line	/Seq Number	Box Range	Number Of Boxes
P8010210003	District	DISTRICT ONE	863190	001	00001	1-5	5
	123	ELEMENTARY SCHOOL	863190	002	00002	6-15	10
	020	MIDDLE SCHOOL ONE	863190	003	00003	16-27	12
	030	MIDDLE SCHOOL TWO	863190	004	00004	28-35	8
	040	HIGH SCHOOL ONE	863190	005	00005	36-40	5
						Total this Pallet	40

For Internal Use Only	Pick Batch: 203242	Delivery: 976452	Order/Line: 863190/1	Sequence: 00001	12-MAY-04 02:00
					Page 1 of 1

Appendix H

Test Incident Report

Test Incident Report

Spring 2016 CMAS and CoAlt: Science and Social Studies

This form is for use by districts in reporting major misadministrations and security breaches during the Spring 2016 CMAS and CoAlt: Science and Social Studies administration. When a major misadministration or security breach occurs, or is suspected to have occurred, please call Sara Loerzel in the Student Assessment Unit as soon as possible at (303) 866-3266.

Do not discuss, transmit, or reproduce secure test materials on this report form or in preparation of this report. This form must be sent to CDE through the CDE Assessment Syncplicity account > CMAS Science and Social Studies > Test Incident Reports.

Type of Test Incident (Check One)

- Major Misadministration
 Test Security Breach

Contact Information

District Assessment Coordinator Name: _____

Title: _____

District: _____

DAC Phone: _____ DAC Email: _____

Date of Test Incident: _____ Date Report Submitted: _____

School Information

School: _____

Phone _____ Principal _____

Test Incident Information

Assessment

- CMAS
 CoAlt

Subject

- Science
 Social Studies

Description of Test Incident

Description of Proposed Solution

Appendix I

Header Sheet

Appendix J

Testing Sign

**CMAS:
Science and Social Studies**

TESTING

Do Not Disturb

**(Only Authorized Personnel
Allowed)**

Appendix K
Contact Information

**Colorado Department of Education
Assessment Unit**

201 East Colfax Avenue Room 502, Denver, CO 80203-1799

Phone: 303-866-6929 Fax: 303-866-6680

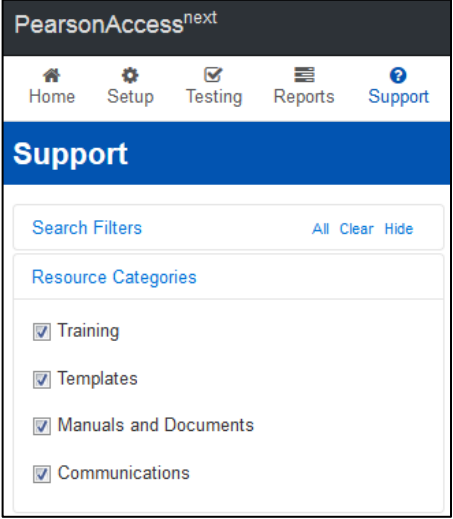

Contact	Responsibilities
Sara Loerzel, Online Assessment Administration Specialist 303-866-3266; loerzel_s@cde.state.co.us	<ul style="list-style-type: none"> • CMAS: Science and Social Studies operations and procedures • Contact for general accommodations
Katie Schmidt, Content Development Specialist 303-866-6808; schmidt_k@cde.state.co.us	<ul style="list-style-type: none"> • CMAS: Science and Social Studies content development
CoAlt and Special Education Specialist	<ul style="list-style-type: none"> • CoAlt development and operations • Contact for non-standard accommodations
Heather Villalobos Pavia, Linguistics Specialist 303-866-6118; villalobos-pavia_h@cde.state.co.us	<ul style="list-style-type: none"> • Contact for linguistic accommodations
Collin Bonner, Technology Specialist 303-866-6752; bonner_c@cde.state.co.us	<ul style="list-style-type: none"> • DTC Contact
Melissa Mincic, Data Operations 303-866-6281; mincic_m@cde.state.co.us	<ul style="list-style-type: none"> • Management of data operations for all state assessments • Contact for data
Jasmine Carey, Psychometrician 303-866-6634; carey_j@cde.state.co.us	<ul style="list-style-type: none"> • Analysis and validation of procedures and data
Margo Allen, Business Process Manager 303-866-6929; allen_m@cde.state.co.us	<ul style="list-style-type: none"> • General Contact for the Assessment Unit
Christina Wirth-Hawkins 303-866-6979; wirth-hawkins_c@cde.state.co.us	<ul style="list-style-type: none"> • Director of Assessment Development
Linda Lamirande, Senior Consultant Exceptional Student Services Unit 303-866-6863; lamirande_l@cde.state.co.us	<ul style="list-style-type: none"> • Eligibility criteria for alternate assessments

For a complete listing of Assessment Unit personnel please go to:
<http://www.cde.state.co.us/assessment/generalinfo-about>

Appendix L
PearsonAccess^{next} Resources

PearsonAccess^{next} Resources

Resources can be found on the PearsonAccess^{next} website, <https://co.pearsonaccessnext.com>. The available resources are grouped under the **Support** tab, the **Related Links** menu, and the **CMAS and CoAlt Science and Social Studies** program quadrants.

Support > Documentation	Science and Social Studies
 <p>PearsonAccess^{next}</p> <p>Home Setup Testing Reports Support</p> <p>Support</p> <p>Search Filters All Clear Hide</p> <p>Resource Categories</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Training <input checked="" type="checkbox"/> Templates <input checked="" type="checkbox"/> Manuals and Documents <input checked="" type="checkbox"/> Communications 	<p>Science and Social Studies</p> <p>State science and social studies tests measuring the Colorado Academic Standards were administered for the first time in the 2013-2014 school year. In partnership with Colorado educators and Pearson, Inc., the Colorado Department of Education developed the assessments ensuring alignment to the standards and measuring knowledge and understanding through innovative item-types.</p> <p>Related Links Practice Tests Avocet</p> <p>Customer Support Go to Live Chat Support 1-888-687-4759 Monday - Friday 7:00 am - 6:00 pm (MST)</p> <p>E-mail cohelp@support.pearson.com</p>
Related Links	CoAlt: Science and Social Studies
<p> Related Links</p> <p>Colorado Dept. of Education (CDE) CDE Assessment Webpage TestNav 8 Downloads System Check Colorado Training</p>	<p>CoAlt: Science and Social Studies</p> <p>The CoAlt science and social studies assessments were developed specifically for students with significant cognitive disabilities who are unable to participate in CMAS, even with accommodations. CoAlt assesses the performance expectations of the Extended Evidence Outcomes of the Colorado Academic Standards. This paper-based assessment is individually administered, un-timed, and scored locally by the Test Examiner. The PearsonAccess^{next} portal is used to enter CoAlt scores.</p> <p>Related Links Released Items Avocet</p> <p>Customer Support Go to Live Chat Support 1-888-687-4759 Monday - Friday 7:00 am - 6:00 pm (MST)</p> <p>E-mail cohelp@support.pearson.com</p>