Colorado Measures of Academic Success
Colorado Alternate Assessment Program

Procedures Manual

Science, Social Studies, Mathematics and English Language Arts/Literacy including Colorado Spanish Language Arts

Spring 2020

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

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 assessment administration. They must also review all relevant training materials before testing so they understand their respective responsibilities.

Where can I learn more?

- CMAS Math, ELA, Science and Social Studies http://www.cde.state.co.us/assessment/cmas
  - Colorado Spanish Language Arts (CSLA) www.cde.state.co.us/assessment/csla
- CoAlt Science and Social Studies www.cde.state.co.us/assessment/newassess-coaltsss
- To view all CDE assessment trainings, visit: www.cde.state.co.us/assessment/trainings

Spring 2020 Administration Window

CMAS		
Assessment	**Grade Level**	**Testing Dates**
Mathematics and English Language Arts[2]	Grades 3 – 8	
Colorado Spanish Language Arts (CSLA)[3]	Grades 3 – 4	
Social Studies[4]	Grades 4 and 7[2]	April 6-24, 2020[1]
Science	Grades 5, 8, and High School (Grade 11)[2]	
CoAlt		
Assessment	**Grade Level**	**Testing Dates**
Mathematics and English Language Arts (DLM)[2]	Grades 3 – 8	
Social Studies[4]	Grades 4 and 7[2]	April 6-24, 2020[1]
Science	Grades 5, 8, and High School (Grade 11)[2]	

All students in grades 5, 8 and 11 will take the CMAS or CoAlt Science assessments. All students in grades 3-8 will take the CMAS or CoAlt Math and English Language Arts (ELA) assessments. Students in grades 4 and 7 at sampled schools (about one-third of schools) will take the CMAS or CoAlt Social Studies assessment.

[1]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.**

[2]Districts must notify CDE of the intent to use extended/early testing options for mathematics and ELA (online only) and high school science. The mathematics and ELA administration window may open as early as March 16, 2020 for districts testing online. This option provides up to two additional weeks to complete mathematics and ELA assessments to accommodate device availability in districts. Information regarding CoAlt DLM mathematics and ELA is found in the DLM manual available at https://dynamiclearningmaps.org/colorado. An early option for high school science administration is available as early as March 23, 2020. Schools that participate in the early high school science window must complete testing within three weeks and return materials at that time. There is no early window option for elementary and middle school science and social studies.

[3]CLSA is an accommodated language arts form for qualifying English learners who are Non-English Proficient (NEP) or Limited English Proficient (LEP), have received instruction in Spanish Language arts within 9 months prior to the assessment, and have been in the US for five years or less. This accommodated form of the language arts assessment is taken in place of the CMAS ELA assessment; however, students taking CSLA still take the CMAS math assessment.

[4]Social studies assessments are administered on a sampling basis each year. During the 2019-20 school year the grades 4 and 7 social studies assessments will be administered in one-third of the schools. Only schools selected for the social studies sample plan will take the social studies assessments (the list of selected schools is posted on Syncplicity).

Spring 2020 CMAS and CoAlt Critical Dates

	CMAS	CoAlt	Activity	Additional Information	Roles
☐	CMAS Practice Resources (CPRs) https://coassessments.com	Released Items http://www.cde.state.co.us/assessment/CoAlt-Items.asp	Students exposed to released and/or sample items to become familiar with the assessment format and item types. It is recommended that students have an opportunity to access CMAS resources or CoAlt items prior to testing.	Student resources include accommodations, accessibility features, and sample questions for each grade and content area, including: - selected response items - constructed response items - technology-enhanced items - social studies performance events - science simulations - ELA passages Scoring guides and rubrics are available with the CPRs.	Test Administrators, CoAlt Test Examiners, Educators
	-	September 30 – October 10	Regional CoAlt Administration Trainings (combined with ACCESS for ELLs Trainings)	9/30 – Southwest Region – Alamosa 10/1 – Southeast Region – La Junta 10/2 – Northeast Region – Limon 10/3 – Pikes Peak Region – Colorado Springs 10/7 – West Central Region – Grand Junction 10/8 – Northwest Region – Frisco 10/9 – Metro Region – Westminster 10/10 – North Central Region – Greeley	DAC
☐	October 1 –11	-	Regional CMAS Administration Trainings	10/1 – Southwest Region – Alamosa 10/2 – Southeast Region – La Junta 10/3 – Northeast Region – Limon 10/4 – Metro Region – Aurora 10/8 – West Central Region – Grand Junction 10/9 – Northwest Region – Frisco 10/10 – Pikes Peak Region – Monument 10/11 – North Central Region – Greeley	DAC
☐	October 1 – April 3		Create and update district and school level user accounts in PAnext	- Sensitive Data - School Assessment Coordinators - Technology Coordinators	DAC

	CMAS	CoAlt	Activity	Additional Information	Roles
				- Test Administrators - CoAlt Test Examiner	
☐	October – Prior to testing		Sign *Security Agreement* form	See *Appendix B*. Return DAC's *Security Agreement* form through Syncplicity or to CDE representatives during CMAS regional trainings.	DAC
☐	December 15	-	Unique Accommodation Requests (UARs) due to CDE Assessment Division	**UARs that do not include appropriate documentation (e.g., no data, inapplicable data) are not approved.**	
☐	December 15		Notify CDE of extended (CBT Math/ELA) or early (HS Sci) testing window	CDE indicates test format in state load of student data if notified by this date.	
☐	Prior to January 6		State loads student data from Data Pipeline for districts	Students are registered in PAnext for Math/ELA and S/SS.	CDE
☐	January 6 – 24		Confirm student registrations for initial orders	Must indicate: -Test format (CBT or PBT) -All accommodations and accessibility features with physical materials (e.g., oral script, large print, braille, paper Spanish including CSLA)	DAC and Sensitive Data
☐	-	January 6	Begin assigning users with CoAlt Test Examiner role to students in PAnext		DAC or SAC
☐	January 6 – Prior to creating test sessions	-	Assign CBT special forms (e.g., accommodations, TTS) then create test sessions in PAnext		DAC or SAC
☐	February 24 – Prior to testing	-	Finalize CBT preparation activities in PAnext:	- Check student registration - Verify test session accuracy - Confirm special form assignments	DAC
☐	February 24 – Prior to testing		Finalize CBT preparation activities:	- Select proctor caching servers - Finalize system readiness - Check student workstations - Configure TestNav	DTC
☐	March 2 (Math/ELA and HS Sci) March 23 (S/SS)	-	Proctor caching test content begins	Complete prior to testing	DTC, DAC, or SAC
☐	**Wave 1 – Initial Materials Arrive in District** March 3		Assessment Coordinator Kits, *Test Administrator Manuals* (TAMs), and student materials for math/ELA CBT extended window and early high	- Distribute **secure** (student testing) materials to SACs no more than **one** week prior to the start of each school's testing window by content area.	DAC

	CMAS	CoAlt	Activity	Additional Information	Roles
			school science window scheduled to arrive	- Distribute TAMs to SACs as soon as they are received.	
☐	**Wave 2 – Initial Materials Arrive in District** March 24		Student materials for regular window (math/ELA PBT and elementary/middle school S/SS) scheduled to arrive in districts	- Distribute secure (student testing) materials to SACs no more than **one** week prior to the start of each school's testing window by content area. **Note**: A Wave 2 shipment is not received by districts using computer-based testing only (no accommodations with physical materials)	DAC
☐	As soon as manuals are received	-	Distribute TAMs to Test Administrators		SAC
☐		Start on March 9 for Early HS Sci, March 23 for ES/MS S/SS	CoAlt Test Examiners are given access to materials to prepare accommodations		SAC
☐	After initial shipment arrives – April 21		Additional Orders – Secure Materials	-For each assessment, do not place additional orders until all materials in the initial shipment arrive and are inventoried. -Additional orders for student materials **are not approved** unless they are matched to student registrations in PAnext.	DAC
☐	After initial shipment arrives – April 29		Additional Orders – Non-Secure Materials		DAC
☐	Prior to testing		Sign *CMAS and CoAlt Security Agreement* forms and submit to SAC/DAC	See *Appendix B*. All individuals involved in CMAS and/or CoAlt administration must sign new *CMAS and CoAlt Security Agreements* each year -Keep signed forms on file locally for three years (electronic or physical)	DAC, DTC, SAC, Sensitive Data, Test Administrators, CoAlt Test Examiners
☐	Prior to testing		Send *Verification of District Training* form to CDE through Syncplicity	See *Appendix C*. All individuals involved in CMAS and/or CoAlt administration must complete training each year	DAC
☐	At least one day prior to testing	-	Prepare online test sessions in PAnext after confirming assignment of special forms and proctor caching	Before preparing sessions, confirm proper CBT special form assignments* for individual students in test sessions: - Text-to-speech (TTS) - Spanish - Spanish TTS - Oral script for translation - Assistive technology	Test Administrators

	CMAS	CoAlt	Activity	Additional Information	Roles
☐				*Confirm indication of need for color contrast settings, as appropriate.	
☐	**April 6 – April 24**		**State Testing Window** (Districts/schools may not need the entire administration window to complete testing.)	Notify CDE of intent to participate in extended or early window options by 12/15/19. 3/16 start – Math/ELA CBT only schools 3/23 start – Math/ELA CBT only schools; HS Sci (3/23-4/10) 3/30 start - Math/ELA CBT only schools; HS Sci (3/30-4/17)	**ALL**
☐	-	Test Examiners - Immediately after testing; DAC or SAC - Before packing for return to vendor	Sign *Secure Return Form: CoAlt Manipulatives*.	Return CoAlt task manipulatives to the vendor in the CoAlt kit's secure return envelope.	DAC, SAC, and CoAlt Test Examiner
☐	Immediately After Testing		Sort scorable[1] and nonscorable[2] materials.	Districts may choose to securely destroy/shred Student Testing Tickets and used scratch paper or return them to the vendor.	DAC and SAC
☐	After Testing is Completed by Assessment – April 28		Schedule UPS **scorable**[1] pickups	See *5.1.3 Package Materials for Return Shipping* for details. Districts participating in the extended CBT math/ELA window and/or early HS Sci window may return materials prior to the close of the state window: - Extended CBT math/ELA: week after close of the local window - Early HS Sci: week of 4/13 for 3/23 start; week of 4/20 for 3/30 start	DAC
☐	April 29	-	Last day for **scorable**[1] material pickup by UPS.	**Note: If scorable materials are not picked up by April 29, *there is no guarantee* that records for these PBT students will be included in SBD or scored.**	DAC
☐	-	After Testing is Completed – April 29	Enter CoAlt scores into PAnext (Test Examiner must have PAnext CoAlt Test Examiner role)	**Note: If student scores are not entered by April 29, the student will not receive a student report.**	CoAlt Test Examiner or DAC
☐	After Testing is Completed – April 30		Schedule UPS **non-scorable**[2] pickups	See *5.1.3 Package Materials for Return Shipping* for details.	DAC

	CMAS	CoAlt	Activity	Additional Information	Roles
☐	May 1		Last day for **non-scorable**[2] material pickup by UPS.		DAC
☐	By May 1		Return *Post Test Compliance Report* and *Scratch Paper Verification* to CDE through Syncplicity.	See *Appendix C*.	DAC
☐	By May 8		If applicable, return *Testing Irregularity or Security Breach Report* and spreadsheet to CDE through Syncplicity.	See *Appendix D*. Use the TIR spreadsheet posted in **Assessment Forms** folder on **CDE Assessment Syncplicity**. *Testing Irregularity Reports* are used to request suppressions (entered by CDE).	DAC
☐	Through May 8		Initial PAnext Clean-up (School and District level)	In PAnext, stop all started test sessions. Verify all students are accounted for with test registrations. Indicate invalidation coding with appropriate not tested or void codes.	DAC, SAC, and Sensitive Data
☐	May 11 – 13		Final PAnext Clean-up (District level)	In PAnext, verify all students are accounted for with test registrations. Indicate invalidation coding with appropriate not tested or void codes.	DAC and Sensitive Data
☐	May 18 – 28		Student Biographical Data (SBD) Review	In Data Pipeline, indicate/verify invalidation coding with appropriate not tested or void codes. Verify student demographics.	Data Pipeline Respondents

[1] Scorable materials are used test books that are to be scored.
[2] Nonscorable materials are secure materials that contain test content or sensitive student data/personally identifiable information (PII) that are *not* to be scored.

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1.0 Colorado Measures of Academic Success and Colorado Alternate Assessment

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.

1.1 Program Overview

1.1.1 Background
The Colorado Measures of Academic Success (CMAS) is Colorado's standards-based assessment designed to measure the Colorado Academic Standards (CAS). 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 assessments are collaboratively developed by the Colorado Department of Education, the Colorado educator community, and Colorado's assessment contractor, Pearson. Use assessment results data to keep abreast of individual student, school, and district progress toward attaining higher student achievement levels.

1.1.2 About this Manual
This *Procedures Manual* provides instructions for coordination of the CMAS and CoAlt assessment administrations. Instructions include protocols all district and school staff must follow related to test security and test administration. The manual includes 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 Manuals (TAMs)*, the *Colorado Alternate Assessment Examiner's Manual*, and the *PearsonAccess^next User Guide* should also be reviewed. Additionally, updates and clarifications are provided to District Assessment Coordinators through email as more information is available.

1.2 Roles and Responsibilities

This section outlines the district and school level roles needed to ensure the CMAS and CoAlt assessments are administered successfully.

For information about role-based permissions in PearsonAccess^next (PAnext), the assessment data management and administration system used for testing, refer to the PAnext User Roles and Permissions table in *Appendix H*. The table includes PAnext permissions related to administrative management, organizations, student data, test management, and

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What's New for Spring 2020?

CMAS and CoAlt resource portal:
http://coassessments.com

Personal Needs Profile (PNP) updates:

- Administrative considerations – fields removed
- Accommodation type – new field used for certain validations
- Visual accommodations field – previously "braille"
- Spanish text-to-speech – assignment process updated
- Response accommodations fields – previously "scribe"

Updated materials return process:

- Used scratch paper – Return to the vendor or securely destroy /recycle after testing (refer to *Scratch Paper Verification* form in *Appendix C*).
- New process for organizing materials for return (no header sheet).

test setup included for each role. For complete PAnext User Roles and Permissions guidelines, refer to the *PAnext User Guide* located at https://co.PearsonAccessnext.com > Support.

Some roles in PAnext provide access to personally identifiable information (PII). These roles include Sensitive Data Role, Student Test Update Role, and Published Reports. All official District Assessment Coordinators (DACs) registered with CDE are assigned these roles as superintendents have confirmed they may have access to PII. DACs must ensure any individual to whom they confer these roles is allowed to have access to PII.

1.2.1 Annual Training Requirements

All district and school personnel involved in the administration of Colorado's state assessments must be familiar with test security protocols and with their individual responsibilities. Training is required on an annual basis for all district and school personnel involved in any aspect of Colorado's state assessments (refer to *2019-20 State Assessment Training Requirements* at http://www.cde.state.co.us/assessment/annual_trng_requirements).

Thorough training is one of the best ways districts can ensure successful assessment administrations and prevent misadministrations from occurring. DACs must meet with School Assessment Coordinators (SACs) to ensure a training plan is in place for training Test Administrators, Test Examiners, Technology Coordinators, and any other district or school staff handling secure materials.

Districts are required to collect, from all personnel who have completed training, signed documentation that demonstrates an understanding of the policies and procedures set forth by the State of Colorado and the district.

District-developed trainings must be based on the live trainings, webinars, and PowerPoint slides provided by CDE and/or the assessment contractor. Additional information should be included in trainings to provide district-specific policy information. CDE recommends training is provided in a format that allows participants to ask questions and receive immediate feedback.

1.2.2 Testing Coordinators

District Assessment Coordinator (DAC)

The 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 ensuring all deadlines related to this role are met (refer to *Spring 2020 CMAS and CoAlt Critical Dates*).
- Responsible for attending all required trainings.
- The point person for all communications to and from CDE's Assessment Division. **The DAC disseminates important assessment information to the district, schools, teachers, and parents.**
  - o Read all communications from CDE (e.g., **DAC* Update Emails*) and distribute as appropriate.
  - o Serve as the liaison between School Assessment Coordinators (SACs) and Pearson/CDE. During testing, school personnel may communicate directly with Pearson for technical assistance as needed.
- Serve as local expert on all CMAS and CoAlt procedures and requirements.
  - o Ensure all SACs know how to contact the DAC on each day of testing should any questions or issues arise that need immediate attention.
- The district core assessment team leader who oversees the training of SACs, CMAS Test Administrators, and CoAlt Test Examiners to administer the assessments in a standardized, ethical manner, taking all precautions to prevent misadministrations.
- Responsible for authorizing individuals for involvement in technology setup for the district (District Technology Coordinator) and working with student data (Sensitive Data).
  - o Work collaboratively with Technology Coordinators to ensure computer-based testing environments function as needed for testing.
- Responsible for ensuring student registration data is accurate for initial material orders, and placing additional orders for student test materials as necessary.

- Responsible for overseeing the management of the district's test administration calendar(s) to ensure the state's deadlines are met.
- Responsible for overseeing the data and reporting procedures and functions for the assessments including working with district data staff (e.g., PAnext users with Sensitive Data role and Data Pipeline users) on PAnext demographic data cleanup and Student Biographical Data (SBD) review.
- Responsible for creating and updating PAnext user accounts for district personnel.
- Responsible for ensuring all secure materials are returned to the vendor on time after testing and submitting the *Scratch Paper Verification* form and documentation of missing materials to CDE.
- Develop and implement a district security plan for test administration and follow all protocols in this manual related to security, including investigating and documenting testing irregularities (form in *Appendix D* and spreadsheet from CDE in Syncplicity) as necessary. Security breaches and irregularities are reported to CDE.
- Responsible for ensuring that appropriate student records are coded with correct invalidations through Not Tested or Void Test Score Reasons/Codes by content area assessment.
  - o "Marked Complete Reasons" **do not** invalidate tests. To invalidate tests that are marked complete, apply the appropriate Void Test Score Reason/Code.

The DAC has access to Personally Identifiable Information (PII) in PAnext.

School Assessment Coordinator (SAC)
The SAC is the individual at the school level responsible for the overall coordination of test administration at his or her school. For purposes of the Colorado state-administered assessments, the SAC will:
- Ensure all deadlines related to this role are met (refer to *Spring 2020 CMAS and CoAlt Critical Dates*).
- Attend all district trainings for state assessments.
- Authorize individuals for involvement in test administration, including School Technology Coordinators, CMAS Test Administrators, and CoAlt Test Examiners.
- Serve as local expert on all CMAS and CoAlt procedures and requirements.
  - o Read all communications from the DAC and distribute as appropriate.
- Serve as liaison between Test Administrators/Test Examiners and the DAC.
  - o During testing, school personnel may communicate directly with Pearson for technical assistance as needed.
- Develop and implement a school security plan for test administration and follow all protocols in this manual related to security, including investigating and documenting testing irregularities (form in *Appendix D*), reporting test security breaches to the DAC, and collecting a signed *CMAS and CoAlt Security Agreement* (*Appendix B*) from each individual authorized for involvement in test administration.
  - o Review the school's security plan with the DAC.
  - o Distribute a copy of the *Test Security and Administration Policies* from *Section 2.0* of this manual along with your security plan to all individuals authorized for involvement in test administration, including Technology Coordinators, CMAS Test Administrators, and CoAlt Test Examiners.
- Train all individuals in test security and administration protocols, including Test Administrators, Test Examiners, and any individual authorized for involvement in test administration, and oversee these individuals during testing.
- Work collaboratively with District/School Technology Coordinators to ensure computer-based testing environments function as needed for testing.
- Assemble and maintain a master list of all students and their accommodations and form-dependent accessibility features (i.e., text-to-speech and color contrast) in preparation for January 24, 2020 initial registration/orders deadline. Coordinate test preparations accordingly.
  - o Verify students are assigned the necessary accommodations and form-dependent accessibility features **prior** to testing.
  - o In PAnext, review PNP indications on **Manage Student Tests** screen, markers next to SASIDs on **Students in Session**s screen, and/or **PNP Report** (Reports > Operational Reports > Students & Registrations > PNP Report).

- Assign tests (including accommodated form and accessibility feature assignments) in coordination with individuals with the DAC or Sensitive Data role in PAnext.
  - Test assignments that utilize physical materials (e.g., English and Spanish paper tests, oral scripts, braille) that are indicated in PAnext prior to January 24, 2020 are automatically shipped with initial material shipments.
- Receive, inventory, and distribute test materials through a chain of custody process—including alerting DACs to the need for additional student test materials, as necessary, so the DAC may place additional orders.
- Ensure all materials are secure at all times.
  - Store test materials in a secure, locked district/school location at all times when not in use for testing.
  - Do not store test materials in classrooms.
  - Do not remove secure materials from district/school buildings except during transport between district and school facilities.
- Develop and coordinate the school's test administration schedule, including the administration of make-up testing (DACs may complete this task).
- Ensure standardized testing environments for all students and designate locations for the administration of tests for students who require special accommodations.
- Set up and prepare test sessions in PAnext before testing, and stop test sessions in PAnext after testing.
- Mark tests complete in PAnext for incomplete student tests that were previously started. ("Marked Complete Reasons" **do not** invalidate tests. To invalidate tests that are marked complete, apply the appropriate Void Test Score Reason/Code.)
- Invalidate tests with Void Test Score or Not Tested Reasons/Codes, as needed, post-test administration. (If tests are invalidated at the district level, SACs must communicate information to DACs regarding test invalidations for appropriate student test assignments by content area.)

1.2.3 Technology Coordinators

District Technology Coordinator (DTC)

The DTC is the individual at the district who ensures site readiness activities, designed to ensure 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:

- Ensuring all deadlines related to this role are met (refer to *Spring 2020 CMAS and CoAlt Critical Dates*).
- 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 viewing secure test material on student devices on another device during testing.
- Proctor caching test content (if done at the district level).
- Providing technical support for DACs, SACs, and Test Administrators.

For additional information related to Technology Readiness, refer to the District Technology Coordinators page on the CDE Assessment Division website at http://www.cde.state.co.us/assessment.

1.2.4 Data Support

Sensitive Data

The individual in the district who handles student data including sending, viewing, adding, and editing student data in PAnext is referred to as Sensitive Data. The individual ensures:

- All deadlines related to this role are met (refer to *Spring 2020 CMAS and CoAlt Critical Dates*).
- All students are registered in PAnext.
- Demographic information is correct.
- Accuracy of responsible organization data (responsible school and district codes) for all students.
- In coordination with the SAC/DAC:

- Test format (e.g., online or paper), accommodations and accessibility features (e.g., Spanish, braille, oral scripts) are indicated for individual student test assignments by January 24, 2020 to automatically order student testing materials for automatic receipt in the initial shipment of materials.
- Test sessions are set-up and accommodations and accessibility features are indicated for the appropriate students to ensure proper form assignment in PAnext.
- Appropriate void or not tested reasons/codes are applied to student test records by content area post-test administration.

The Sensitive Data role has access to Personally Identifiable Information (PII) in PAnext.

1.2.5 Who May Administer the Assessments

CMAS Test Administrator (TA)

The Test Administrator is an individual at the school ultimately responsible for administering CMAS assessments. Test Administrators must:
- Be employed by the school/district.
- Actively supervise the test administration at all times.

TAs must ensure necessary accommodations and accessibility features, such as text-to-speech and color contrast, are available to the appropriate students.

Training on current administration procedures is required each year for all Test Administrators before 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.
- Training on specific accommodations is required for Test Administrators who are administering assessments for which students require accommodations.
- School/district employees may administer the assessments at the grade levels of relatives, but must not administer the test to relatives, nor be in the same testing environment as relatives during testing.
  - This requirement includes sons, daughters, step-children, nieces, nephews, brothers, and sisters of Test Administrators.
- Student teachers may not be Test Administrators, but may serve as proctors in the test environment.

Student to Test Administrator Ratio

Test sessions require a student-to-Test Administrator ratio of 30:1 or less. Schools may schedule a test session that includes more than 30 students; however, an additional Test Administrator is required 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 unit. They should circulate throughout the room during the test.

Note: Consider room configuration when determining the student- to-Test Administrator ratio. Test Administrators must be able to actively monitor the space within the testing environment. Schools should make special considerations for large testing environments and for testing environments with complicated configurations.

Auditory Presentation with Oral Scripts: A trained Test Administrator may be provided to read the entire test orally to a student who is unable to decode text (refer to *6.0 Administrative Considerations, Accessibility Features, and Accommodations* for more information). Test Administrators should be provided to students on an individual basis. It is inappropriate to provide oral scripts to groups of students that would not allow an individual student the option of asking a reader to slow down or repeat text. For questions, please contact the CDE Assessment Division.

CoAlt Test Examiner (TE)

The Test Examiner is an individual at the school ultimately responsible for administering CoAlt science and social studies assessments. A Test Examiner:

- Must have a valid teaching license.
  - **Note:** A substitute teaching license is not a sufficient license for administration of CoAlt.
- Must be employed by the school/district.
- May be a Speech Language Pathologist, Occupational or Physical Therapist, or School Psychologist who does not hold a teaching license, but who holds a professional license.
- May not be a volunteer.
- Must actively administer the assessment.

Test Examiners should be familiar with the student they are assessing and with the student's primary mode of communication.

Training on current administration procedures is required each year for all Test Examiners before administration.

- 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.
- 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:** CoAlt administration training is required for anyone in the testing environment.
- Test Examiners **must NOT** administer the assessment to a relative (refer *CMAS Test Administrator* requirement).

1.3 Tested Populations

All students in grades 3 through 8 are required to take the math and ELA assessments. All students in grades 5, 8, and 11 are required to take the science assessments. At schools selected as part of the 2019-20 social studies sample (about one-third of schools in the state – district list found in **CMAS** folder on **CDE Assessment Syncplicity**), all students in grades 4 and 7 are required to take the social studies assessments.

1.3.1 Determining Whether CMAS or CoAlt Should be Administered

All students, including students with Individualized Education Programs (IEPs), participate in the state assessment system. The IEP team, which must include the parents, determines 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 assessed on the general CMAS assessments. According to federal requirements, evidence of alignment between a student's educational plan and the accommodations provided on any of the state assessments must exist, as well as any determinations for students to participate in the CoAlt. 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.

Note: It is not appropriate or ethical to administer 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	5. A student's reading level
2. A certain percentage of students	6. An expectation of unsatisfactory performance by the student
3. Time spent receiving special education services	7. Poor attendance by the student
4. Place where the student receives services	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

1.3.2 Determining Grade Level for Assessment Administration

Students are required to take the CMAS or CoAlt assessments for the grade level in which they are enrolled by the district, even if they took the same assessment the previous school year.

Note: Students who start the school year classified in one grade level but are reclassified to another grade level prior to the administration of the state assessments take the state assessment of the grade level to which they are reclassified. If an 11th grade student is reclassified as a 12th grade or GED student before the district's assessment window opens, the student should not test.

If a student takes an assessment but does not meet the participation criteria (e.g., off grade-level testing), it is a misadministration and test invalidation is required. See *2.3.9 Invalidating a Test* for more information on invalidations.

Grade Level	Math	ELA/CSLA	Science	Social Studies
3	X	X[1]		
4	X	X[1]		X[2]
5	X	X	X	
6	X	X		
7	X	X		X[2]
8	X	X	X	
High School (Grade 11)			X	

[1]CSLA accommodated form available to students who meet participation criteria.
[2]Social studies assessments administered at schools selected as part of each year's social studies sample (about one-third of schools across the state).

1.3.3 New Students

Whether new students who enroll **during** the state testing window are tested depends on the individual school's testing status. If the school completes initial testing for the newly enrolled student's grade level and assessed content area(s) prior to the student's enrollment, the student does not need to test. However, give special consideration for newly enrolled students who started testing in their previous school of enrollment but did not finish.

- If the student started testing on paper in the previous district, securely transfer the test book between districts through DAC to DAC handoff or via secure shipment requiring signatures.
- If the student started testing online, transfer the started test to the new district through PAnext.

Example 1
A 5th grade student transfers from Colorado District A to Colorado District B on March 30, 2020. The school in District B completed 5th grade ELA testing on March 27, will start 5th grade math testing on April 1, and 5th grade science testing on April 6. The student did not start any testing at the previous school.

Colorado District B must submit a transfer request to Colorado District A through PAnext. District A must review and approve the transfer request through PAnext in a timely manner.

The student must take the 5th grade math and 5th grade science assessments. Assign a 5th grade ELA test to the student in PAnext, but if the student does not take ELA, the school/district should code the ELA test assignment as *Not Tested Reason 03 – Withdrew Before/During Testing* (refer to *Appendix K: Data Section 3* for coding information).

Example 2
A 3rd grade student transfers from Colorado District A to Colorado District B on April 9, 2020. The school in District B started 3rd grade ELA testing on April 7, but has not completed 3rd grade ELA testing, and will start 3rd grade math testing on April 13. The new student started testing ELA in the previous school.

Colorado District B must submit a transfer request to Colorado District A through PAnext. District A must review and approve the transfer request through PAnext in a timely manner.

The student should complete the started 3rd grade ELA test at the new school and must take the 3rd grade math test.

Example 3
A 6th grade student transfers from Colorado District A to Colorado District B on April 20, 2020. The school in District B completed 6th grade ELA testing on April 10 and 6th grade math testing on April 17.

Colorado District B should not submit a transfer request to Colorado District A through PAnext as the student need not test at the new school.

If the student did not complete the ELA and math tests prior to moving, District A should code the assigned ELA and math tests with the appropriate *Withdrew Before/During Testing* code (refer to *Appendix K: Data Section 3* for coding information). If the student completed the ELA and math tests in District A, no coding is needed.

CMAS and CoAlt 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.

2.1 Introduction to Test Security

All personnel involved in test administration, including technology coordinators, must receive yearly security protocol training. DACs are responsible for overseeing training for the district, including verifying the DTC and SACs are 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 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 each day of testing, 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 unit.

2.1.1 Security Plan
SACs must develop a security plan for their schools. A successful security plan:
* Informs all individuals authorized for involvement in test administration to review security protocols, prohibited activities, testing irregularities, and security breaches.
* Ensures all individuals authorized for involvement in test administration sign the *CMAS and CoAlt Security Agreement* found in *Appendix B*.
* Ensures no unauthorized individuals enter the testing environment.
* Establishes a documented chain of custody.
* Designates a central locked facility for secure storage of test materials.
* Documents that Technology Coordinators, Test Administrators, and Test Examiners receive necessary documentation and training for successful, secure administration of the CMAS and CoAlt assessments.
* Informs all individuals of test security procedures in case an unexpected event interrupts testing (e.g., a fire drill or safety concern).

Prohibited Activities
Any action that compromises test security is prohibited. The following lists include 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, smart watch, iPod, camera, any device that could provide an advantage) in the test environment or pose a risk for a security breach.		■
Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, smart watch, iPod, and camera) in the test environment. **Notes:** Test Administrators may use cell phones to contact the SAC or technical support. Tablet devices are allowed to administer assessment sessions in PAnext.	■	■
Checking email while secure materials are distributed or while testing students.	■	■
Using a computer, laptop, or tablet (other than the one 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, website or any other material before closing out the test unit or turning in test materials to the Test Administrator.		■
Reading a book, newspaper, website 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 unit as outlined in this manual (except for students who are to receive extended time as documented on their IEP, 504, or EL plans).	■	
Not administering a unit 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). Examples of materials educators must cover or remove include, but are not limited to, posters, maps, charts, and graphic organizers. It is not necessary to cover or remove calendars. Cover or remove material if it might provide an advantage or assist in answering a question.	■	
Failing to follow test administration directions exactly as specified in this manual and in the *CMAS Test Administrator/CoAlt Examiner's Manuals*.	■	

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 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 test items or passages, or any secure test materials.	■	■
Influencing, altering, or interfering with a student's responses or test book in any way, including but not limited to erasing stray marks in test books.	■	■
Making responses available to a student outside of the test unit.	■	■
Handling test materials for a purpose other than test administration (e.g., teacher takes a test home to review; TA 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 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.	■	

2.1.2 Chain of Custody Requirements

CMAS

Failure to follow proper chain of custody requirements may result in test invalidations. Document chain of custody before, during, and after test administration in order to maintain security. Districts and schools may choose to create and use their own chain of custody documents or use the *District Receipt Form* (DAC to SAC) and *School Security Checklist* (SAC to TA/TE) included in material shipments from the vendor (refer to samples in *Appendix I*).

Maintain chain of custody documentation for three years after the test administration to ensure there are no questions or concerns related to the security of the assessments or handling of materials. The DAC and each SAC must be able to assure the state, if any questions arise, that every step was taken to ensure security of the test materials.

The following chain of custody requirements apply to all CMAS assessments:
- Secure and non-secure materials are delivered to the district in one to two shipments (refer to *Receive, Document, and Store Materials* in *Section 3.8.2*).
- Distribute materials to schools no more than one week prior to the start of each school's testing window.
- As soon as materials are received at the school, distribute *Test Administrator Manuals* so Test Administrators have time to review as needed.
- Secure and account for all secure CMAS materials, including paper-based tests and oral scripts, at all times. Student test materials must remain sealed until they are used during testing. Store secure materials in a secure and locked location before and after testing.
- The SAC is responsible for the distribution and collection of CMAS materials **to and from** Test Administrators each day of administration, preferably within 15 minutes of the start and end of each unit's test administration.
  - If administering a paper-based form, distribute student test materials just prior to administration. Test Administrators must not have extended access to materials before or after administration

- Maintain security of all state assessment test books and other state materials while in the Test Administrator's possession. Do not store test materials in classrooms in advance of, or following, the administration.
- Test Administrators who are providing an auditory presentation through the use of an oral script 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 review the oral script for translation four 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 auditory presentation of the paper-based assessment in English or Spanish may have access to the oral script 24 hours prior to the assessment administration.
- Teachers of students with visual impairment (TVI) who are administering the assessment in braille may access the braille notes prior to the assessment in order to gather additional materials needed to provide students access to the assessment. The Teacher Notes may be accessed 24 hours prior to the assessment administration.
  - While the TVI may review the Teacher Notes, is not appropriate for TVIs to review the contents of test books and/or source books.
- Document movement of test materials on a chain of custody form and secure materials while in the Test Administrator's possession. *School Security Checklists*, included in the shipment from the vendor, may be used for this purpose. Refer to sample shipping forms in *Appendix I*.
  - Test Administrators must document the return of all secure test materials (used and unused) on the school's chain of custody form, and must return all materials to the SAC immediately after testing.
  - SACs must verify all secure test materials are returned. SACs must retain the chain of custody documentation in their files for three years.
  - The SAC must oversee the secure collection of the following test materials immediately after each unit's test administration (do not retain materials in the physical testing environment or prematurely re-distribute materials to Test Administrators if the test will continue at a later time or on a subsequent day). Document secure collection of these materials on the school's chain of custody form. (Refer to *3.8.1 Secure and Non-Secure Test Materials* for a full list of materials that are distributed by SACs to Test Administrators.)

Computer-based materials	Paper-based materials
- Student Testing Tickets - Student rosters containing TestNav usernames and passwords, and any other school-generated reports or documents that contain personally identifiable student information - Auditory presentation materials (i.e., oral scripts for translation) - Printed math reference sheets - <u>Used</u> scratch paper	- Test books - Social studies source books - High school science periodic tables - Math reference sheets - <u>Used</u> scratch paper - Auditory presentation materials (i.e., oral scripts for translation, English, or Spanish) - Accommodated paper materials (e.g., large print visual descriptions document, braille teacher notes)

- After all test sessions are completed at a school, securely store used and unused materials, then return secure materials to the DAC by the district deadline for shipment to the vendor.
- Report any missing test materials or any test irregularities to the SAC/DAC and complete the appropriate documentation:
  - Missing materials: *Form to Report Contaminated, Damaged, or Missing Materials* (*Appendix E*)
    - CDE will require additional documentation.
  - Test irregularities: *Form to Report a Testing Irregularity or Security Breach* (*Appendix D*)

CoAlt

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

- Train anyone who will access to CoAlt materials on the protocols, including test security and ethics, included in this manual and the *CoAlt Examiner's Manual* before providing access to materials.
- Account for all secure materials and store in a secure, locked location before and after testing each day.
- The SAC is responsible for the distribution and collection of CoAlt materials **to and from** Test Examiners immediately before and after testing each day. CDE recommends distributing assessments no more than 15 minutes prior to the testing session and collecting 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.
- Secure all CoAlt materials while in the Test Examiner's possession. Do not store test materials 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 completes testing, Test Examiners must return task manipulatives, score recording forms, and security forms to the SAC in the unsealed secure return envelope. Write the student's name on the envelope's label. Accommodated task manipulatives are returned to the SAC for secure destruction at the district level.
- Return all secure test materials, both used and unused, to the DAC by the district deadline.
- Report missing test materials or any test irregularities to the SAC/DAC and complete appropriate documentation:
    - Missing materials: *Form to Report Contaminated, Damaged, or Missing Materials* (*Appendix E*)
        - CDE will require additional documentation.
    - Test irregularities: *Form to Report a Testing Irregularity or Security Breach* (*Appendix D*)

2.1.3 CMAS and CoAlt Security Agreement, Verification of District Training, Post Test Compliance, and Scratch Paper Verification

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

The SAC collects the school's signed security agreements, training sign-in sheets, and schedules (including make-up training) and maintains copies for three years. Each DAC must complete the *Verification of District Training Form*, located in *Appendix C*, which includes training dates and indicates that all individuals involved in testing are trained in both security and administration policies and procedures. The DAC uploads the completed *Verification of District Training Form* 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* and *Scratch Paper Verification*, located in *Appendix C*. The *Post Test Compliance 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 were reported to CDE; and all materials were returned to the vendor. The *Scratch Paper Verification* confirms that all <u>used</u> scratch paper from all schools was collected by the district and securely destroyed, recycled, or shipped to the vendor after testing. The DAC uploads the completed *forms* to the **Assessment Forms** folder on **CDE Assessment Syncplicity** following the naming convention indicated on each form.

2.2 Testing Irregularities and Security Breaches

Examples:

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

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

2.2.1 Testing Irregularities and Security Breaches

In the rare event there is an extenuating circumstance that halts testing in the middle of a unit, such as a building evacuation, lock-down, loss of electricity or internet, or severe weather event during a testing unit, follow the protocol outlined below:

- The safety and security of students and staff is of paramount concern.
    - Assume the threat is real and initiate the district building-evacuation/lock-down procedure.
    - Note the time of the disruption in order to calculate the remaining time for the test unit. When possible and feasible, record this information in writing.
- Time is of the essence in an emergency situation. Collect test materials only if time permits prior to leaving the testing environment. Leave all test materials in the 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 unit?"
    - Before the students can continue with same unit, resume students' tests in PAnext. Refer to resume instructions in the *CMAS Test Administrator Manual*.
    - Identify how many minutes remain in the test unit for students.
    - Display the updated start and stop time of the resumed unit 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 unit(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 unit was resumed, and time the test unit ended
    - Any other pertinent details

2.2.2 Reporting Security Breaches and Testing Irregularities

Immediately report all instances of security breaches and testing irregularities to the DAC. It is the responsibility of the DAC, along with school personnel (e.g., the principal, superintendent), to determine if a security breach took place. The

DAC must immediately notify Sara Loerzel (303-866-3266) in the CDE Assessment Division if there is a suspected or actual security breach as any exposure of test material could impact the entire assessment across the state.

If a major misadministration or security breach occurs in the district, the DAC must complete the *Form to Report a Testing Irregularity or Security Breach* (located in *Appendix D*) and *Test Incident Report* (TIR) spreadsheet (found on Syncplicity) and send both to CDE through **CDE Assessment Syncplicity** in the **Assessment Forms** folder **by May 8, 2020**. 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
    - If secure test materials are lost, the *Form to Report Contaminated, Damaged, or Missing Materials* (*Appendix E*) must be completed in addition to the *Form to Report a Testing Irregularity or Security Breach* (*Appendix D*).
    - CDE will require additional documentation.

2.3 Testing Environment

Prepare the testing environment prior to administration of CMAS and CoAlt 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 unit. Some students may finish testing before others; predetermine and establish expectations for those students within the limits set in *2.4 Scheduling and Testing Time*.

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

- A testing environment should be a typical size classroom.
- Larger rooms may be used, but must have adequate security (see *2.3.3 Test Environment Setup*).
- Students with accommodated materials, scratch paper, or students taking the paper-based test must have adequate writing space.

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

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

2.3.3 Test Environment Setup

CMAS

Situate students so they are unable to see each other's work from a normal testing position. If the testing environment does not have enough space to prevent seeing other students' work, use dividing screens as physical and visual barriers between workspaces. Schools may already have one or more of the following materials available to adapt for this purpose:

- Vertical cloth or paper "curtains" to isolate each tester's device or materials
- Card stock (e.g., manila folders) taped to the sides of computer monitors
- Flattened cardboard boxes folded and taped to form a visual barrier between testers
- Tri-fold display boards (such as those used for science project exhibits) that stand freely between testers
- 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 students are seated so they cannot view the monitor of the student seated in front of them.

To maintain security in the testing environment, consider the following seating configurations with students seated:

- In every other seat (useful in a computer lab setup)
- Back-to-back
- With monitors arranged back-to-back
- In a semicircle (useful for schools using laptops)
- In widely spaced rows or in every other row (appropriate for a classroom setup)

Monitor laptops or other modular devices used for testing. Do not allow removal of devices 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, removal from the testing environment is allowed.

2.3.4 Posted Materials Guidelines

Cover or remove anything posted in a classroom or other area used for CMAS and CoAlt administration that could direct students to the correct answer for any test question**.** 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. Ensure covered materials are properly secured. Insufficiently secured material covers may come undone during testing, which can result in a misadministration. While not a comprehensive list, cover or remove the following materials:

- 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 students may write notes.
- Number lines for math assessments.

Note: SACs should discuss the appropriateness of specific displays with CMAS Test Administrators and CoAlt Test Examiners. Creation of an exhaustive list of prohibited posted materials is not possible due to the limitless possibilities. Always refer to the general guideline when making decisions about materials posted during CMAS and CoAlt administrations.

2.3.5 Materials Required for Students

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

Computer-based Materials	Paper-based Materials
- Student Testing Tickets - Headphones if using text-to-speech - Blank scratch paper - lined, graph paper, colored paper, etc. (Availability determined by district.) - Approved alternative scratch paper as indicated in a student's IEP and/or 504 Plan (e.g., graph paper or specialized writing paper) - Inspect paper before use to verify it is free of any writing - External keyboards are recommended for students using iPads	- Paper test materials and accommodated materials - No. 2 pencil(s) with eraser(s) - Blank scratch paper - lined, graph paper, colored paper, etc. - Approved alternative scratch paper as indicated in a student's IEP and/or 504 Plan (e.g., graph paper or specialized writing paper) - Inspect paper before use to verify it is free of any writing

2.3.6 Prohibited Materials

Prohibited materials can compromise test security and violate the construct measured by the assessment, thus producing invalid results. Cover or remove prohibited materials from the testing room. See *2.3.4 Posted Materials Guidelines* of this manual for additional requirements.

The table below lists materials that are not allowed at any time during testing, including after a student completes testing (i.e., submits answers for a unit or turns in test book). Ensure these, and any related materials, are not in the possession of students, CMAS Test Administrators, or any other authorized persons or places in the test area, including inside students' desks or other locations in the test environment that are accessible to students.

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

*Test Administrators may only use cell phones to contact the SAC or technical support. Additionally, Test Administrators may use tablet devices to administer the assessment session in PAnext.

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 student test assignment (through the Personal Needs Profile) in PAnext, as appropriate, by the SAC or a school or district employee assigned the Sensitive Data role.

Prior to testing, Test Administrators instruct students to place prohibited materials in lockers, backpacks, or other designated areas. If a student is found to have any prohibited material in his or her possession upon arrival for testing, instruct the student to hand it to the Test Administrator.* If the prohibited material is an electronic device, instruct the student to first power 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 and dismiss the student from the exam room. Communicate the occurrence to the SAC/DAC who will invalidate the test due to misadministration.

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

2.3.7 Medical Monitoring Devices

If a student uses a cell phone or other device to monitor a documented medical condition, the student may have the device in the testing environment. Place the cell phone or device so the Test Administrator and the student can see the device.

2.3.8 District Decisions

Districts may determine the following:

Decision Point	Options
Students who finish testing before the **maximum** unit testing time is reached should:	• Remain in the testing environment and read or sit quietly • Continue testing in the next unit once all students in the session have completed the current unit • Be dismissed*
Whether a **minimum** unit time will be set for schools by the district (e.g., 90 minute units have a 60 minute minimum, 80 minute units have a 55 minute minimum, 65 minute units have a 45 minute minimum), then:	Students who complete testing must sit quietly until the district-determined minimum unit testing time is reached, but may then: • Read quietly • Be dismissed*

* If this option is selected, districts must develop a plan that will allow dismissed students to leave the testing environment without interrupting students who have not completed testing.

Materials Allowed ONLY AFTER a Student Completes Testing

Districts that choose to have students remain in the testing environment **after** completing the test unit should have students either 1) sit quietly or 2) read while waiting for dismissal or for the next test unit to begin. **Only reading materials that are unrelated to the assessed content are allowed.** Students who read after the test must not read from electronic devices, including computers, Chromebooks, Nooks, Kindles, iPads, smartwatches, and phones.

Note: If the student is taking a paper-based form of the assessment and is sure he or she is completely finished with the assessment before time expires, the Test Administrator should remove the test materials from the desk/working area.

2.3.9 Invalidating a Test

If misconduct or a security breach rises to the level of test invalidation, indicate an appropriate test invalidation code for the student test in PAnext. For online CMAS tests, marking complete test units and entering a "Marked Complete Reason" DOES NOT invalidate the test. Indicate invalidations using the appropriate void or not tested reason/code on the Manage Student Tests screen in PAnext (updated individually through the user interface or through a batch upload using a Student Test Update import file).

Invalidations are test specific and do not cross tests (e.g., 09 Parent Excuse indicated as a void or not tested reason/code on a student's ELA test does not cross over to the student's math test or science test). Enter invalidations separately by test.

See *Appendix K: Data* for additional information and all test invalidation codes.

2.3.10 Unauthorized Visitors

Only students, Test Administrators/Examiners, and authorized school, district, and state personnel or state-sanctioned test monitors are allowed 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 in understanding the assessment process without causing security breaches or misadministrations.

2.4 Scheduling and Testing Time

The state testing window for the elementary, middle, and high school CMAS and CoAlt assessments is April 6 – 24, 2020. Complete all test sessions (including make-ups and administrations with accommodations) during the testing window. Districts and schools should have a plan in place for make-up testing due to unforeseen schedule changes, such as cancellations caused by weather (e.g., build make-up days/times into the schedule before the close of the window). See *Spring 2020 Administration Window* for more information.

All students in grades 3 through 8 are required to take the math and ELA assessments. All students in grades 5, 8, and 11 are required to take the science assessments. At schools selected as part of the 2019-20 social studies sample (about one-third of schools in the state – district list found in **CMAS** folder on **CDE Assessment Syncplicity**), all students in grades 4 and 7 are required to take the social studies assessments.

2.4.1 Testing Time and Test Structure

CMAS

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

- Selected response
- Constructed response
- Technology-enhanced
- Simulations (science)
- Performance events (social studies)
- Passage sets (ELA)

Times shown in the following tables include the unit testing time that must be available to all students for each test unit by content area. For science and social studies, time-and-a-half is included in the unit 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, providing more than the maximum unit testing time is a misadministration.

Districts may determine if they will require a minimum testing time (see *2.3.8 District Decisions* for additional information). However, if **all** students in a physical testing group complete the test unit any time before the maximum unit testing time is reached, the Test Administrator may end the test unit. Districts may determine whether students who finish testing should remain in the testing environment and read or sit quietly, continue testing in the next unit once all students in the test session complete the current unit, or if they may be dismissed.

While unit testing times may be the same in the following tables, some groups/grades are not able to test together due to differences in administration SAY directions and/or different student testing materials. A **separate** testing environment is needed for:

- Paper-based and computer-based (administration SAY directions and materials are different)
- ELA and mathematics (unit testing times and administration SAY directions are different)
- Directions read aloud in a language other than English
- English tests and Spanish accommodated forms
- Science/social studies and ELA/math (unit testing times and administration SAY directions are different)
- Paper-based science and social studies (materials and administration SAY directions are different)
- High school science and elementary/middle school science/social studies (different unit times)
- Math grades 3-5 and math grades 6-8 (different administration SAY directions)
- Math grades 6-8 unit 1 and math grades 6-8 units 2 and 3 (different administration SAY directions)

Refer to *2.4.2 Guidelines for Scheduling: Testing Multiple Groups in the Same Testing Room* for additional information.

English Language Arts/Literacy Unit Testing Times

English Language Arts/Literacy		
Grades	**Unit**	**Unit Testing Time (minutes)***
ELA 3-5 CSLA 3-4	1	90
	2	90
	3	90
ELA 6-8	1	110
	2	110
	3	110

Mathematics Unit Testing Times

Mathematics		
Grades	**Unit**	**Unit Testing Time (minutes)***
Math 3-8	1	65
	2	65
	3	65

Mathematics unit specifications:
- Grades 3-5 – all non-calculator units
- Grade 6-8– Unit 1 consists of a non-calculator section and a calculator section – complete both sections during Unit 1 testing time
- Grades 6-8– Units 2-3 are calculator units

Science and Social Studies Unit Testing Times

Science and Social Studies		
Grades	**Unit**	**Unit Testing Time (minutes)***
Social Studies 4 & 7 Science 5 & 8	1	80
	2	80
	3	80
High School Science 11	1	50
	2	50
	3	50

*Unit testing times do not include time for setup, reading SAY directions, or distributing/collecting student testing materials. If all students in a physical testing group complete the test unit before the maximum unit testing time is reached, the Test Administrator may end the test unit.

CoAlt

The CoAlt assessment is untimed and 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, complete the item before stopping; revisiting previously presented items is not allowed.

2.4.2 Scheduling Guidelines

Testing Multiple Groups in the Same Testing Room

Schools may schedule different groups of students to test together in the same room provided that the unit testing time and administration SAY directions are the same. Administer all units in order, including make-up sessions.

English Language Arts/Literacy
- Computer-based testing
    - Grades 3-5 may test together for all units.
    - Grades 6-8 may test together for all units.
- Paper-based testing
    - Grades 3-5 may test together for all units.*
        - Students who qualify for the CSLA accommodated form in grades 3 and 4 may test together, but may not test with students taking ELA due to differences in SAY directions.
    - Grades 6-8 may test together for all units.*

Mathematics
- Computer-based testing
    - Grades 3-5 may test together for all units.
    - Grades 6-8
        - May test together for Unit 1.
        - May test together for Units 2 and 3.
- Paper-based testing
    - Grades 3-5 may test together for all units.*
    - Grades 6-8
        - May test together for Unit 1.
        - May test together for Units 2 and 3.

Science and Social Studies
- Computer-based testing
    - Grades 4 and 7 social studies and grades 5 and 8 science may test together for all units.
    - .
- Paper-based testing
    - Grades 4 and 7 social studies may test together for all units.*
    - Grades 5 and 8 science may test together for all units.*

*For groupings that include students testing in different units, the Test Administrator must acknowledge the appropriate units when referenced in the SAY directions. Additionally, students testing Unit 1 must write their names on their materials; students testing Units 2 and 3 must confirm the receipt of the materials on which their names were previously written.

Scheduling CMAS Computer-based Administration

To the extent possible, assess all students in a grade in the same content area at the same time. Should that not prove possible, assess all students should in the same content area within the shortest timeframe practicable (e.g., back-to-back physical testing groups, in the same day, across consecutive days). See *Appendix F: Sample School Schedules.*

Test students using accommodated computer-based forms at the same time as their peers taking either computer-based or other paper-based tests.

If testing units back-to-back, students may not have access to cell phones during short breaks between units.

Absent Students

After **unlocking** the scheduled test unit in PAnext for the entire class, and as soon as a student is identified as absent, the Test Administrator must **lock** the current test unit for that student. To assist in tracking an absent student's missed test units, Test Administrators may write the missed test unit(s) on the student's Student Testing Ticket.

Scheduling CMAS Paper-based Administration

For general use of the paper-based assessment, all students in a grade must complete the same unit of the same content area assessment at the same time. Should that not prove possible, assess all students 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).

Test students using accommodated forms at the same time as their peers taking either online or other paper tests.

If testing units back-to-back, students may not have access to cell phones during short breaks between units.

Scheduling CoAlt

The DAC is responsible for establishing the administration schedule and ensuring that every student taking the CoAlt is assessed within the state CMAS and CoAlt assessment window. Districts may use the entire state testing window for administration of this assessment; however, it is expected that students taking CoAlt assessments will test during the same window as their peers taking CMAS assessments. Because 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, complete the item before stopping; revisiting previously presented items is not allowed. Schedule assessment administration based on the individual needs of the student while meeting the following requirements:
- Administer test questions in the order in which they appear in the CoAlt test book.
- Complete make-ups within the state testing window.

Test Examiners must receive the CoAlt test books in time to review items and test administration procedures described in the *CoAlt Examiner's Manual* (included with the CoAlt test book) in order to prepare any necessary accommodations and cut apart and organize task manipulatives. Invalidation of any student tests given before or after the state assessment window is required due to misadministration (i.e., invalidation code 06).

2.4.3 Make-up Testing

Multiple options exist to ensure students who miss their originally scheduled test sessions are provided with time to complete testing during make-up sessions. Provide students who miss test units with make-up time as soon as practicable to avoid test security breaches and misadministrations. Options discussed in this section provide a starting point for make-up testing. Each presented option includes technology, security, and logistical considerations to weigh against each other when make-up testing decisions are made.

Administer make-up testing in the exact same manner as regular testing including:
- Administration of all test units in sequential order for all content areas,
- Providing the same unit testing time, and
- Providing the same accommodations.

Schools may schedule different groups of students in the same room at the same time, provided the unit testing time, student materials, and administration script are the same. See *2.4.2 Scheduling Guidelines* for additional information.

Computer-based Administration Make-up Testing

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

- If students from multiple test sessions make-up units in the same physical testing environment, Test Administrators (TAs) may use the "combined view" and filtering options in PAnext to manage students' tests from multiple sessions at once.
  - Refer to the *PAnext User Guide* for additional information on combined view functionality.
- If students from multiple test sessions make-up units in the same physical testing environment and are moved into new PAnext test sessions:
  - New Student Testing Tickets are required as the password on the original Student Testing Ticket only works for the original PAnext test session.
  - Only students taking the same assessment can be placed into new PAnext test sessions together.
  - See "Moving Students to Another Session" in the *PAnext User Guide* for instructions.
- Guidance on combining groups is provided in *2.4.2 Scheduling Guidelines.*

If a make-up student takes a different unit of the assessment than the rest of the class, the TA must ensure through PAnext that the appropriate units are locked and only the make-up unit is unlocked for that individual student. **Administer all units for all content areas in order for each student, including for make-up testing.**

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

After completion of the missed test unit, students re-join their original physical testing group and are 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 Unit 1	-
Physical Testing Group Test Session (scheduled after Morning Make-up Test Session)	Physical testing group takes Unit 1	Absent Student re-joins physical testing group for Unit 2	Physical testing group takes Unit 3

PAnext Considerations for Option 1
Test Administrators (TAs) unlock the missed test unit for each student in the make-up test session. By utilizing the "combined view" for session management, TAs filter Student Test Status to quickly identify which students have units to make-up. Only one test unit can be unlocked for a student at any time.

Security Considerations for Option 1
This make-up testing option has a low security risk as students complete make-up testing in the shortest practicable time frame so few test units are exposed.

Logistical Considerations for Option 1
Make-up testing is completed in advance of regularly scheduled physical testing group times. The SAC provides the TA with the proper Student Testing Ticket for each student in the physical testing group. TAs must read the appropriate SAY directions from the *Test Administrator Manual* for the assessed unit(s).

Option 2: Student Tests with Original Physical Testing Group
Students continue to test with their original physical testing group**.**

Sample Make-Up Testing Schedule for Option 2				
	Day 1	**Day 2**	**Day 3**	**Day 4**
Physical Testing Group	Unit 1	Unit 2	Unit 3	-
Absent Student	-Missed-	Unit 1	Unit 2	Unit 3

PAnext Considerations for Option 2
After unlocking Unit 2 of the test for the entire class on Day 2, the TA locks Unit 2 for the absent student and then unlocks Unit 1 for that student only. Only one test unit can be unlocked for a student at any time. This process is repeated for the remaining test units.

Security Considerations for Option 2
This make-up testing option has high security risks as every test unit has the potential for premature exposure to the previously absent student.

Logistical Considerations for Option 2
While potentially the least challenging from a scheduling perspective, a plan is required for administration of the last unit of the test for the student. Additionally, the TA must read the appropriate SAY directions from the *Test Administrator Manual* for the assessed unit(s).

Option 3: Student Completes Missed Test Unit 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 unit, the student re-joins their original physical testing group and is 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)	Unit 1	Unit 2 (regularly scheduled students in physical testing group) Unit 1 (absent student joins this physical testing group to complete Unit 1)	Unit 3
Absent Student's Original Physical Testing Group (Afternoon)	Unit 1	Unit 2 (absent student rejoins original physical testing group to complete Unit 2)	Unit 3

PAnext Considerations for Option 3
This option is potentially the most challenging for TAs. After unlocking Unit 2 of the test for the entire morning group on Day 2, the TA utilizes the "combined view" to pull up the afternoon group and locate the absent student. The TA unlocks Unit 1 of the absent student's test (only one test unit can be unlocked for a student at any time).

Security Considerations for Option 3
This make-up testing option has a moderate security risk as students complete make-up testing in the shortest practicable time frame but there is the potential for premature exposure to an upcoming test unit.

Logistical Considerations for Option 3
Ensure the availability of devices in the alternative physical testing group in advance of the regularly scheduled physical testing group time. Tracking students could become difficult and problematic. SACs must provide TAs with the proper Student Testing Ticket for each student in the physical testing group. TAs must read the appropriate SAY directions from the *Test Administrator Manual* for the assessed unit(s).

The following table includes a summary of the technology, security, and logistical considerations to take into consideration for each make-up testing option.

Considerations for All Make-up Testing Options			
	PAnext Demand on Test Administrators	Security Risk	Logistical Demand
Option 1 **Recommended** **Student Completes Missed Test Unit 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 Unit in Any Available Physical Testing Group in Advance of Re-Joining Original Physical Testing Group**	High	Moderate	High

Paper-based Administration Make-up Testing

Conduct make-up testing for paper-based administrations similarly to computer-based make-up testing. Students taking the paper-based assessment should complete testing in a testing environment that is separate from computer-based administration. **Administer all units for all content areas in order for each student, including for make-up testing.** Students are not allowed to return to any unit of the test that was previously completed in its entirety.

Students Who Become Ill during Testing

Make-up test sessions are used to finish started tests for students who become ill during testing. Test Administrators must note the exact place in the test where the student stopped (item number and remaining testing time). For computer-based testing, note this information on the Student Testing Ticket. Test Administrators must closely monitor make-up testing to ensure students do not return to previously answered questions. The student is to receive the remaining time from the original unit to finish.

Computer-based testing - If a student becomes ill and needs to leave *during* the test unit, Test Administrators must close the student's test unit by exiting the student from TestNav. To continue testing once the student returns, the Test Administrator must resume the student's test in PAnext. For instructions, see "Resume a Test" in the *PAnext User Guide*. When the student logs back in to TestNav, he or she is 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.

Paper-based testing - If a student becomes ill before completing a unit, Test Administrators must collect the student's test materials. The student must pick up exactly where they left off upon their return.

2.4.4 Extended Time

See *6.0 Administrative Considerations, Accessibility Features, and Accommodations* for additional information.

CMAS Math and ELA
Students with disabilities with appropriate documentation on IEP and 504 plans, and English learners taking assessments in English, may qualify for timing accommodations. Time-and-a-half is not included in math and ELA unit testing times.

CMAS Science and Social Studies
Time-and-a-half is available to all students as an accessibility feature built into each unit testing time for science and social studies. Students with disabilities with appropriate documentation on IEP and 504 plans, as well as English learners may qualify for additional timing accommodations.

CoAlt Science and Social Studies
The CoAlt assessments are untimed. CoAlt testing may extend over multiple days for an individual.

2.4.5 Breaks Between Testing

Short Breaks between Units
If testing units back-to-back, a short break is allowed between tested units. During these breaks, students may not have access to cell phones.

Temporary Stops for Individual Students
If a student needs to temporarily stop testing for a short time period, the testing clock does not stop. For computer-based testing, apply visual blocks to the student's device (e.g., turn off monitor or cover screen) instead of having the student use device functions to exit and resume the test. For paper-based testing, close or cover the student's test book.

CoAlt Testing Breaks
The CoAlt assessments are untimed and individually administered. Testing may extend over multiple days for an individual. A break in administration may occur after any given question is completed. The Test Examiner begins with the following question once testing resumes.

2.5 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 assessments. Students must meet participant criteria for the requested assessment(s). The parent or guardian of the child must pay all costs associated with administration and providing assessment results, as determined by the district.

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 meet the requirements to be a Test Administrator, participate in CMAS assessment training, and sign a security agreement form.**

CMAS results are returned to the district in which the student tests. It is the district's responsibility to distribute 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.

<u>Important:</u> 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 ELA, math, science, and social studies assessments.** For students in a home-based educational program electing to take the exams, their results are not used in calculation of school, district, or state CMAS results (provided the district properly identifies them as home-schooled students).

Note: CoAlt assessments may **not** be administered to home schooled students as 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 assessments. A private school may elect to administer as many CMAS assessments as they desire.

- Private school personnel responsible for handling assessment material must participate in assessment training.
- Private schools must administer CMAS 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 assessments.

Private schools interested in administering CMAS assessments should contact the District Assessment Coordinator for the local public school district.

Retained Students

Students take the CMAS assessment at the grade level in which they are enrolled. For example, a student retained in 5th grade takes the 5th grade CMAS science, math, and ELA assessments again the following year.

Dropout Students

For the purposes of state assessment administration, a dropout student is a student who is at least 18 years of age and for whom there is clear evidence of permanent departure from the school system.

Expelled Students

To indicate that a student is expelled from a school, code the "Expelled" field as "Expelled" in PAnext through the user interface or as "1" when uploaded through the Student Registration/Personal Needs Profile (SR/PNP) import. Include expelled students' demographic information in PAnext, even if they do not test.

It is the district's responsibility to ensure every effort is made to test expelled students receiving educational services. Assessment results for these students are included in district results; they are not included in aggregated school results.

If expelled during the time of testing and the student is not receiving educational services because the student is enrolled in a private school or is homeschooled, the student need not test, but the student's record should remain in PAnext. Code these students with a Not Tested or Void Reason/Code of 03 Withdrew Before/During Testing. The student's results are included in school or district results if coded correctly.

Suspended Students

Because students who are suspended are enrolled in public schools, it is the district's responsibility to ensure that instruction and assessment are offered to these students. Include suspended students' demographic information in PAnext, even if they are not tested. The results for suspended students are 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 all students are accounted for, including chronically absent students.

Open Enrollment Students

"Open Enrollment Students" refers to students who 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 the other 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 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), provide the necessary accommodation or accommodations to the student.

Once students start testing, the student may not change testing modes. For example, a student who receives a concussion after completing Unit 1 of a computer-based test may not switch to a paper-based test. Since each situation is different based on the circumstance, the District Assessment Coordinator should contact the CDE Assessment Division to determine the most appropriate course of action for the student.

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. Populate the "Emergency Accommodation" field with the appropriate information in PAnext 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 PAnext. 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: Do not use this code for students who are absent during testing due to typical illnesses.

Students Placed Out-of-District by a Public Agency

This unit 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 is found at http://www.cde.state.co.us/facilityschools.

Students who are placed in these types of state-operated programs participate in the CMAS and CoAlt assessments as appropriate. CDE's Office of Facility Schools acts as the school district for purposes of distributing materials. A state aggregate report for students in out-of-district placement is produced—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 units. After scoring, individual student information is sent to the facility in which the student tested. 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.

Direct questions about facilities to CDE's **Office of Facility Schools** http://www.cde.state.co.us/facilityschools/contact.

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

Students who attend facilities where the district of location provides the educational services take CMAS and CoAlt assessments at the facility. The district of location administers the tests. Attribute resident student scores to a school in the district. Attribute non-resident student scores to a school in the district of residence. For non-resident students, the DAC for the district of location works with the DAC for the district of residence to ensure 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
Weld County 6 (Greeley)	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, 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.

First Year in U.S. (Applies to English Language Arts Only)

> **This information only applies to the ELA assessment. All First Year in U.S. students must take mathematics, science, and social studies (as applicable) assessments.**

Districts determine whether to administer the CMAS ELA assessment to their English learners who enrolled in a United States (U.S.) school for the first time on or after April 9, 2019 (first year in the U.S.) based on the following guidance.

- Students who are Non-English Proficient (NEP), based on WIDA Screener and a local body of evidence, are exempt from the **English** language arts assessment.
    - 3rd and 4th grade NEP students whose native language is Spanish and who have received language arts instruction in Spanish during the current school year are **required to take CSLA.**
    - Students identified as NEP whose native language is not Spanish, or whose native language is Spanish but who have not received Spanish language arts instruction in the current school year, are exempt.
        - A parent/guardian of a student who meets exemption guidelines may choose to have their child participate in ELA testing. Results for these students are included in accountability and growth calculations for the following year.
- Students who are Limited English Proficient (LEP), based on WIDA Screener and a local body of evidence, must take the state language arts assessment that best matches their instruction: CMAS ELA, CSLA (if eligible), or CoAlt (if eligible).

When registering students in PAnext, districts indicate ELA testing exemption for eligible students by completing the field *Date First Enrolled in U.S. School* (the first date on which the student enrolled in a U.S. public school) and code the ELA assessment as *Not Tested Reason 02*, if applicable.

This section describes activities the DAC, SAC, and Technology Coordinators must complete before the first day of testing. Complete each outlined task; however, districts may determine which individual from the district or school completes each task. Use the checklists provided throughout this section to prepare for test administration.

3.1 Assessment Coordinator Before Testing Tasks

Review *Sections 1.0* and *2.0* of this manual for details regarding administration policies and procedures that impact task completion and policy decisions that are made locally before testing.

DAC or SAC	Before Testing Task Checklist	Additional Information/Requirements
☐	Ensure SACs have a plan for maintaining test security and the chain of custody for secure materials.	
☐	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.
☐	Determine student survey policy.	Advise SACs as to whether students taking the computer-based assessments may complete the Student Survey.

3.2 PAnext Activities for CMAS and CoAlt

Prior to assessment administration, complete the following PAnext tasks.

3.2.1 Student Registrations, Transfers, and Orders

DAC	SAC	TC	PAnext Task Checklist	Additional Information/Requirements
Verify Student Registrations[1]				
☐	☐		Ensure all enrolled students are registered and assigned to tests in PAnext.	As appropriate by grade level, content area, and course
☐	☐		Verify registrations in PAnext for students needing paper forms of the assessment.	Including large print, braille, CSLA, and general use of the paper-based assessment
☐	☐		Verify registrations in PAnext for students needing special forms of the assessment for computer-based testing.	Including oral script (for translation), text-to-speech (English and Spanish), and color contrast
☐	☐		Verify registrations in PAnext for students with IEP or 504 plans and English learners with EL plans that document a need for oral scripts.	• CBT oral scripts for translation (languages other than English or Spanish) • PBT oral scripts in English, Spanish, and for translation • CBT and PBT signer scripts

DAC	SAC	TC	PAnext Task Checklist	Additional Information/Requirements
☐	☐		Verify students taking the CoAlt assessment have a CoAlt Test Examiner assigned to their student test.	Assign CoAlt Test Examiners to student tests in PAnext. See *Quick Reference Guide to CoAlt S/SS Activities* in *Appendix H: PAnext*.
☐	☐		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 *PAnext User Guide*.
☐			Verify/update "Responsible School Code" information for students who transferred into the district through Work Requests: Enrollment Transfers.	In the UI, access through Setup > Students > Register Students. Use the Operational report "Students where Responsible District/School is different from Testing District/School" for list.
☐			Coordinate reviewing and updating student demographics in PAnext.	Users with the Sensitive Data[1] role may view and update student demographics.
Additional PAnext Tasks				
☐			Check, submit, approve, and reject Work Requests: Enrollment Transfers for the district and from other districts.	See *Transfer Guidance Document* posted at http://www.cde.state.co.us/assessment/trainings. DACs can move student registrations between schools in-district. Cross-district transfers are handled through Work Requests: Enrollment Transfers. If a transfer request is submitted but not addressed by the other district, it is the DAC's responsibility to contact the DAC in the other district. (See DAC contact information at http://www.cde.state.co.us/assessment/dac.)
☐			The official DAC may submit additional orders for secure and non-secure materials as needed.	Additional orders for accommodated materials are only approved if the ordered materials match existing student PNPs.

[1]PAnext users with the Sensitive Data role have access to student personally identifiable information (PII) associated with student registrations.

3.2.2 Assign and Update User Roles

DAC	SAC	TC	PAnext Task Checklist	Additional Information/Requirements
☐	☐		Create or update PAnext user accounts.	DACs update or create accounts for TCs, SACs, and Sensitive Data personnel. SACs update or create TA and CoAlt Test Examiner accounts. For instructions, see "Create and Edit User Accounts" in the *PAnext User Guide*.
☐	☐		Verify CoAlt Test Examiners are assigned the Test Examiner role in PAnext and assigned to students, as appropriate.	Assign CoAlt Test Examiners to student tests in PAnext. See *Quick Reference Guide to CoAlt S/SS Activities* in *Appendix H: PAnext*.

3.2.3 Create and Manage Test Sessions – Computer-based Testing Only

DAC	SAC	TC	PAnext Task Checklist	Additional Information/Requirements
☐	☐		Create an individual test session in PAnext for each group of students testing online.	Creating individual sessions by class or group instead of a single generic test session for a grade improves the ability to monitor student status during testing and test security. See "Create an Online Test Session" in the *PAnext User Guide*.

DAC	SAC	TC		
☐	☐		Verify creation of test sessions and assignments of students taking CBT forms.	At least two days before testing, DACs verify test sessions created by SACs. See "Before Online Testing" in the *PAnext User Guide*.
☐	☐		Verify creation of separate sessions for students requiring an oral script/signer accommodation.	When creating sessions for CBT oral script/signer, select **Proctor Reads Aloud** checkbox and set **Form Group Type** to **Oral Script**.
☐	☐		Verify color contrast is indicated through the PNP for students, as necessary.	
☐	☐	☐	Verify the completion of proctor caching.	See "Understand Proctor Caching" in the *PAnext User Guide.*
☐	☐	☐	Confirm "preparation" of test session.	See "Manage an Online Test Session" in the *PAnext User Guide.*
☐	☐	☐	Print Student Testing Tickets.	Students in Sessions > select session > Resources

3.2.4 Verify Test Form Assignment – Computer-based Testing Only

SACs are to assemble and maintain a master list of all students, their accommodations, and form-dependent accessibility features (e.g., text-to-speech). Coordinate preparations and form assignments with the DAC and Sensitive Data users.

- **Prior to testing**, SACs must verify students are assigned the necessary accommodations and form-dependent accessibility features. Verify assignments before students log into the test.
- In PAnext, review these PNP indications on the **Manage Student Tests** screen, markers next to SASIDs on **Students in Sessions** screen, Student Roster (Students in Sessions > select session > Resources), and/or **PNP Report** (Reports > Operational Reports > Students & Registrations > PNP Report - Accessibility Features and Accommodations for Student Tests).

DAC	SAC	TC	PAnext Task Checklist	Additional Information/Requirements
☐	☐		Verify students requiring special forms for the computer-based assessment are assigned to the appropriate forms.	• Text-to-speech English* or Spanish • Oral script* • Assistive Technology (math and ELA only)
☐	☐		Verify color contrast settings are indicated through student PNPs, as necessary.	
☐	☐	☐	Verify UAR-dependent accommodations are assigned to students for whom approval was received from CDE.	**ELA**: Auditory presentation: TTS or oral script (reader/signer), constructed response scribe **Math**: Calculator on non-calculator sections **REMINDER**: Test scores for students who use unapproved unique accommodations are invalidated or suppressed.

* ELA requires an approved UAR to use this special form.

3.3 Test Administration Plan

☐ Review school testing schedules, including accommodated and make-up groups.

☐ Administer units in order for all content areas.

☐ Coordinate testing schedules across schools as needed.

☐ Refer to *2.4 Scheduling and Testing Time* for guidance on scheduling test sessions.

☐ Sample school schedules available in *Appendix F*.

☐ Verify schools have a plan in place to ensure all students have an opportunity to use student practice resources prior to testing (http://coassessments.com > Practice Resources).

3.3.1 Training Plan

All district and school personnel involved in the administration of the CMAS and CoAlt assessments must be familiar with their individual responsibilities and the CMAS and CoAlt Security Plan. DACs must meet with SACs to ensure they have a training plan in place for Test Administrators, Test Examiners, and Technology Coordinators. District Technology Coordinators are responsible for training School Technology Coordinators.

Training **for all school personnel involved with any aspect of the CMAS and CoAlt administration is required on an annual basis.** Thorough training is one of the best ways districts can prevent misadministrations from occurring. Districts are required to collect documentation from all personnel who complete training, demonstrating an understanding of the policies and procedures set forth by the State of Colorado and the district. All personnel involved in assessment administration and the handling of secure materials must sign the *CMAS and CoAlt Security Agreement* (*Appendix B*).

Districts must base their trainings on the live trainings, webinars, and PowerPoint slides provided by CDE and the assessment vendor to train district personnel. Include additional information regarding district-specific policy information. Training materials include this manual, *CMAS Test Administrator Manuals*, *CoAlt Examiner's Manual,* and the *PAnext User Guide*. Additional training materials, including modules and slide presentations, are available online at www.cde.state.co.us/assessment/trainings and http://coassessments.com > Manuals and Training. The PAnext Training Center, found at http://tmg-co.PearsonAccessnext.com, is available for training prior to the administration window.

Assessment Coordinator and Technology Coordinator Training

DACs, SACs, and Technology Coordinators complete the following tasks as part of training and preparation for the CMAS and CoAlt administrations.

DAC	SAC	TC	Training Task Checklist	Additional Information/Requirements
☐		☐	Participate in Pearson and CDE-provided trainings (live and/or webinar).	**If the DAC was unable to attend an in-person regional training in October,** view recorded online training and send additional documentation as required by CDE.
☐	☐		Read and become familiar with the contents of all manuals.	*Procedures Manual, CMAS TAMs, CoAlt Examiner's Manual*
☐	☐	☐	Become familiar with the *PAnext User Guide*.	Provides details for using PAnext
☐	☐	☐	Review CMAS and CoAlt post administration clean-up information.	*Appendix K: Data* provides an overview of data collection activities and invalidation coding
☐	☐	☐	Train possible DAC/SAC/TC alternates	Ensure someone is prepared to take over coordinator responsibilities if needed.
☐			Develop and provide SAC administration and security training incorporating state-provided resources. Ensure all SACs complete training.	See *SAC and TC Training Topic Checklist*. **Include charter schools** in all CMAS and CoAlt preparation and administration activities.
☐	☐	☐	Ensure all district personnel involved in CMAS and CoAlt testing receive appropriate training.	Including Test Administrators and Test Examiners
Collect required documentation regarding training and security				
☐			Verify SACs maintain documentation of training and signed *CMAS and CoAlt Security Agreements* (*Appendix B*) for personnel.	Keep documentation of training on file locally for three years (physical or electronic copies).
☐			Acquire and store signed SAC *CMAS and CoAlt Security Agreements* (*Appendix B*).	Keep documentation of training on file locally for three years (physical or electronic copies).
☐			Verify DTCs complete CDE technology training.	
☐			Complete the *Verification of District Training* form (*Appendix C*).	Submit to CDE through **CDE Assessment Syncplicity Assessment Forms** folder. Notify CDE after posting.

School Assessment Coordinator and Technology Coordinator Training

The trainings **provided** by DACs, SACs, and Technology Coordinators must cover the topics included in the Training Topics Checklists. Providing training in a format that allows participants to receive immediate feedback is recommended.

DACs use the following Training Topic Checklist to provide training to SACs and Technology Coordinators.

DAC	SAC and TC Training Topic Checklist	Additional Information
☐	District and school security plans	Includes chain of custody documentation
☐	Before, during, and after testing tasks	Includes documentation information for students who do not test.
☐	Testing environment requirements	*Section 2.3*
☐	Scheduling	*Section 2.4*
☐	Make-up testing options	*Section 2.4.2*
☐	District decisions	*Section 2.3.8* • Student survey participation policy • Scratch paper policy for CBT (S/SS, ELA) • Minimum unit time (optional) • Student options after completing a test unit (i.e., read, sit quietly, dismiss)
☐	Authorized personnel	*Section 1.2 and 2.3.10*
☐	Appropriate active proctoring	*Section 4.1*
☐	Prohibited activities	*Prohibited Activities* list in *Section 2.1.1*
☐	Accessibility features and accommodations	See *Accessibility Features and Accommodations Training Topics Checklist*.
☐	How to obtain resources and materials for administration	e.g., Procedures Manual, *CMAS TAMs*, *CoAlt Examiner's Manual*, *PAnext User Guide*, Student Testing Tickets, Student Rosters
☐	Test administration	Including preparing and starting test sessions, resuming, unlocking/locking units, and ending test sessions
☐	Required documentation regarding training and security	Collect signed *CMAS and CoAlt Security Agreements* (*Appendix B*) from all personnel who may come in contact with test materials or testing environments and maintain, along with documentation of training, at the district for three years after the administration.
☐	Technical assistance available during testing	*PAnext User Guide*, Pearson Customer Service, local technical support, etc.
☐	Assigning PAnext logins to Test Administrators and CoAlt Test Examiners	
☐	Answer questions regarding test administration and security protocols	Must provide an opportunity for questions and answers.

Test Administrator and Test Examiner Training

Incorporating district-provided resources, SACs must develop and provide administration and security training to all Test Administrators and CoAlt Test Examiners. Ensure all school personnel who will come in contact with test materials and/or test environments complete training. Test Administrator and Test Examiner training should include, but is not limited to the following topics:

SAC	TA and TE Training Topic Checklist	Additional Information
☐	School security plans	Includes chain of custody documentation
☐	Before, during, and after testing tasks	See *Test Administrator Manuals* and *CoAlt Examiner Manual* for details. Include information on how to check form assignments before students log in to test.
☐	Testing environment requirements	*Section 2.3*
☐	School testing schedules	*Section 2.4*
☐	Make-up testing options	*Section 2.4.2*
☐	Assigned testing groups	Including online, accommodated, and paper-based administration test sessions
☐	District decisions	*Section 2.3.8* • Student survey participation policy • Scratch paper policy for CBT (S/SS, ELA) • Minimum unit time (optional) • Student options after completing a test unit (i.e., read, sit quietly, dismiss)
☐	Authorized personnel	*Section 1.2 and 2.3.10*
☐	Appropriate active proctoring	*Section 4.1*
☐	Prohibited activities	Prohibited Activities list in *Section 2.1.1*
☐	Accessibility features and accommodations	See *Accessibility Features and Accommodations Training Topics Checklist*. Train TAs on how to administer tests with accommodations.
☐	How to obtain resources and materials needed to administer tests	e.g., *Procedures Manual*, *CMAS TAMs*, *CoAlt Examiner's Manual*, *PAnext User Guide*, Student Testing Tickets, Student Rosters
☐	Test administration using PAnext	**CMAS**: starting sessions, resuming, unlocking/locking units, and ending sessions **CoAlt** score entry
☐	Procedures for notifying SACs of when and why a student's test needs to be "Marked Complete"	**Note**: If a student test requires invalidation, indicating a "Marked Complete Reason" does not invalidate the test. A void reason/code must be entered separately.
☐	Collect required documentation regarding training and security	*CMAS and CoAlt Security Agreement* (*Appendix B*)
☐	Technical assistance available during testing	District or School Technology Coordinator, *PAnext User Guide*, Pearson Support, etc.
☐	Answer questions regarding test administration and security protocols	

CMAS Test Administrators and CoAlt Test Examiners should familiarize themselves with the format of the test, testing procedures, and required materials.

- 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.
- Test Administrators and Test Examiners must also ensure the availability of any needed accessibility features and accommodations for students prior to the administration of the first test unit.
- If CoAlt Test Examiners need access to student materials in an electronic format, contact the DAC. Electronic materials are secure; distribute in a manner that does not violate test security, including distribution via email.

Accessibility Features and Accommodations Training

Provide training to SACs and Test Administrators regarding accessibility features and accommodations required by individual students during assessment administration. Detailed information regarding accessibility features and accommodations is found in *6.0 Administrative Considerations, Accessibility Features, and Accommodations*. Accessibility features and accommodations training topics include, but are not limited to:

DAC or SAC	Accessibility Features and Accommodations Training Topics Checklist	Additional Information/Requirements
☐	Developing/reviewing a list of students with their needed accessibility features and accommodations	Documented on IEP, 504, and EL plans and used during instruction and local assessments.
☐	Assigning/confirming form assignments for accessibility features and accommodations for individual students	
☐	Unique accommodations	Unique Accommodation Requests (UARs) are submitted to and approved by CDE Assessment before providing unique accommodations to students, including: • Reading/signing the ELA reading test (i.e., TTS and oral script) • Calculator on non-calculator section of the mathematics assessment • Scribe for ELA constructed response questions • Other accommodations not included in *Section 6.0*
☐	Ensuring students are not inappropriately assigned to unique accommodations.	Improper assignment of unique accommodations (e.g., TTS on ELA) may result in invalidation or suppression of scores.
Prior access for accommodations		
☐	CBT and PBT: oral scripts for translation to translators who will translate the assessment into languages other than English or Spanish, including sign language	Translators and signers may have access to the oral scripts for translation in a supervised environment four working days prior to testing. Must check out and in each day.
☐	PBT only: English and Spanish oral scripts to Test Administrators providing auditory presentation to a student	Test Administrators may have supervised access to oral scripts 24 hours prior to testing.
☐	Braille assessments	Teachers of the Visually Impaired (TVIs) may have supervised access to Teacher Notes for braille assessments 24 hours prior to testing. TVIs may **not** review test content.

3.3.2 Security Plan

Prior to testing, DACs must determine and employ a district level security plan. The plan must ensure the following:

District Security Plan
All test materials are secured at all times.
Test materials are kept in a secure, locked district/school location when not in use for testing.
Test materials are not stored in classrooms.
Secure materials are not taken out of district/school buildings except during transport between district and school facilities.

CMAS and CoAlt Security Agreement

All personnel involved in assessment administration and the handling of assessment materials must sign the *CMAS and CoAlt Security Agreement* (*Appendix B*). After completing the CDE-provided administration training, DACs submit their signed *CMAS and CoAlt Security Agreements* to CDE (either at the fall regional trainings or via **Assessment Forms** folder on **CDE Assessment Syncplicity**). DACs maintain signed *CMAS and CoAlt Security Agreements* from SACs and other district-level personnel (e.g., Sensitive Data, Technology Coordinators); SACs maintain signed *CMAS and CoAlt Security Agreements* from Test Administrators, Test Examiners, and other school-level personnel. Locally maintain documentation of training for three years (i.e., physical or electronic copies).

3.3.3 Prepare the Testing Environment

See *2.3 Testing Environment* for detailed information regarding test environment requirements and preparation.

Additional preparation is required for computer-based testing. The following table reviews tasks completed by the DAC or SAC prior to online testing.

DAC or SAC	Computer-based Environment Preparation Checklist	Additional Information/Requirements
☐	Work with the DTC or STC to ensure proper devices and work spaces are available.	Refer to *2.3 Testing Environment* for additional information on testing environments.
☐	Confirm all student devices meet the requirements needed to administer the computer-based test.	For details on infrastructure and system requirements, refer to TestNav Requirements: https://support.assessment.pearson.com/display/TN/TestNav+System+Requirements
☐	Involve the Technology Coordinator in planning meetings to provide input on logistics and to resolve any technology issues.	Ideally, a technology coordinator is available in the school building to assist with trouble-shooting during the days when students test. **Note:** Record the specific device on which each student tests on their Student Testing Tickets. Each student should use the same device for all units of a content area to aid in response data recovery if needed.
☐	Work with the DTC or the STC to ensure required downloads are completed and systems are set up properly.	
☐	Work with the DTC or STC to ensure the proctor caching device is identified for all testing locations.	
Finalize testing rooms and schedules.		
☐	Verify testing room configurations limit students' visual access to other students' work.	
☐	Bulletin boards and instructional displays that might aid students during testing are covered or removed.	Preparation of any rooms to which students may relocate is also required.
☐	A "TESTING: Do Not Disturb/Only Authorized Personnel Allowed" sign is posted outside the testing room.	
☐	No element of the testing room's environment hinders any student's performance.	The testing room is quiet, well lit, well ventilated, and comfortable. Each student has enough space in which to work.
☐	Verify headphone availability for students.	Headphones are required for text-to-speech (English and Spanish)

3.4 Technology Setup

DACs and SACs ensure Technology Coordinators (district- and/or school-level) are identified and provided information and resources necessary to complete Technology Coordinator tasks. This section describes activities the District Technology Coordinator (DTC) and School Technology Coordinator (STC), if applicable, complete before the day of testing. For more information, see http://www.cde.state.co.us/assessment/newassess-dtc.

	Technology Coordinator Meeting Checklist	Additional Information/Requirements
☐	Technology Coordinators attended the CDE DTC Kickoff Webinar (mid-October).	If unable to attend the training, a recorded version is available online at http://www.cde.state.co.us/assessment/newassess-dtc.
☐	Technology Coordinators have access to PAnext.	See *3.2.2 Assign and Update User Roles*
☐	The sections of this manual that apply to the Technology Coordinator role are reviewed.	
☐	District and/or school technology plans are discussed and established with Technology Coordinators.	
☐	Technology Coordinators review the *PAnext User Guide* for specific instructions on PAnext functions and technology-related troubleshooting.	Available at http://coassessments.com > Manuals and Training
☐	Technology Coordinators attend the site readiness training (December).	If unable to attend the training, a recorded version is available online at: http://www.cde.state.co.us/assessment/newassess-dtc.

3.4.1 TestNav

TestNav is the online assessment delivery system used for computer-based CMAS assessments. TestNav is accessed by students through installable apps.

Installable TestNav is available for laptop, desktop, iPad, and Chromebook devices with the following operating systems:
- Chrome
- iOS
- Linux Ubuntu
- OS X/macOS
- Windows

Features of the installable app:
- Does not depend on other software, such as a browser or Java.
- Downloadable app link varies by operating system.
- Tests are accessed by starting the TestNav app and choosing the appropriate client (i.e., Colorado).

Districts and schools utilizing online assessments must determine how students will access TestNav prior to testing.

3.4.2 Plan an Infrastructure Trial

For additional information, see the *Infrastructure Trial Guide* at http://coassessments.com > Technology Setup.

TC	Technology Coordinator Checklist	Additional Information/Requirements
☐	Review TestNav technology requirements.	Available at: https://support.assessment.pearson.com/display/TN/TestNav+System+Requirements
☐	Configure firewall, content filter, proxy server, and spam filter.	

☐	Identify Proctor Caching machine(s) and install Proctor Caching.	
☐	Perform an Infrastructure Trial in the PAnext Training Center. Use the *CMAS: Site Readiness* administration to use the Site Readiness Form.	Verify assessment environment components are configured for TestNav and that devices can successfully run TestNav.
☐	Enter TestNav configuration(s) in the PAnext Training Center.	
☐	Create a test session in the PAnext 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 PAnext live site.	
☐	Identify testing rooms and the number of workstations to be used for testing.	Work with the SAC to ensure proper space and student testing devices are available. Refer to *2.3 Testing Environment* for additional information on testing environments.
☐	Verify that the wireless access points can accommodate the number of students scheduled for the testing environment.	Position devices as close as possible to wireless access points (preferred), and limit obstructions between devices and wireless access points.
☐	Verify that the appropriate amount of bandwidth is available for each computer-based testing environment.	

3.4.3 Prepare Student Testing Devices

TC	Technology Coordinator Checklist	Additional Information/Requirements
Student Testing Device Security		
☐	Turn off any software that would allow viewing of secure test content on student computers by another computer.	
☐	Configure any applications that can automatically launch on a device to not launch during testing sessions.	Common applications that can launch automatically include anti-virus software performing automatic updates, power management software (low-battery), screen savers, and email message notifications.
Student Testing Device Preparation		
☐	Ensure each student testing device meets the TestNav technology requirements.	https://support.assessment.pearson.com/display/TN/TestNav+System+Requirements **Note:** External keyboards are recommended for students using iPads.
☐	Use the Site Readiness Form to ensure devices meeting minimum specifications are able to perform adequately during testing.	
☐	Update testing workstations to comply with TestNav hardware/software requirements.	https://support.assessment.pearson.com/display/TN/TestNav+System+Requirements
☐	Choose Installable TestNav application.	
☐	Ensure device operating system accessibility features (intelligent personal assistant (IPA) software, such as Siri for iOS and MacOS, or Cortana for Windows 10) that mimic accommodations are disabled on all devices.	If IPA software is not disabled, the testing site must ensure the security and integrity of the test by actively monitoring that students are not using these applications during testing.

		To run App Check, on each device:
☐	Launch TestNav from student machines and run App Check to verify the device or computer is running a supported operating system (OS) and OS version.	1. Select the appropriate icon for the test administration from the home page, if not previously selected. 2. Select the user drop-down menu, and select App Check. 3. On the Confirm App Self Lock message, select **Yes** to continue. a. Passing systems display a green success message in the top-right corner. b. Failing systems display a red failure message in the top-right corner. If the device is correctly configured to run TestNav, a "Congratulations" screen appears.

3.4.4 Prepare Test Administrator Testing Devices and Proctor Caching Computer

TC	Technology Coordinator Checklist	Additional Information/Requirements
Test Administrator Testing Devices		
☐	Confirm Test Administrator devices can access PAnext.	https://co.PearsonAccessnext.com
Proctor Caching		
☐	Designate a proctor caching computer.	The proctor caching computer downloads and stores test data, such as test questions, and then serves that data to individual test devices from within the local network.
☐	Download proctor caching software.	http://download.testnav.com/
☐	Proctor cache test content for all assessments.	For complete proctor caching details and instructions, refer to https://support.assessment.pearson.com/display/TN/Set+Up+and+Use+ProctorCache.

3.5 Establish a Testing Schedule

See *2.4 Scheduling and Testing Time* and *Appendix F: Sample School Schedules*.

Test students using accommodated forms at the same time as their peers taking either computer-based or other paper-based tests.

CMAS Computer-based Administration

To the extent possible, assess all students in a grade in the same content area at the same time. Should that not prove possible, assess all students in the same content area within the shortest timeframe practicable (e.g., back-to-back physical testing groups, in the same day, across consecutive days), minimizing interactions between groups of students.

CMAS Paper-based Administration

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

CoAlt Administration

The DAC is responsible for establishing the administration schedule and ensuring that every student taking the CoAlt is assessed within the state CMAS and CoAlt 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 test during the same testing window as their peers taking the CMAS assessments. It is important that scheduling of the assessment is based on the individual needs of the student. Administer CoAlt assessments individually.

Note: Testing students before or after the state assessment window is a misadministration. Invalidation is required.

3.6 Student Resources

Several resources are available to help familiarize students, educators, and the public with the assessment formats, item types that appear on the assessments, and examples of questions. DACs and SACs should verify schools have a plan in place to ensure all students have an opportunity to use these resources prior to testing.

CMAS Science, Social Studies, Math, and ELA, including CSLA Student Practice Resources

Colorado Practice Resources (CPRs) are available to provide students an opportunity to become familiar with the format and functionality of questions that appear on the CMAS computer-based and paper-based assessments. While the use of CPRs is not required, it is encouraged to help ensure students are familiar with the online testing environment and appropriate ways to indicate responses on paper while taking the tests. For online testing, exposure to CPRs in advance of testing is especially important for students planning to use text-to-speech to provide auditory presentation of the assessment content. All resources are available at http://coassessments.com > Practice Resources

Computer-based

Tutorials
Tutorials guide students through the use of TestNav, the platform used to take online CMAS assessments. The tutorials familiarize students with how to navigate in TestNav, use online tools and supports, and work with different types of online test questions that may appear on the assessments.

CPRs
The computer-based student practice resources include technology-enhanced items (TEIs) which allow students to indicate their responses to assessment questions in a format other than multiple-choice. The CPRs are not intended to cover all content or TEI types included on operational assessments nor are they intended to be representative of a complete unit or test. CPRs also provide students the opportunity to use TestNav tools and embedded supports.

Paper-based

Paper practice items are comprised of sample CMAS items that provide students an opportunity to become familiar with the format of test items in the paper-based test books. The following types of items are included in the CPRs which students may encounter while taking the paper-based test, including:

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

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

Technology-enhanced items (TEIs) converted to the paper testing format may ask students to:
- Circle the correct answer
- Complete a table with checkmarks, Xs, or letters from a list of answer choices
- Fill in the blank
- Draw lines from boxes to correct answers
- Complete a bar graph or histogram
- **Math only:**
  - Interact with a number line
  - Graph points and lines on a coordinate grid
  - Divide and shade shapes to indicate fractions

Scoring Guides and Rubrics

Refer to the CPR scoring guides at http://coassessments.com > Practice Resources for scoring information, including answer keys, scoring guides, and scoring rubrics.

CoAlt Science and Social Studies Released Items

The CoAlt is a paper-based assessment. Use released items to help familiarize Test Examiners and students with the assessment format and item types prior to testing.

Selected Response – Students are presented three answer choices, one of which is correct. Students are asked to select the correct answer. Selected-response items are designed to assess the highest level of content knowledge and cognitive complexity that can be appropriately measured through this type of item and is appropriate for the associated Extended Evidence Outcome.

Supported Performance Tasks – Students manipulate option cards in order to respond to three related prompts for each item. Students use the option cards to complete a chart or graphic. Supported Performance Tasks are designed to assess the highest level of content knowledge and cognitive complexity that can be appropriately measured through this type of item and is appropriate for the associated Extended Evidence Outcome. The items allow for responses that can be provided in approximately five to ten minutes or less.

CoAlt release items are available at http://coassessments.com > Practice Resources.

3.7 Meet with Test Administrators, Proctors, and CoAlt Test Examiners

In preparation for assessment administration, DACs and SACs meet with Test Administrators, proctors, and CoAlt Test Examiners. Verify all Test Administrators, proctors, and CoAlt Test Examiners are trained for the 2020 administration and sign *CMAS and CoAlt Security Agreements* (*Appendix B*).

At these meetings, provide Test Administrators access to *CMAS TAMs* and provide CoAlt Test Examiners access to the *CoAlt Test Examiner's Manual* (see *Spring 2020 CMAS and CoAlt Critical Dates* for initial material arrival dates). PDF versions of manuals are also available at http://coassessments.com > Manuals and Training:
- CMAS TAMs (separate by testing format: CBT or PBT – PBT includes CSLA directions)
- CMAS Spanish SAY directions
- CoAlt Science and Social Studies Test Examiner's Manual

These manuals provide information regarding Test Administrator/Examiner responsibilities, test materials, test security (including chain of custody requirements and ethics), procedures, and administration "SAY" directions for the assessments. Test Administrators and Test Examiners should always confirm that the manual from which they read administration "SAY" directions is clearly labeled with "2020" before administering assessments.

DAC or SAC	Test Administrator, Proctor, and Test Examiner Meeting Checklist	Additional Information/Requirements
☐	Authorize individuals to administer tests and have access to secure test materials.	*1.2.5 Who May Administer the Assessments*
☐	Provide information regarding assigned group(s) of students.	Identify students who require accommodations.
☐	Provide a copy of the school testing schedule.	
☐	Ensure awareness of the resources and materials needed to administer tests and where they are found.	(i.e., *Procedures Manual, CMAS TAMs, PAnext User Guide*, and Student Testing Tickets)
☐	Share school make-up test procedures.	*2.4.3 Make-Up Testing*
☐	Advise as to whether students may access the Student Survey after completing all content area assessments.	This is a district decision.
☐	Share procedures for notifying SACs if a student's test requires "mark complete" and/or invalidation coding.	

3.8 Test Materials

For the spring 2020 CMAS and CoAlt assessments, test materials from Pearson are packaged by school and shipped to each district. The following table indicates the materials for each assessment.

3.8.1 Secure and Nonsecure Test Materials

CMAS

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

CMAS Materials	Description
Student Testing Tickets	A unique username is printed on each Student Testing Ticket, followed by a password. Students are prompted to enter the username and password when accessing the test.
Student Test Books	Students taking the paper-based assessment use a test book in which they indicate their responses. Spanish forms are also available.
Social Studies Source Books	For social studies assessments, students also have a source book containing information necessary to respond to certain items. Students are specifically directed to the pertinent source sets by the test book.
High School Science Periodic Tables	High school science tests only.
Large Print Test Kits	Include scannable test materials for transcription. For math and CSLA, Spanish forms are available. Kits include a visual description document. Refer to *Section 6.0* for detailed information.
Braille Test Kits	Include scannable test materials for transcription. Kit includes *Teacher Notes* for Test Administrator/TVI. Refer to *Section 6.0* for detailed information.
Scratch Paper	Blank scratch paper provided to students for taking notes during the assessment. Plain, lined, graph, colored paper, etc. are allowed for use as scratch paper as long as paper is inspected before use to verify it is free of any writing. As indicated below, the school supplies one piece of blank paper to each student at the start of each unit. Students may exchange for a clean piece of paper during the test unit, but are allowed only one sheet at a time. Collect all used scratch paper at the end of the unit and place in the secure return envelope that is returned to the SAC.

	Online Math: Schools must provide blank scratch paper to students for CBT math. **Online ELA, science, social studies:** Districts/schools may choose to provide students with scratch paper for use with CBT ELA, science, and social studies. **Paper**: Schools must provide blank scratch paper to students for PBT assessments.

Calculators	**Math:**
	• Calculators by grade:
	  o Grades 6-7 – five-function with square root and percentage functions
	  o Grade 8 – scientific
	• **Online**: The correct calculators are automatically provided to students by TestNav. The school must supply students requiring specialty or handheld calculators with the appropriate grade-level calculator.
	• **Paper**: The school must supply students with the appropriate grade-level calculator, including specialty calculators, as needed by individual students.

Math Reference Sheets	**Math**: • **Online**: Automatically provided to all students taking Grade 5+ math through TestNav. o **Optional**: Schools may print Math Reference Sheets for students.* • **Paper:** A printed copy of the Math Reference Sheet is provided by the vendor with each test book for Grade 5+ math. If necessary, schools may print additional copies.* *Once written on, the material is secure; reuse for subsequent units or by other students is not allowed. Return Math Reference Sheets containing student work/notes to the vendor in secure return envelopes with <u>used</u> scratch paper.

Mathematics Tools for Administration	**Math**:
	• **Online**: Rulers and protractors are available to all students automatically through TestNav as appropriate by assessment. Handheld rulers are not allowed on CBT.
	• **Paper**: Rulers and protractors are provided by the vendor as appropriate by assessment.
	• **Optional Geometry Tools:** Schools may provide the following tools to students for Grade 8 Math:
	  o **Tracing paper**
	  o **Reflection tools**
	  o **Straight edges**
	  o **Compasses**
	  o **Protractors**

Headphones	**Online**: Headphones are required for students using TTS (English or Spanish)*. *TTS features are activated prior to testing through the form assignment process.
Auditory Presentation: Oral Scripts (Reader/Signer)	Oral scripts provide an auditory (or signed) presentation of the assessment content to a student by an adult. Some oral scripts are only available to students with disabilities or NEP/LEP English learners with a documented need indicated on IEP, 504, or EL plans. Refer to *Section 6.0* for detailed information. (**Note**: The CBT and PBT oral scripts are <u>not</u> interchangeable.)
Secure Return Envelope	Transport <u>used</u> scratch paper and Student Testing Tickets between the testing environment and the central storage area in an unsealed secure return envelope.
Tactile Graphics	Images that use raised surfaces so a student with a visual impairment can feel them. They convey non-textual information.
Visual Descriptions	Describe images or graphics in the student's test.

CoAlt

The SAC must distribute test materials to and from Test Examiner on each testing day. Do not store test materials in classrooms prior to or following each administration session. Test materials distributed by SACs to Test Examiners for CoAlt administration include, but are not limited to:

CoAlt Paper-based Materials	Description
Test Books	The CoAlt Test Examiner's Manual from which the Test Examiner reads an administration script is combined with the student test book. This book allows for "tenting" so script pages face the Test Examiner while student response pages face the student.
Task Manipulatives	Students use task manipulatives to respond to Supported Performance Tasks. Prior to testing, Test Examiners must prepare the task manipulatives by cutting them apart.
Score Recording Form	Test Examiners may use this document to record student responses during testing. Student responses may also be recorded in the test book; however, after testing student scores must be entered into the online CoAlt score entry form in PAnext.
Secure Return Envelope	Transport test materials between the testing environment and the central storage area in an unsealed secure return envelope.

Upon request, DACs may distribute PDF versions of the CoAlt task manipulatives. Contact the CDE Assessment Division for access to secure PDFs of task manipulatives. Save files on a memory stick for ease in distribution to Test Examiners; do not send task manipulatives via email. DACs are responsible for ensuring all electronic CoAlt task manipulatives are removed from electronic devices, and that memory sticks used for distribution are erased or securely destroyed. (See *Secure Data Removal* form in *Appendix G*.)

3.8.2 Receive, Document, and Store Test Materials

Secure and non-secure materials are sent to the district in one to two shipment waves, boxed by school (see *Spring 2020 CMAS and CoAlt Critical Dates*). The first wave of materials contains Assessment Coordinator kits, *CBT* and/or *PBT Test Administrator Manuals*, and student testing materials for districts utilizing the extended CBT math and ELA window and/or the early high school science window. The second wave of materials contains student testing materials for the official state testing window for districts utilizing PBT math and ELA, the regular high school science window, and/or elementary and middle school science and social studies materials. Not all districts receive a second wave shipment.

DACs receive and sign for test materials from UPS. DACs immediately inventory testing materials. It is important that every testing site has the correct test materials for each student who will test. If the initial shipment of test materials does not include everything students will need at testing time, DACs must first make sure the appropriate information is indicated on students' PAnext PNPs, then order additional materials during PAnext additional orders windows.

After inventorying the shipment, DACs distribute materials to schools no more than **one week** prior to the start of each school's testing window. SACs distribute the *CMAS Test Administrator Manuals* and the *CoAlt Examiner's Manual* as soon as possible so Test Administrators and Test Examiners are able to review as needed.

As soon as materials are received from the DAC, the SAC uses the School Packing List to review the materials included in the shipment for the school. Next, use the School Security Checklist to plan and eventually track the distribution of the appropriate test materials to each Test Administrator or Test Examiner. Open sealed packages of secure testing materials up to four days prior to administration.

The SAC counts the received materials to verify that there is an adequate number of *CBT* and/or *PBT Test Administrator Manuals*. If additional materials are needed, notify the DAC immediately.
- One *CMAS Test Administrator Manual* (test format specific) is provided for every 20 students registered in PAnext as of January 24, 2020. *Test Administrator Manuals* arrive in shipping Wave 1.
- Paper tests are received in singles (one test book for each student registered for paper-based testing).

Be sure 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 student test materials listed on the School Packing List.
- Discovery of unusable student test materials.
- Discovery of missing or duplicate barcode/sequence numbers on any student test materials.

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.

During testing, SACs distribute test materials to and from Test Administrators on each testing day. Track all movement of secure materials on the school's chain of custody form (see *2.1.2 Chain of Custody Requirements*). Do not store test materials in classrooms prior to or following the day of administration.

Save the Pearson boxes in which materials are received. These are used to return test materials after testing.

Apply pre-ID/student labels (CMAS)
Pre-ID/student labels are produced for students with paper-based test assignments in PAnext as of January 24, 2020. Schools apply the ID labels to student test books before or after testing. If ID labels are applied before testing, ensure students receive the test material with the correct label. If ID labels are applied after testing, ensure student names are written on the test materials and that the label applied post testing matches the name on the test materials. See *Apply Student ID Labels* in *5.1.2 Organize Materials (SAC)* for more information.
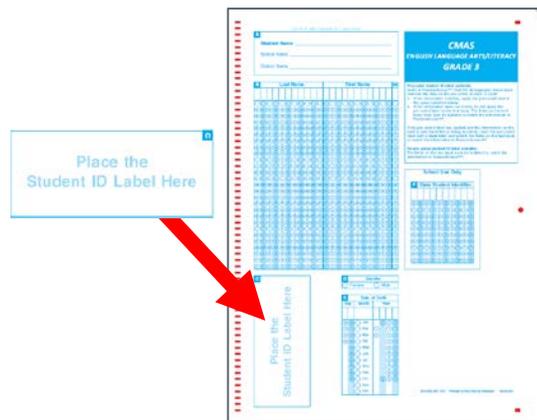
Material Shipments
The following table indicates the materials included in each shipment of materials. All coordinator kits and Test Administrator Manuals arrive in the Wave 1 shipment. Depending on the selected district test windows and format, student testing materials arrive in the Wave 1 and/or Wave 2 shipments.
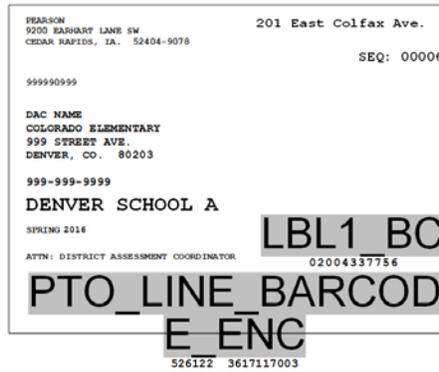
Shipment Overview		
Shipment	**Test Materials**	**Description**
WAVE 1	District/School Packing List	Summary of the test materials in the shipment from Pearson.
	District Receipt Form	Summary view of secure materials shipped to the DAC. Used by DAC to track secure receipt of materials by SACs.
	Pallet Detail	List identifying boxes for each school. Schools identified by code and name.
	School Security Checklist	List of all secure materials sent to a school. Used by SAC to check security barcode number sequences and record any discrepancies.
	DISTRICT COORDINATOR KIT	
	District Coordinator Memo	Description of the shipment

|	CMAS and CoAlt Security Agreement	Form that documents secure procedures. DAC posts signed form in **Assessment Forms** folder on **CDE Assessment Syncplicity**.
	CMAS Scratch Paper Verification	Form that documents secure handling of <u>used</u> scratch paper. DAC posts signed form in **Assessment Forms** folder on **CDE Assessment Syncplicity**.
	CMAS Test Administrator Manuals	One copy of the *CMAS Computer-based Testing Test Administrator Manual* and one copy of the *CMAS Paper-based Testing Test Administrator Manual*
	SCHOOL COORDINATOR KIT	
	School Coordinator Memo	Description of the shipment
	Paper Bands	Piece of paper used to secure stacks of scorable tests by grade and content
	Scorable Secure Return Labels, Orange	Orange labels used to return secure CMAS scorable documents to Pearson
	Nonscorable Secure Return Labels, Blue	Blue labels used to return nonscorable secure test materials to Pearson
	UPS Return Label	White UPS label used to return materials to Pearson
	CMAS Test Administrator Manuals	Manuals on computer-based and paper-based testing procedures and policies for Test Administrators
WAVE 1 AND/OR WAVE 2	**CMAS STUDENT TEST MATERIALS**	
	Test Books/Kits, CMAS	Printed materials used for assessment administration. Includes braille and large print test kits, and English and Spanish regular print tests (packaged as kits when appropriate). All CMAS assessments use consumable test books (i.e., answers indicated in test books).
	Auditory Presentation: Oral Scripts	Oral scripts used for PBT (English, Spanish, and for translation) and CBT (for translation only)
	CMAS Roster for Paper Form	Checklist for Test Administrators to verify pre-ID/student labels for students taking a paper form
	Pre-ID/Student Labels	Sticker labels coded with student information that are locally applied to tests. Used in place of hand gridding demographic information on tests.
	CMAS Secure Return Envelopes	Envelopes used to return secure material, such as <u>used</u> scratch paper and Student Testing Tickets, to SACs and then DACs after testing.
	COALT STUDENT TEST PACKETS	
	Test Books, CoAlt	Test books for science and social studies CoAlt administration. Includes the *Examiner's Manual*.
	Task Manipulatives	Shrink-wrapped package of task manipulatives for science and social studies CoAlt administration. Includes the *Secure Return Form* and the *Score Recording Form*.
	Score Recording Form	Form used to initially record student scores before entering in PAnext
	Secure Return Form	Form used to verify the return of secure CoAlt test materials, including test books and all task manipulatives
	CoAlt Envelopes	Envelope used to return task manipulatives to Pearson

Each box is addressed to the attention of the DAC, and the label indicates the district and school.

The white box contains the District Coordinator Kit which includes materials for the DAC (refer to the table on the previous page for a list of materials included in the District Coordinator Kit). The next box in the shipment includes the School Coordinator Kit and test materials for the first school in the district. Subsequent boxes may contain additional materials for the first school, depending on the school's selected testing format and accommodated material needs.

The boxes are marked with labels. All boxes have a white UPS label that identifies the school for which the materials are intended. Boxes containing CoAlt materials are identified with a neon pink label.

```
PEARSON                              201 East Colfax Ave.
9200 EARHART LANE SW
CEDAR RAPIDS, IA. 52404-9078
                                     SEQ: 00006
999990999

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

999-999-9999
DENVER SCHOOL A
SPRING 2016
                                LBL1_BC
ATTN: DISTRICT ASSESSMENT COORDINATOR   02004337756

PTO_LINE_BARCOD
       E_ENC
        526122  3617117003
```

After removing the DAC Kit from Box 1 and inventorying all materials in all boxes, the DAC distributes boxes containing School Coordinator Kits and test materials to schools as identified on the box labels. The following diagram illustrates a shipment for a hypothetical district with two schools.
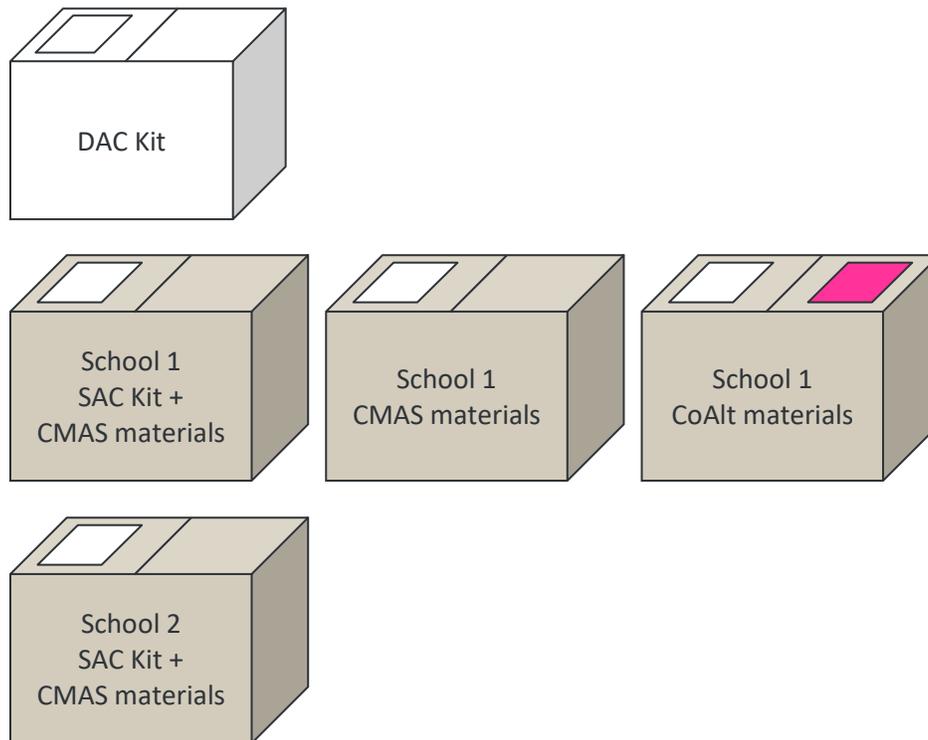
- The white box contains the District Coordinator Kit.
- The first brown box contains the School Coordinator Kit for School 1, and some CMAS materials for School 1. Boxes 2 and 3 are also for School 1, which is receiving materials for CMAS and CoAlt.
- Box 4 is for School 2, which is only receiving CMAS materials. It is labeled as the last box in the shipment (e.g., "Box 4 of 4"). Because the school is receiving only one box, it contains the SAC Kit and all materials.

Box 1 of the shipment contains several forms that DACs must use to inventory the received test materials.
- Use the **Pallet Detail** to identify the boxes that must go to each school. Use the same form to verify the correct test materials were 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 they received the quantities listed on this form. Specific instructions appear on the form.

Deliver boxes containing CoAlt test materials to schools in time for Test Examiners to review test administration procedures detailed in the *CoAlt Examiner's Manual*. Upon request, DACs may distribute PDF versions of the CoAlt task manipulatives. See *3.9.1 CoAlt* for additional information.

3.8.3 Account for Damaged Test Books

If test books are damaged during testing (e.g., ripped, contaminated), contact the DAC and complete the *Form to Report Contaminated, Damaged, or Missing Materials* (*Appendix E*). If test books containing printing errors are discovered, contact Customer Service at 1-888-687-4759 for assistance.

3.8.4 Additional Orders

Only the official DAC registered with CDE can place orders for additional materials. Additional orders for paper tests and accommodated materials (e.g., oral scripts for translation, large print test books) are not approved unless they are matched to existing student registrations. If the need for material is newly identified, update the corresponding student PNPs before placing the additional order.

See *Quick Reference Guide to Additional Orders* in *Appendix H: PAnext* for step by step guidance.

3.9 Finalize Preparations

Work with the SAC and Technology Coordinator to ensure proper space and computers, iPads, or Chromebooks are available for testing. Refer to *2.3 Testing Environment* and *3.3.3 Prepare the Testing Environment* for additional information on testing environments.

3.9.1 Online Testing

Proctor Cache Test Content

Cache (download) test content prior to the opening of the state's testing window (see *Spring 2020 CMAS and CoAlt Critical Dates* for proctor caching dates by assessment). It is recommended that proctor caching is **completed at least one day before** the school's testing begins. Work with the Technology Coordinator to verify that the proctor caching device is identified for all sites and that content is cached.

Prepare Test Sessions

DACs and SACs can prepare test sessions before the state's testing window opens, but only after all students' PNP attributes are confirmed as correct. The time it takes to prepare sessions varies depending on the number of sessions prepared at one time and the number of student tests assigned to each session. It is recommended that test sessions are prepared **at least one day before** the school's testing begins. Do not prepare test sessions that schools will not start (e.g., parent excusal sessions).

3.9.2 CoAlt

Review school testing schedules to ensure testing sessions are scheduled. To the extent possible, assess students taking the alternate assessment in a content area for which they participate in a general education class at the same time as their general education peers to avoid missed instruction. Schools may also ensure that students taking the alternate assessment do not miss instruction from their general education class(es) through other means.

Distribute electronic CoAlt task manipulatives, as needed for preparation of accommodated materials, following approval from CDE. For instructions, see CoAlt information in *3.8.1 Secure and Nonsecure Test Materials*.

3.10 Meet with Students

Prior to administration, meet with students to prepare them for the applicable content area assessments.

DAC or SAC	Student Meeting Topics	Additional Information/Requirements
☐	Identify all students who should participate in the assessment.	*1.4 Determining Grade Level or Course for Assessment Administration*
☐	Inform students about which assessments they will take.	
Review Testing Day Policies and Expectations		
☐	Discuss prohibited activities	Including using personal electronic devices (such as cell phones) during testing
☐	Allowable materials during testing	
☐	Local policies on reading materials for use after testing	
CBT – Access to TestNav Practice Test Environment		
☐	Ensure all students have an opportunity to engage with student practice resources prior to testing to become familiar with navigation, test system tools, and item types prior to testing.	*3.6 Student Resources*
☐	Be sure students who require text-to-speech and/or color contrast have the opportunity to engage with these features specifically.	Students may prefer using external color overlays or having them available in addition to the embedded color contrast options.
PBT – Access to Paper Practice Items		
☐	Ensure all students have an opportunity to engage with paper practice items to become familiar with how responses are indicated for various item types prior to testing.	*3.6 Student Resources*

4.0 During Testing Tasks
DAC, SAC, and Technology Coordinator Responsibilities

This section describes Assessment Coordinator tasks during administration. Districts may determine if these tasks are shared by the DAC and SAC, and in some cases, Test Administrators/Test Examiners.

4.1 During Testing

4.1.1 Checklist – Assessment Coordinator During Testing Tasks

DAC or SAC	During Testing Tasks	Additional Information/Requirements
☐	Monitor all test activity in the district/school.	DACs monitor CMAS unit and test completion across all schools, including charters, to ensure all schools complete testing by April 24, 2020. SACs monitor CMAS unit and test completion status across all sessions in their school to ensure all students complete testing by April 24, 2020.
☐	Ensure all students present during the school testing window are accounted for in PAnext for all applicable content areas.	
☐	Maintain test security at all times.	Follow proper chain of custody procedures and account for all materials at all times.
☐	Declare, investigate, and report testing irregularities (e.g., misadministrations, security breaches, technology glitches).	These include testing irregularities that may require invalidation of tests. • SACs work with/report to DACs. • DACs work with/report to CDE. DACs ensure SACs follow proper procedures for reporting testing irregularities as soon as practicable. DACs investigate and report testing irregularities and security breaches in a timely manner to ensure appropriate steps are taken to mitigate the situation.
☐	Request additional secure and non-secure materials (SACs request from the DAC, DAC places order).	Only additional orders for testing materials matched to actual student registrations in PAnext are approved. Examples of rejected orders: • 8 math CBT oral scripts for translation are ordered; only 3 students assigned in PAnext • 10 test books are ordered; no students are registered for PBT in PAnext • 4 math English PBT oral scripts are ordered; 1 student is assigned in PAnext

		If a new student was previously registered for testing in another district and an error is received upon registering the student in the new district, submit a Student Transfer Request through PAnext.
☐	Submit, review, and approve Student Transfer Requests in PAnext via the UI Work Requests feature or file export/import process to complete this task.	If a student moved out of the district, the new district of enrollment requests a student transfer. DACs review, approve, or reject the Student Transfer Requests through PAnext.

4.1.2 Managing Test Sessions in PAnext

Ensure all students present during the school testing window test.

☐ Supervise make-up sessions as needed. Refer to *2.4.3 Make-up Testing* for more information.

☐ Track test unit and session completion in PAnext 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 PAnext.

☐ Districts must account for all students in PAnext, including those who are not present during the testing window.

4.1.3 Technology Tasks During Testing

Technology Coordinators are available during testing to provide technical support to schools. For instructions on resolving error codes and messages received on student devices during testing, see https://support.assessment.pearson.com/display/TN/Troubleshooting.

See *4.2.2 Item Irregularities During Testing* for steps taken by Test Administrators during technology interruptions.

4.1.4 Monitor Test Activity and Maintain Test Security

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

DAC or SAC	Test Activity Monitoring and Security Tasks	Additional Information/Requirements
DACs - Monitor unit and test completion		
☐	DACs monitor CMAS unit and test completion status across all schools, including charters.	Ensure all schools are on track to complete testing within the testing window.*
☐	DACs monitor score entry completion rate for CoAlt.	Monitored in PAnext through Reports > Score Entry Reports. See *Quick Reference Guide to S/SS CoAlt Activities* in *Appendix H: PAnext*.
SACs – Monitor unit and test completion		
☐	Play an active role in test administration through careful supervision and monitoring of the administration and test security procedures in each testing room.	
☐	Ensure Test Administrators actively monitor each test unit.	Walk around the room and verify students are working independently.
☐	The state testing window for CMAS and CoAlt spans three weeks, from April 6 – 24, 2020*.	Districts and/or schools may schedule completion of initial testing in less than the three week allotment. Students present during any part of the initial school testing window should test. Refer to *1.3.3 New Students*.

Test Security		
☐	Maintain proper chain of custody procedures for materials.	*2.1.2 Chain of Custody Requirements*
☐	Distribute and collect testing materials on each testing day.	**Online** • Oral scripts • Scratch paper (as used according to district policy) – required for math • Student Testing Tickets **Paper** • Paper-based forms (including ancillary materials such as social studies source books, high school science periodic tables, and math reference sheets) • Oral scripts • Scratch paper Return all <u>used</u> scratch paper
☐	Complete the School Security Checklist.	Sample in *Appendix I: Sample Shipping Forms*.
☐	Securely store Student Testing Tickets after each session.	Use secure return envelopes.
☐	Ensure all test units are locked at the end of each testing day.	

* Math and ELA online testing may have an extended window (up to five total weeks) beginning as early as March 16. High school science may have an early window of either March 23-April 10 or March 30-April 17.

4.1.5 Procedures for Contaminated, Torn, or Damaged Materials

If test books are damaged during testing (e.g., ripped, contaminated), contact the DAC and complete the *Form to Report Contaminated, Damaged, or Missing Materials* (*Appendix E*). If test materials that contain printing errors are discovered, contact Customer Service for assistance (1-888-687-4759).

If a test book is contaminated with bodily fluids (e.g., blood, vomit), follow school or district biohazard protocol.

4.1.6 End of Unit Tasks

After completion of a test unit, DACs and SACs must ensure the following tasks are completed. Train Test Administrators on the steps required to complete these tasks.

Collect Materials

At the end of each unit, the Test Administrator must collect any used and unused secure test materials and deliver them to the SAC. Document the return of all secure test materials (used and unused) on the school's chain of custody form. Collect the following materials:

Online
- Student Testing Tickets
- <u>Used</u> scratch paper
- School-printed math reference sheets
- Oral script materials

Paper
- Test books (including ancillary materials such as social studies source books, high school science periodic tables, rulers, and math reference sheets)
- <u>Used</u> scratch paper
- Oral script materials

Ensure TestNav Logout and Lock Units

At the end of an online unit, Test Administrators or SACs must ensure the unit status on the **Students in Session** screen in PAnext changed to **Completed** for each tested student. If the unit status does not display **Completed**, the student not properly submit the unit. Instruct students with incomplete statuses to sign back in to TestNav on the same device they used to test, then go through the proper steps to submit their answers before leaving the test environment (if the unit status is **Exited**, the Test Administrator needs to **resume** the test in PAnext before the student can sign in again). Step-by-step directions for submitting final unit answers are included in the *Test Administrator Manual*. **Note**: Student test units only go into **Completed** status if *the student* selects the green **Submit Final Answers** button on the **End of Unit** screen in TestNav.

If a unit status is not **Completed** but the assessment window closed, the Test Administrator alerts the SAC who **marks complete** the unit for the appropriate student. Additionally, lock units at the end of a test unit. This is especially important for students who were absent during testing. Locking the unit for all students ensures the Test Administrator can unlock the next unit without error.

Administer Make-Up Testing

If a student is absent from testing, or if an interruption requires a student to leave the testing environment during testing, Test Administrators must notify the SAC for make-up testing coordination. For additional details regarding make-up testing, refer to *2.4.3 Make-up Testing*. Administer alll make-up units in order for all content areas.

> **Online Testing Tip:**
> To track absent students, Test Administrators may write the missed unit on the Student's Testing Ticket.

4.1.7 Managing Testing for Students Who Move/Transfer

Refer to *Transfer Guidance Documentation* found at http://www.cde.state.co.us/assessment/trainings for step-by-step directions for managing testing for students who move or transfer.

District-to-District Movement (Cross-District Movement)

If a new student was previously registered for testing in another district and an error is received when trying to register the student in the new district, DACs or PAnext users with the Sensitive Data role submit an **Enrollment Transfer Request** through the **Work Requests** feature in PAnext (UI or file export/import process). The previous district of enrollment must review and approve or reject the request in a timely manner.

- If a request is rejected, a reason for the rejection is required (e.g., completed testing before leaving the district).
- If the request is approved, the new district of enrollment must confirm the **Responsible School Code** is updated to the student's new school in the new district (confirm and update on the **Register Students** screen in PAnext or through the file export/import process).

> If a transfer request is submitted and timely action is not taken by the previous district, contact that district's DAC at http://www.cde.state.co.us/assessment/dac as each district determines who processes transfer requests. Do not email Personally Identifiable Information (PII) including student names, SASIDs, etc.

Online

If a student registration is transferred and the student was assigned to a test in the previous district, PAnext places the student in a transfer test session in the new school named "Transferred [Subject] [Grade]". Move the student's test into another test session in the new school to start or continue testing. Transfer test sessions cannot be prepared or started.

Paper

For new students who started testing elsewhere, the paper-based form (including ancillary materials such as social studies source books, high school science periodic tables, and math reference sheets) are securely transferred between districts through DAC to DAC handoff or via secure shipment requiring signatures.

School-to-School Movement (In-District Movement)

DACs can update student registrations from one school to another within the district. A Student Transfer Request *is not needed* for in-district movement.

4.2 Procedures for Testing Irregularities

4.2.1 Dismissing Students for Misconduct

Remove disruptive students from the testing environment. Disciplinary action is the decision of the school/district. Test students who exhibit disruptive behavior in a separate environment as indicated in their IEPs.

4.2.2 Item Irregularities During Testing

Test Administrators report persistent or reoccurring item irregularities to the SAC, who reports to the DAC and Customer Service. The DAC completes a *Form to Report a Testing Irregularity or Security Breach* (*Appendix D*) and the *Test Incident Report* spreadsheet to send to CDE through the **Assessment Forms** folder on **CDE Assessment Syncplicity** by **May 8, 2020**. If the issue results in students not completing the unit on the same day, contact CDE.

Assessment	Customer Service	CDE Contact
CMAS Science, Social Studies, Math, and ELA	**1-888-687-4759**	Sara Loerzel at 303-866-3266
CoAlt Science and Social Studies		

Online

Computer-based item irregularities include, but are not limited to, device malfunctions and error messages the Test Administrator could not resolve. Technology Coordinators and Test Administrators must NOT take photos of error screens, but can note error code numbers (the *Test Administrator Manual* appendix includes common error codes and resolution actions).

- **Single student.** If a single student experiences a technology disruption, Test Administrators:
    1. Note the time of the interruption and calculate the remaining unit testing time.
    2. Contact local Technology Coordinators and/or Pearson Customer Support, according to the school's procedures, to provide troubleshooting guidance.
    3. Provide the student with the remaining unit testing time once their test is resumed.

- **Multiple students.** If multiple students experience technology disruption, Test Administrators:
    1. Pause testing until the problem is resolved.
    2. Note the time of the interruption and calculate the remaining unit testing time.
    3. Contact local Technology Coordinators and/or Pearson Customer Support, according to the school's procedures, to provide troubleshooting guidance.
    4. Once the issues are resolved, resume students' tests in PearsonAccess^next before instructing students to sign back in to TestNav. Students continue testing on the devices they were previously using.
    5. Provide students with the remaining unit testing time to complete testing.

Paper

If test books containing printing errors are discovered, contact the DAC who will contact Pearson Customer Service.

4.2.3 Procedures for Safety Threats and Severe Weather

In the rare event that there is a safety threat or severe weather occurs during a testing unit, follow the protocol outlined in *2.2.1 Testing Irregularities and Security Breaches*.

This section describes activities completed by the DAC, SAC, or Technology Coordinator after testing.

5.1 After Testing

5.1.1 Checklist – Assessment Coordinator and Technology Coordinator After Testing Tasks

DAC	SAC	TC	After Testing Tasks	Additional Information/Requirements
Collect and Organize Materials (SAC) (See *5.1.2*)				
	☐		SAC accounts for and sorts CMAS materials by material type, including <u>used</u> scratch paper	Sort materials by content area, grade, and language.
	☐		Report contaminated and damaged test materials	SACs report to DACs, DACs report to CDE. Follow school or district protocol and complete the *Form to Report Contaminated, Damaged, or Missing Materials* in *Appendix E*.
	☐		Report missing test materials	
	☐		Verify transcription of student test responses	Transcribe responses for students with braille or large print assessments and responses in languages other than English or Spanish.
	☐		Indicate "Do Not Score" on test materials, as appropriate	Mark any large print or braille test as "Do Not Score" as well as standard print tests that: • Were started but do not require scoring (e.g., misadministrations, parent excuse received late). Code invalidation in PAnext. • Contain student responses in a language other than Spanish or English. Transcribe responses into scannable test books for processing/scoring by the vendor. Write "Do Not Score" across the covers of appropriate test books with a black marker. Return materials marked "Do Not Score" with nonscorable materials.
	☐		SAC accounts for and sorts scorable and nonscorable materials for CMAS and CoAlt	Account for all materials, including <u>used</u> scratch paper and CoAlt test kit materials.
	☐		Apply student ID labels	If not completed before testing, ensure labels are applied to the appropriate student tests.
	☐		Hand grid demographic pages	If a student ID label is unavailable or includes incorrect information, hand-grid all fields on the demographic page (back of test book).
	☐		Organize CMAS scorable test materials	Must be organized by content area, grade, and language. Separated stacks of organized materials are grouped with paper bands.
	☐		Return CMAS and CoAlt materials to the DAC	**Use original boxes from Pearson to return test materials.** If additional boxes are needed, contact the DAC.

			Package Materials for Return Shipping (DAC) (See *5.1.3*)	
☐			DAC accounts for all secure CMAS and CoAlt materials, including <u>used</u> scratch paper	DAC confirms materials are sorted by content area, grade, and language.
☐			DAC prepares boxes for shipping	
☐			Apply the appropriate return labels to boxes	Scorable labels are only used for paper-based tests that require scoring (i.e., used consumable test books). Nonscorable labels are used to return secure materials for CoAlt, CBT, and PBT, including unused test books, materials that do not require scoring (e.g., large print and braille test books), etc.
☐			Schedule return shipment with UPS	
			PAnext Cleanup Activities (See *5.1.4*)	
☐	☐		Verify all students enrolled in the district/school are accounted for in PAnext	Do not delete registrations for students who did not test or moved out of the school/district – code these test assignments
	☐		Stop all started test sessions	
☐	☐		Apply Not Tested and Void Test Score Codes/Reasons, as appropriate	See *Appendix K: Data* for detailed information.
☐	☐		Verify/update student demographics	Only users with the Sensitive Data role may update sensitive student data.
☐	☐		Verify all CoAlt scores are entered in PAnext for all students who took CoAlt	Refer to *Quick Reference Guide to CoAlt S/SS Activities in PAnext* in *Appendix H: PAnext* for detailed information.
☐	☐		Resolve Rejected Student Tests	In PAnext > Testing > Rejected Student Tests
			Additional After Testing Tasks	
		☐	Purge content from proctor caching computers (recommended)	
☐			Securely destroy/recycle <u>used</u> scratch paper	If not shipped to the vendor after testing.
☐			Complete the *Post-Test Compliance* and *Scratch Paper Verification*	Refer to *5.1.5* and *Appendix C: Colorado Forms.*
☐			Keep records	Forms and reports from before, during, and after test administration are kept on file locally (physically or electronically) for three years. Refer to *Section 5.1.6*.
☐	☐	☐	**Optional**: Provide feedback on your experience by completing the appropriate survey emailed to DACs after testing	There are separate surveys for Assessment Coordinators, Technology Coordinators, Test Administrators/Examiners, and students.

5.1.2 Collect and Organize Materials (SAC)

Materials are collected, inventoried, and organized at the school by the SAC before they are returned to the DAC. Once returned to the DAC, materials are inventoried an additional time for return shipment to the vendor.

Collect Materials

The SAC is responsible for collection of CMAS materials from Test Administrators on each day of administration, preferably within 15 minutes of the end of each testing session. Refer to *2.1.2 Chain of Custody Requirements* for additional information.

Immediately after the final unit for each test, ensure all Student Testing Tickets, *CMAS Test Administrator Manuals*, secure return envelopes, <u>used</u> scratch paper, accommodated materials, test books, social studies source books, and all other student materials are collected from Test Administrators and Test Examiners and are secured. Use the School Security Checklist to ensure all secure CMAS and CoAlt materials are collected. Return all test materials, including accommodated materials (e.g., scripts) and the original Pearson shipping boxes, to the DAC for return to Pearson.

Remove electronic material from any assistive technology device used as an accommodation for a student with a disability immediately after testing. Send verification of this removal to the DAC. See *Secure Data Removal* form in *Appendix G: Accommodation Forms*. Return any media used to distribute CoAlt accommodated electronic materials to the DAC for secure destruction.

Report Contaminated and Damaged Test Materials
If a test book was contaminated with bodily fluids (e.g., blood, vomit), follow your school or district biohazard protocol and complete the *Form to Report Contaminated, Damaged, or Missing Materials* in *Appendix E*.

Report Missing Test Materials
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 contacts CDE. Complete the *Form to Report Contaminated, Damaged, or Missing Materials* in *Appendix E*. If there is reason to believe that a secure document or test content was stolen, photographed, or photocopied, the SAC or DAC must immediately contact CDE to determine a plan of action. This action may include the involvement of local law-enforcement personnel.

Transcription of Student Test Responses
Verify student responses on the paper-based forms are transcribed when necessary. Additional information regarding the following accommodations and appropriate administration procedures are found in the *6.0 Administrative Considerations, Accessibility Features, and Accommodations*. Transcribe:
- Responses written in large print or braille tests into the corresponding scannable material included in the kit.
- Math, science, and social studies responses written in a language other than English or Spanish into a second scannable test book (this is not an allowed on the ELA assessment).
- Responses on assistive technology devices into a scannable test book.

Identify "Do Not Score" Test Materials
In the following situations, mark the covers of large print, braille, or regular print test books as "Do Not Score" and return with nonscorable materials:
- Tests that were started but do not require scoring d (e.g., misadministrations, parent excuse received late).
- Test materials that require transcription (see above details). After transcribing, return the test materials containing the students' original written responses with nonscorable materials.

Organize Materials
Once collected and inventoried at the school, the SAC organizes materials before they are returned to the DAC. Once returned to the DAC, materials are inventoried once again before return shipment to the vendor.

Online
CMAS test materials used together with computer-based testing are nonscorable; however, collection and return to the DAC are required after testing. These materials may include any of the following items.

CMAS CBT Nonscorable Secure Materials - Return to Vendor	CMAS CBT Nonscorable Secure Materials – Return to Vendor, Securely Destroy, or Recycle
• Oral scripts for translation	• Student Testing Tickets
	• Math Reference Sheets
	• <u>Used</u> scratch paper (placed in secure return envelopes)
	• Other secure materials (e.g., student rosters with names and passwords)

Paper

Test materials used for paper-based testing include both scorable and nonscorable materials; however, all materials are collected by the SAC and delivered to the DAC after testing. These materials may include any of the following items.

CMAS PBT Secure Materials	CoAlt Secure Materials
• Test books • Social studies source books • High school science periodic tables • Math reference sheets and tools containing any student writing • Large print test kits (including visual descriptions document) • Braille test kits (including Teacher Notes) • Oral scripts • <u>Used</u> scratch paper placed in secure return envelopes • Other secure materials (e.g., student rosters with names and passwords)	• Test books • Task manipulatives • Accommodated materials

Group sorted items together as follows, by assessment (sort CMAS scorable test books first for return to the DAC immediately after paper-based testing completion):

Assessment	Scorable Secure Materials <u>Returned</u> to the Vendor	Nonscorable Secure Materials <u>Returned</u> to Vendor	Nonscorable Materials Returned <u>or</u> Securely Destroyed/Recycled

CMAS Science, Social Studies, Math and ELA/CSLA; CoAlt Science and Social Studies	• Scannable CMAS test books	• Unused test books
		• Social studies source books
		• High school science periodic tables
		• CoAlt test books and task manipulatives
		• Used test books marked as "Do Not Score"
		   ○ Started but incomplete test books that should not receive a score (e.g., parent excuse after test started, misadministration)
		   ○ <u>Test books that required transcription (e.g., large print, braille)</u>
		• Oral scripts
			• CMAS Test Administrator Manuals
			• Math Reference Sheets
			• Student Testing Tickets
			• Other secure materials (e.g., student rosters with names)
			• <u>Used</u> scratch paper placed in secure return envelopes

In nonscorable boxes, do not include:

- CoAlt **accommodated** materials as these are securely destroyed by the DAC (this **does not** include the CoAlt task manipulatives)
- Scorable materials (this may result in failure to score paper-based test books in time for reporting)

After materials are sorted, apply student ID labels (if not previously completed) and hand grid all demographic fields for students without ID labels (as necessary). Refer to the following information for details.

Apply Student ID Labels

Pre-ID student labels are for students who take the paper-based form of the test and are applied to scannable CMAS test books. Information verified/provided by DACs and individuals with the Sensitive Data role during student registration is used to print ID labels. These labels are linked to students' SASIDs and information in PAnext, even though not all of the information appears on the printed label. Pre-printed ID labels arrive with student test materials only if students are properly assigned to paper-based testing prior to January 24, 2020. ID labels are applied before scorable materials are returned to the vendor for scanning and scoring.

Before applying ID labels, verify the name on the label matches the student name written on the test book and the SASID on the label is correct. Affix the pre-coded label in the specified space.

If the ID label is applied to an incorrect test book or the SASID is incorrect, cover the ID label with a blank label and complete all of the fields on the data grid to match the information in PAnext.

The sample demographic page shows where to affix the label. Note the following protocols:
- Only the Assessment Coordinators or a designee may affix labels.
- Store all secure materials in locked storage until returned to DAC or Pearson.
- Place the label only where directed and completely inside the marked area.
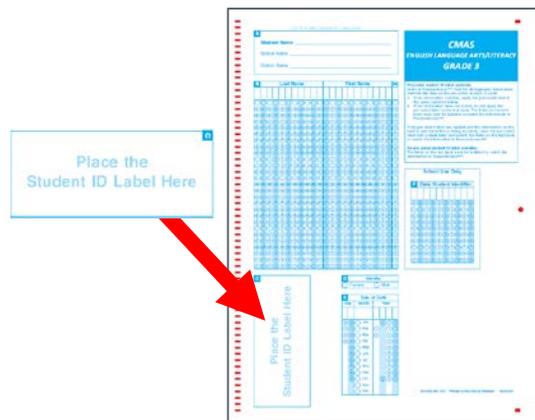
Hand Grid Demographic Pages

If no pre-coded label is available for a student taking a paper-based test, complete all fields on the test book demographic page (back cover) to exactly match the information in PAnext.

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

Organize CMAS Scorable Test Materials

Organize scorable CMAS test books into stacks by grade, content area, and language (English or Spanish) so the demographic page is facing down.
- Scorable tests do not require alphabetization or sorting in any way other than by content area, grade, and language (e.g., Grade 5 Science - English and Grade 5 Science - Spanish in separate stacks).

Secure the scorable test stacks with a paper band provided with the shipment of test materials.
- Use tape to ensure the paper band fits around the stack, if necessary (bands are sized for stacks of 10 tests).
- If the stack is too large for a single band, break it down into stacks of 10 and use multiple bands.
  o Mark bands to indicate how many stacks of scorable tests are included for the same assessment in the box. For instance, label bands "1 of 2" and "2 of 2" for 20 Grade 5 Science - English test books broken down into two stacks.

Place the stacks in the Pearson boxes in which they were sent, 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 ELA (bottom), Grade 7 Math, Grade 8 ELA, and Grade 8 Math (top). Refer to the following diagram.
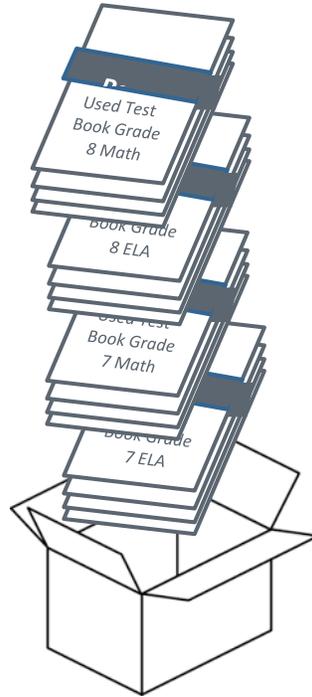
Keep scorable tests separate from all nonscorable material for return to the DAC.

Return Materials to DAC in Original Boxes

- Use the original Pearson shipping boxes in which test materials were delivered for return shipping. Ensure the original shipping labels and other markings are removed or covered. If more boxes are needed, contact the 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.
- Use separate boxes for scorable and nonscorable materials.
    - Make sure all scorable materials are sorted in scorable shipping boxes.
    - Place all nonscorable materials in nonscorable shipping boxes. Multiple types of nonscorable materials can go into a single nonscorable box, as long as the materials are sorted and grouped together.
- Do NOT seal boxes. Return unsealed boxes to the DAC, who checks the contents before returning materials to the vendor.

Reminder: Sort and/or package materials as directed by the DAC. If there is a conflict between the DAC's district-specific instructions and the instructions in this manual, follow the DAC's instructions.

5.1.3 Package Materials for Return Shipping (DAC)

DACs collect all materials from SACs. Use the District Receipt Form to verify all materials are signed in from SACs, including accommodated materials. As materials are received from SACs, ensure the following:

- All materials are stored in a secure, locked location until they are returned to the vendor.
- Securely destroy/recycle <u>used</u> scratch paper from each school if it is not shipped to the vendor. Complete the *Scratch Paper Verification* form in *Appendix C*.
- Electronic material is removed from any assistive technology device used as part of a student accommodation. Collect verification of this removal from SACs if this type of accommodation was used during testing. Refer to *Secure Data Removal* form in *Appendix G: Accommodation Forms*.

Inventory Test Materials for Return Shipping

All test materials are collected by the SAC and delivered to the DAC after testing. Materials may include scorable and nonscorable materials. All CMAS scorable tests are returned to the vendor as soon as paper-based testing is complete. Verify used and unused test materials are sorted and grouped as described in *5.1.2 Organize Materials (SAC)*.

DAC	Inventory test materials collected from SACs	Additional Information/Requirements
Scorable CMAS Materials:		
☐	Used scorable test books	Test books that require scoring are returned in scorable boxes. Returning this type of material in nonscorable boxes may result in failure to score tests in time for reporting.
☐	Ensure the demographic page is completed if the student ID label is missing or incorrect	Update PAnext as needed to reflect the most current and accurate information.
Nonscorable CMAS Materials:		
☐	Unused test books	Tests books that do not require scoring
☐	Social studies source books	
☐	High school science periodic tables	
☐	Braille and large print test kits	Kits contain the following secure materials that must be returned: Teacher Notes for use with braille test books and visual descriptions document for use with large print.
☐	Test books with transcribed student responses in languages other than Spanish or English	Ensure "Do Not Score" is written in black marker across the test book cover.
☐	CMAS secure return envelopes containing <u>used</u> scratch paper	Scratch paper that was not used (i.e., free of any writing or drawing) does not need to be returned
☐	Oral scripts	
☐	Student Testing Tickets (CBT only)	May be securely destroyed/recycled locally
☐	Student rosters with usernames and passwords (if printed)	
☐	<u>Used</u> scratch paper	May be securely destroyed/recycled locally
☐	*Test Administrator Manuals*	May be shredded/recycled locally
Nonscorable CoAlt Materials:		
☐	Test books with the CoAlt Examiner's Manuals	May include completed CoAlt Score Entry form. Ensure CoAlt scores are entered in PAnext before returning materials to vendor.
☐	Secure return envelopes containing task manipulatives	Envelope is labeled with the student's name
☐	Accommodated CoAlt materials	Accommodated CoAlt materials are securely destroyed locally by the DAC

If multiple boxes are received from a single school and are not filled to capacity, **consolidate boxes from that school only** so fewer boxes are shipped back to the vendor. Proper consolidation requires grouping secure materials together by type into scorable or nonscorable boxes (e.g., do not return test books that require scoring in a nonscorable box with oral scripts). Multiple types of nonscorable materials can go into a single box, as long as the materials are sorted and grouped together.

Group sorted items together as follows, by assessment (sort CMAS scorable test books first in order to be returned to the vendor for processing immediately after paper-based testing is completed):

Assessment	Scorable Secure Materials **Returned** to the Vendor	Nonscorable Secure Materials **Returned** to Vendor	Nonscorable Materials Returned **or** Securely Destroyed/Recycled

CMAS Science, Social Studies, Math and ELA/CSLA; CoAlt Science and Social Studies	• Scannable CMAS test books	• Unused test books
		• Social studies source books
		• High school science periodic tables
		• CoAlt test books and task manipulatives
		• Used test books marked as "Do Not Score"
		   ○ Started but incomplete test books that should not receive a score (e.g., parent excuse after test started, misadministration)
		   ○ Test books that required transcription (e.g., large print, braille)
		• Oral scripts
			• CMAS Test Administrator Manuals
			• Math Reference Sheets
			• Student Testing Tickets
			• Other secure materials (e.g., student rosters with names)
			• Used scratch paper placed in secure return envelopes

Prepare Boxes for Shipping

Reuse the original Pearson shipping boxes to return test materials to the vendor. Ensure the original shipping labels and other markings are removed or covered. **If more boxes are needed, place an additional order via PAnext or contact Pearson Customer Service at 1-888-687-4759.**

Prior to packing test materials, ensure the bottom of each box is securely taped and that all seams (top, bottom, and sides) are 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 in place during transit. Do not use foam "popcorn" or "peanuts".

Note about freight shipments: For districts that received their initial materials via freight shipment, use the following directions to return materials non-freight, or follow the freight return directions received from Pearson.

Apply return labels
Multiple types of return labels are provided in the Coordinator Kit:
- White UPS shipping labels
  - Boxes do not ship 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.
  - Some white UPS labels have the same address as the scorable return labels; some have the same address as the 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 the UPS label and the return label match when applying the labels to the boxes.
- CMAS scorable material labels = orange
  - Used scannable CMAS test books only
- CMAS/CoAlt nonscorable material labels = blue
  - Refer to the table on the previous page for nonscorable materials.

Affix the proper return label and UPS shipping label to each box, ensuring labels are clearly visible. Refer to the following diagram for suggested label placement.

Scorable box

Scorable Label   UPS Label

Nonscorable box

Nonscorable Label   UPS Label
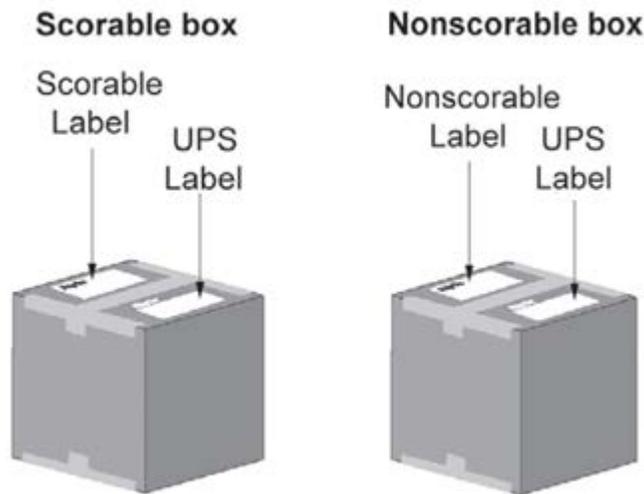
Mark the boxes

Number the district's shipping labels sequentially 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 labels affixed to the boxes. If separate return shipments are scheduled, follow this same unique box sequence each time.

Store and ship test materials

Secure all materials at all times. Hold the boxes for pickup by UPS. See *Contact UPS to Schedule Pickup* for instructions. UPS must pick up scorable materials no later than April 29, 2020; UPS must pick up nonscorable materials no later than May 1, 2020.

Contact UPS to Schedule Pickup

Each SAC must return all test materials to the DAC in time to inventory and prepare materials for UPS pickup. DACs may set district deadlines for schools that are earlier than the deadlines listed below. DACs must schedule pickup arrangements 24–48 hours in advance of the pickup.

Assessment	Material Type	Earliest UPS Pickup	Latest UPS Pickup
Math and ELA/CSLA	**Scorable**	**March 20, 2020**[2]	**April 29, 2020**[1]
Science and Social Studies	**Scorable**	High School Science **March 27, 2020**[2] Elementary/Middle School Science and Social Studies **April 10, 2020**	**April 29, 2020**[1]
Math and ELA	**Nonscorable**	**March 20, 2020**[2]	**May 1, 2020**
Science and Social Studies	**Nonscorable**	High School Science **March 27, 2020**[2] Elementary/Middle School Science and Social Studies **April 10, 2020**	**May 1, 2020**

[1] UPS must pick up scorable materials no later than April 29, 2020, otherwise *there is no guarantee* that records for these PBT students **will be included in SBD or scored**.

[2] Districts participating in the extended online math/ELA and/or early high school science window may return materials prior to the close of the state window: extended online math/ELA: return materials the week after close of the local window; early high school science: return materials the week of 4/13 for 3/23 start or the week of 4/20 for 3/30 start.

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 use their "Return Service".

Provide the following information to UPS:
- The physical location for package pick up.
- The estimated number of packages for pick up.

Certain locations may have time/date constraints for pick up. The UPS representative will let you know if the pickup cannot be made as requested. Once the pickup is confirmed, the district receives a confirmation number from UPS. Reference the number in the future if questions or changes arise.

Before boxes are picked up by UPS, make a note of the tracking numbers on the UPS shipping labels. Keep a record of the tracking numbers for future reference.

5.1.4 PAnext Cleanup Activities

Verify all students enrolled in the school are accounted for in PAnext.
According to state law, all students in grades 3-8 are required to take the math and ELA assessments. All students in grades 5, 8, and 11 are to take the science assessments. Students in grades 4 and 7 at schools selected as part of the 2019-20 social studies sample are to take the social studies assessments.

Enroll all students (as applicable by grade), including students taking paper-based tests, in PAnext and assign the appropriate tests (e.g., 5th grade ELA, math, and science; 4th grade ELA/CSLA, math, and social studies). If there are students who did not test or did not complete testing (single or multiple content areas), indicate the appropriate invalidation for each unused or incomplete test assignment through a Not Tested or Void Test Score Reason/Code. Refer to *Appendix K: Data* for additional information.

Stop all started online CMAS test sessions.
Online test sessions cannot be stopped if any units for any students in the session are in a status other than "Completed" or "Marked Complete".
- If the student never started testing (i.e., all units in "Ready" status), remove the student's test from the test session. Indicate a Not Tested Reason/Code for the student test record on the Student Test Details screen in PAnext (see *Appendix K: Data* for guidance).
- If the student started testing but did not finish (i.e., units in a combination of statuses such as "Completed", "Exited", "Ready") "Mark Complete" the units that are not "Completed". If appropriate, indicate a Void Test Score Reason/Code for the student test record on the Student Test Details screen in PAnext (see *Appendix K: Data* for guidance).
  - If unable to enter a Void Test Score Reason/Code due to user account permissions in PAnext, contact the DAC to have the test(s) coded appropriately.

Not Tested and Void Tests
For students who did not take a particular test or did not complete a started test, apply an invalidation code to the test record(s). There are two categories of invalidations, Not Tested Codes/Reasons and Void Test Score Codes/Reasons. The district or school applies Not Tested Codes/Reasons and Void Test Score Codes/Reasons to individual test assignments as appropriate. For example, if a Parent Excuse was received for a student for math and ELA, apply the appropriate Parent Excuse (09) invalidation to the student's ELA record and separately apply to the student's math record.

Enter Not Tested and Void Test Score Codes/Reasons through the PAnext UI or through a Student Test Update (STU) file. The ability to enter this information through either method is determined by user permissions as assigned through PAnext. Refer to *Appendix K: Data* for detailed information regarding code definitions, step-by-step directions, and timeframes.

Note: Not Tested Reasons/Codes **do not** invalidate scanned scorable paper tests or online tests that appear as **Completed** or **Marked Complete** in PAnext.

Not Tested Codes/Reasons are only used in the following situations:
- For paper-based testing if the test (whether not started, started, or completed) was returned to the vendor in a nonscorable box.
- For computer-based testing if the student did not begin testing and:
  - Is in a started online test session, but did not start a test. Remove the student from the started test session before it is "stopped". Indicate a not tested code and reason for the student test.
  - Is in an online test session that was not started. Indicate a not tested code and reason for the student test.
  - Is assigned to an online test but not assigned to an online test session. Indicate a not tested code and reason for the student test.

Users with the **DAC**, **SAC**, or **Sensitive Data** role can indicate Not Tested Codes/Reasons. The option to indicate a Not Tested Code/Reason appears on student tests under Setup > Students > Manage Student Tests in PAnext if the test is not in a "prepared" or "started" online test session.

Void Test Score Codes/Reasons are only used in the following situations:
- For paper-based testing if the test (whether not started, started, or completed) was returned to the vendor in a scorable box **and** scoring should not take place.
- For computer-based testing if the student:
  - Began and may have finished testing and submitted the test, but should not receive a score. Indicate a void test score code/reason for the test.
  - Began but may not have finished testing, but school personnel applied "mark complete" to the test record and the student should not receive a score. Indicate a void test score code/reason for the test.
  - Never started testing, but school personnel applied "mark complete" to all units of the online test record and the student should not receive a score. Indicate a void test score code/reason for the test.

Only users with the **Student Test Update** role can indicate Void Test Score Codes/Reasons. The option to indicate a void code appears on student tests under Setup > Students > Manage Student Tests in PAnext once the system recognizes the test as being in a completed status.
- For paper-based testing, the void option is not available for tests returned to the vendor in scorable boxes until the tests are scanned into PAnext.
  - If a void test score code/reason is applied to a student test record, the record **does not** receive an overall score.
- For computer-based testing, voids are only allowed for tests with all units in **Completed** or **Marked Complete** status.
  - Student tests that were completed or marked complete appear as "attempt" in the online test status field, which triggers the production of a score. If a void test score code/reason is applied to a student test record, the record **does not** receive an overall score.

> **Note**: Indicating a "Marked Complete Reason" **does not** invalidate a test; apply a Void Test Score Code/Reason separately (as appropriate for each test assigned to the student) through the steps included in *Appendix K: Data*.
>
> **"Marked Complete Reasons" are for district or school use only.** They do not follow the student test record into scoring and therefore do not stop a test from going through scoring, nor do they exclude scores from district and school reports and accountability. While a marked complete reason is required if a student test is marked complete, the district or school must still apply a Void Test Score Code/Reason to the student test (e.g., "Parent Excuse" is entered for a marked complete reason so in addition to this step, indicate Void 09 on the student test record).

Verify/update student demographics
If assigned the Sensitive Data role, check student demographic information in PAnext to verify all information is correct for all students (computer-based and paper-based), including CoAlt and CSLA. For instructions, see "Create and Edit Student Records" in the *PAnext User Guide*. Provide any needed updates, including accommodations that were provided for students during testing, through the PAnext User Interface before the **May 8, 2020** school-level deadline.

If unable to verify and update student demographics due to PAnext user role permissions, provide the DAC with the appropriate information for any known updates.

Verify CoAlt score entry for all CoAlt students

Depending on district or school policy, Test Examiners, SACs, or DACs enter student scores in PAnext for CoAlt assessments by **April 29, 2020**. Refer to *Quick Reference Guide to CoAlt S/SS Activities in PAnext* in *Appendix H* for additional information.

PAnext Cleanup Checklist

DACs complete the following PAnext cleanup activities after testing.

DAC	PAnext Cleanup Activities for DACs	Additional Information/Requirements
☐	Verify all scores are entered for CoAlt students by **April 29, 2020**.	Refer to the *Quick Reference Guide to CoAlt S/SS Activities in PAnext* in *Appendix H*.
☐	Verify all students enrolled in the school are accounted for with all applicable test assignments in PAnext.	According to state law, all students in grades 3-8 are required to take the math and ELA assessments. All students in grades 5, 8, and 11 are to take the science assessments. Students in grades 4 and 7 at schools selected as part of the 2019-20 social studies sample are to take the social studies assessments. Enroll all applicable students in PAnext and assign the appropriate tests (e.g., 5th grade ELA, math, and science; 4th grade ELA/CSLA, math and social studies; 11th grade science). If there are students who did not test (single or multiple content areas), indicate the appropriate invalidation for each unused test assignment through a Not Tested or Void Test Score Reason/Code. Refer to *Appendix K: Data* for additional information.
☐	Verify all started online test sessions are **stopped**.	See information for SACs for additional details.
☐	Mark complete units, as needed (online testing).	If any students in a **started** test session have units that are not in "Completed" status, "Mark Complete" units before stopping the test session. **Note**: The "marked complete reason" field **does not** invalidate student tests. If an invalidation is required, indicate the appropriate coding (i.e., Void Test Score Reason/Code) on the Student Test Details screen in PAnext (see *Appendix K: Data* for guidance) or through the Student Test Update (STU) process post-test administration.
☐	Ensure the appropriate invalidation codes (i.e., Not Tested Reasons/Codes and Void Test Score Reasons/Codes) are entered in PAnext for student tests needing invalidation by **May 13, 2020**.	This is done through the PAnext User Interface or batch loaded through the Student Test Update process. For instructions, refer to import/export guidance, and *Appendix K: Data* for invalidation information.

☐	Confirm demographic information in PAnext is correct for all students (computer-based and paper-based), including CoAlt.	For instructions, refer to "Create and Edit Student Records" in the *PAnext User Guide*. Provide any needed updates in PAnext, including accommodations that were provided for students during testing, before the **May 13, 2020** district-level deadline.
Resolve Critical Warnings		
☐	Check PAnext for Critical Warning flags.	Located in the black bar at the top of the screen when logged into PAnext. Student Critical Warnings are indicated by a dark orange marker displaying number of warnings.
☐	Resolve Critical Warnings.	Resolve all Critical Warnings in PAnext. If participating in CDE's optional Student Biographical Data review (SBD), data respondents may resolve Critical Warnings through that process in Data Pipeline.

Rejected Student Tests

When test materials are scanned by the vendor, any hand gridded demographic data is matched to student registrations in PAnext. If the data in PAnext and the gridded data are not exact matches, the record is rejected. Rejected records are not scored. To fix these records, use PAnext to change either the scanned information gridded on the test book or change the registration data stored in PAnext so the two records match.

For step-by-step directions, see "Fix Rejected Student Test Details" in the *PAnext User Guide*.

5.1.5 Complete Post-testing Forms

The *Post Test Compliance* and *Scratch Paper Verification* forms are located in *Appendix C: Colorado Forms*. The *Post Test Compliance* form is used to verify the completion of all CMAS and CoAlt testing (i.e., science, social studies, math, and ELA including CSLA). The *Scratch Paper Verification* form confirms that all used scratch paper from all schools was securely destroyed/recycled or shipped to the vendor after testing. CDE requires that districts return these forms in the CDE Assessment folder on Syncplicity. Notify Sara Loerzel (loerzel_s@cde.state.co.us) once completed forms are posted.

As part of post testing compliance, DACs **declare, investigate, and report testing irregularities (e.g., misadministrations, security breaches, technology glitches).** DACs complete remaining investigations and report resulting determinations of testing irregularities and security breaches to CDE by **May 8, 2020**. The *Testing Irregularity Report* (*Appendix D*) and corresponding spreadsheet (available through Syncplicity) are used to request suppressions (entered by CDE).

5.1.6 Keep Records

Locally store the following documentation for three years (electronic or physical copies):
- Completed *Verification of District Training* form
- Completed *Scratch Paper Verification* form
- Signed copies of *CMAS and CoAlt Security Agreement* forms for all individuals involved with assessment administration or handling secure assessment materials
- Completed *Post-Test Compliance* form
- School Security Checklist
  Chain of custody documentation to ensure 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 was taken to ensure security of the test materials.

6.1 Introduction

The online test engine used to administer CMAS assessments, TestNav 8, includes tools and accessibility features that are made available to all students to increase the accessibility of the assessments. Comparable tools and accessibility features are also available to students taking assessments on paper. Beyond the accessibility features available to 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 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.

6.1.1 Administrative Considerations

Districts and schools have the authority to make administrative determinations for any student as long as test security is not compromised 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 for both computer-based and paper-based testing:

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

Note: Administrative considerations are not recorded in PAnext.

Adaptive and Specialized Equipment or Furniture
Some students may require specialized equipment or furniture such as special seating, weighted vests, fidget tools, or adaptive keyboards and should have access to it during testing. If the other students in the testing environment are familiar with the furniture/equipment (so it is determined not to be a disruption to others), students using the furniture/equipment do not need to test in a separate environment.

Frequent Breaks that DO NOT Stop the Testing Clock
Students must complete each test unit within the specified unit testing time (by content area). Breaks do not stop the testing clock. During breaks, cover or close student testing device screens or paper-based materials. Students are not allowed to have anything that is prohibited during testing during their breaks. Students are to remain in the testing environment for breaks during each testing unit. Students may stand up, walk around, or engage in similar activities. The exception for students remaining in the testing environment is for the restroom. In these cases, make arrangements for an escort to minimize the student's interactions with other students on a different testing schedule.

Assess students in an individual testing environment or in a group testing environment with students with similar break needs. Maintain the secure standardized testing environment, and break activity must not distract other students in the testing environment. Students may not interact with one another; only interactions with adults are allowed. Students may not discuss any questions or their answers on the assessment during breaks. Reading, accessing the internet, or making and/or receiving phone calls is not allowed during a break.

Noise Buffers

Noise cancelling headphones, earplugs, or other noise buffers **not connected to any audio device** are allowed.

Note: Check noise buffer compatibility with auditory presentation modes (e.g., text-to-speech) prior to testing.

Separate or Alternate Location

Students may test in a separate or alternate location from peers as long as standardized test procedures are followed.

Small Group Testing

Assessment policy does not prescribe the maximum group size for any student; however, for students with IEP, 504 or EL plans, schools must follow group guidelines as documented on the plans (e.g., "less than ten students" or "no more than eight students"). If the plan does not specify the maximum number of students in the small group, follow common practice used for that student during instruction and classroom/district assessment.

Specified Seating

Seating students in specified locations in the testing environment during assessment is allowed, as determined at the local level. For example, a student may benefit from being seated away from the door or windows to minimize distractions or away from a heating/cooling vent.

While seating is an administrative consideration, position students in a suitable manner for testing (i.e., lying on the floor during testing **is not** appropriate). Additionally, it is not appropriate to seat a student in a location that is not visible to the Test Administrator, such as behind a bookshelf separating the student from the rest of the room.

Time of Day

Assessment policy does not prescribe the time of day for testing; however, for students with IEP, 504 or EL plans, schools must follow guidelines as documented on the plans. Students requiring a specific time of day for assessment typically have medical needs that impact performance during some portion of the day.

Students testing at a specific time of day should follow the same testing order as close to the general test schedule as possible. Students may not discuss questions or their answers outside of the test session.

If testing on a different timeline from the general student testing schedule is necessary, consult the DAC when developing the student's unique testing schedule to ensure all requirements for test security are met and minimize disruption to the student's instruction.

6.1.2 Accessibility Features

Embedded and Test Administrator-provided accessibility features are available to all students on CMAS assessments. Students determine when and how to utilize these tools throughout the testing experience. Pre-selection of auditory presentation, including text-to-speech and PBT English oral scripts (for math, science, and social studies only), and color contrast accessibility features is required during the forms assignment or initial ordering process. For more information on form assignment and ordering PBT English oral scripts, see the *Quick Reference Guide to Special Forms and Ordering* located in *Appendix B* of this manual.

While accessibility features like auditory presentation for math, science, and social studies can be made available to all students, they may not be appropriate for all students. Students eligible for the math, science, and social studies CBT text-to-speech form or PBT English oral script should use similar access strategies during instruction.

The following tools are available to all students and meet the access needs of most students.

Table 1: Embedded or Locally Provided Tools

Tool	Description	Assessment	TestNav Location (CBT)	Paper-based Tools (PBT)
Answer Eliminator	Visually eliminate (with a red "X") one or more answers.	All	Toolbar	Notecard
Calculator - 4 Function	Provides addition, subtraction, division, multiplication, and percentage functions.	Grade 5 Science	Toolbar	Calculator provided by school
Calculator - 5 Function	Provides addition, subtraction, division, multiplication, percentage, and square root functions.	Grade 6 Math Grade 7 Math	Toolbar	Calculator provided by school
Calculator - Scientific	Provides a range of functionality for general math, algebra, trigonometry, and statistics.	Grade 8 Math Grade 8 Science High School Science	Toolbar	Calculator provided by school
Line Reader Mask	Provides a mask for on screen text that allows the student to read line-by-line.	Math and ELA only	User Menu	Ruler or notecard
Notepad	Take notes (replaces scratch paper)	ELA, Science, and Social Studies	Toolbar	Scratch paper provided by school
Pointer (default)	Select answer choices, drag answer choices to their correct spots, select hot spots on an image, or deselect any other tool.	All	Toolbar	Not applicable
Protractor	Measures angles in degrees.	Grades 4 – 7 Math	Toolbar	Included, as appropriate, in test kit.
Ruler - Centimeter (students may use the ruler tool as a line reader guide)	Measures lengths in 1 cm increments.	Available based on appropriateness for various assessments.	Toolbar	Included, as appropriate, in test kit.
Ruler - Inch (students may use the ruler tool as a line reader guide)	Measures lengths in ¼" increments.	Available based on appropriateness for various assessments.	Toolbar	Included, as appropriate, in test kit.
Spell Check	Checks the students constructed responses for spelling.	ELA only	Constructed Response Toolbar	External spell check device provided by school
Text Highlighter	Highlight words	All	Pointer	Highlighter provided by school
Zoom	Zoom in or out on the screen.	All	PC: Keyboard Command (Ctrl and + or -) Mac: Keyboard command (Command and + or -) iPad: Touch screen	Magnifier provided by school, as needed

Accessibility Features Pre-assigned through SR/PNP

The following computer-based testing (CBT) accessibility features are available to students through TestNav only if they are assigned in PAnext prior to testing:

- Color Contrast
- Auditory Presentation: Text-to-Speech ONLY for Math, Science, and Social Studies

Color Contrast

Color contrast is available for students who use similar tools to access content during instruction and classroom assessment. For online testing, color contrast settings allow the student to select alternate colors for text and background. There are six contrast setting options from which a student may select a combination that best meets his or her needs. When the color contrast setting is pre-assigned in PAnext through the SR/PNP, the background and text are automatically adjusted. Some graphics (e.g., charts, graphs, tables, maps and drag-and-drop boxes) are presented in full color on a white background.

For paper-based testing, students may use **external color overlays** if they use similar tools to access content during instruction and classroom-based assessment to adjust print to page contrast. These overlays are full or partial pages of colored plastic. External overlays are provided by the school.

Note: For online testing, students may use external overlays combined with color contrast settings. Many items include color graphics that overlays may impact. It is expected that students using overlays will need to adjust their use depending on what is on the screen, similar to how they address the issue during typical computer work.

Students should have the opportunity to practice with the color contrast functionalities and/or overlays on the student practice resources prior to testing. Functionality is dependent upon specific item type and device configurations. The student can adjust color contrast settings through the User Menu in TestNav.

Special Accessibility Feature Assignment Required:
- Field = Test Format
  - Expected Value = O = Online OR P = Paper
- Field = Color Contrast
  - Expected Value = refer to information below*

*Indicate color overlay (expected value = 07) for students requiring color contrast for PBT or for students who use a color overlay *instead* of a contrast setting for CBT. If a student uses a color overlay together with a contrast setting for CBT, indicate the contrast setting PAnext *instead* of color overlay.

01 = black text on a cream background	02 = black text on a light blue background	03 = black text on a light magenta background
04 = white text on a black background	05 = yellow text on a dark blue background	06 = gray text on a green background
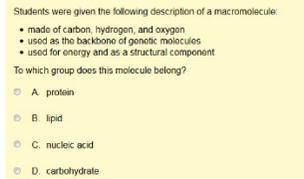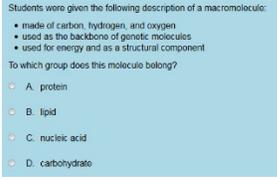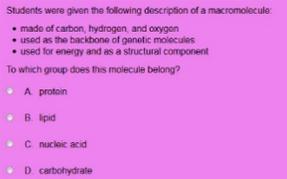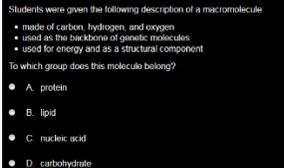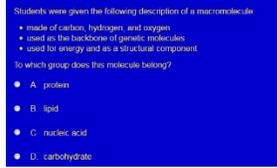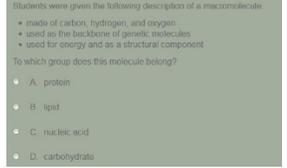
Auditory Presentation: Text-to-speech (TTS) ONLY for Math, Science, and Social Studies

The following information applies to math, science, and social studies assessments. For ELA refer to *6.1.4 Unique Accommodations* as the auditory presentation accommodation requires an approved UAR for ELA.

Text-to-speech is the computer-based auditory presentation feature available to students who are unable to decode text. These students receive auditory presentation of text during instruction and classroom-based assessment. Through TTS, on-screen text is read aloud to the student by means of embedded text-to-speech software.

Word-for-word highlighting accompanies the device's reading of the on-screen text. Just before a section of text is read, it is highlighted in yellow; each word in that section is highlighted in blue as it is read by the device. When words that appear in an image or graphic are read, the entire graphic panel is highlighted by a blue box. **Note**: Highlight colors may change if different color contrast settings are selected.

Students assigned to the TTS form are able to determine how and when they interact with the feature. The student may utilize the TTS tool in two ways.

1. Select the "Play" button for all text to be read from the beginning of the item to the end, including sources.		2. The "Toggle Click-to-Hear" button allows the student to select the starting point for activating TTS.	

Students use the "Stop" button to stop the reading.	

Students can adjust TTS reading speed during testing by selecting the Settings button. Select the plus or minus buttons to increase or decrease the speed of the audio.	

Students may adjust TTS volume during testing by moving the Volume slider left or right to decrease or increase the volume; however, if the device volume is not "turned on" before signing in to TestNav, audio is not accessible.

If tested in a group, students must wear headphones if assigned to the TTS form. Students must set the volume at such a level that there is no sound leakage to surrounding students. Students must verify the volume is "turned on" before signing in to TestNav by using the "Test Audio" function on the TestNav Sign In screen. These students may take the assessment with other students who are using TTS, as well as students who are not using TTS. Students may use speakers if they are unable to use headphones; however, this requires testing in a one-on-one environment.

During testing, TTS is only available to students who were pre-assigned the TTS form through the SR/PNP in PAnext during form assignment.

Students should have the opportunity to practice with TTS functionalities on the student practice resources prior to testing. Functionality is dependent upon specific item type. Students may only use TTS through TestNav. Device operating system accessibility features are not allowed during testing.

Special CBT Form Assignment Required:
- Field = Test Format
    - Expected Value = O = Online
- Field = Text-to-Speech
    - Expected Value = 02 = English Text-to-Speech for non-ELA subjects
    - Expected Value = 03 = Spanish Text-to-Speech for non-ELA subjects

While the TTS accessibility feature is available to all students, it may not be appropriate for all students. This accessibility feature increases file sizes for testing which may result in slower computer response times for all students on the network. Students eligible for TTS should be using similar access strategies during instruction.

Accessibility Features Pre-assigned and Pre-ordered through SR/PNP

Assignment of one paper-based testing (PBT) accessibility feature, Auditory Presentation: PBT Oral Script ONLY for Math, Science, and Social Studies, is required in PAnext prior to the end of the initial materials order window on January 24, 2020.

Auditory Presentation: PBT Oral Script ONLY for Math, Science, and Social Studies

The following information applies to math, science, and social studies assessments. For ELA, including CSLA, refer to *6.1.4 Unique Accommodations* as the auditory presentation accommodation requires an approved UAR for ELA/CSLA.

PBT oral script is the paper-based auditory presentation available to a student who is unable to decode text and receives auditory presentation of text during instruction and classroom-based assessment. Through an oral script, assessment text is read aloud to the student by a Test Administrator.

A trained Test Administrator uses the oral script to read the entire test orally to a student who is unable to decode text. Administration on a 1:1 basis (i.e., one Test Administrator to one student) is recommended. A student should have the option of asking a reader to slow down or repeat text. Test Administrators must read word-for-word from the physical oral script and may not read from the math, science, or social studies test book. Oral scripts are secure; return oral scripts to the vendor after testing.

Test Administrators must be able to read and pronounce all text correctly. Refer to the *1.2.5 Who May Administer the Assessments* in this manual for additional qualifications of Test Administrators.

Test Administrators may have supervised access to the oral script for the paper-based form 24 hours prior to administration. This time is to ensure that Test Administrators are familiar with the content terminology and the appropriate practices associated with this accommodation.

Note: While it is anticipated that most students requiring oral scripts are able to complete the testing session within the standard testing time, due to the nature of auditory presentation and the need to repeat questions and answer options as requested, an oral script testing session may take additional time.

For ELA/CSLA see *6.1.4 Unique Accommodations.*

Special PBT Form Assignment Required:
- Field = Test Format
    - Expected Value = P = Paper
- Field = Auditory Presentation: Oral Script (Reader/Signer)
    - Expected Value = 02 = Oral Script

If the paper-based form and *Auditory Presentation: Oral Script* are indicated in PAnext before January 24, 2020, the test book and oral script are received with the district's automatic initial shipment. If the paper-based form and *Auditory Presentation: Oral Script* are not indicated in PAnext before January 24, an additional order is required.

If an additional order is required due to missed deadline:
- Indicate information under "Special PBT Form Assignment Required" on PNP for student's test
- Place Additional Order through PAnext for correct grade level, content area, and language:
    - Test Book/Kit
    - PBT Oral Script

Note: PBT and CBT oral scripts are not interchangeable. The PBT oral script does not match a computer-based test and the CBT oral script does not match a paper-based test.

While the PBT oral script accessibility feature is available to all students, it may not be appropriate for all students. Students eligible for PBT English oral script should be using similar access strategies during instruction.

Accessibility Features that <u>do not</u> Require Pre-assignment

Test Administrator-provided accessibility features are available to all students on CMAS assessments. These accessibility features may require testing students in a separate environment.

- General Administration (SAY) Directions Clarified and Repeated as Needed (by Test Administrator)
- Read Aloud to Self
- Time and a Half for Science and Social Studies (included in unit time)

General Administration (SAY) Directions Clarified and Repeated as Needed (by Test Administrator)

Upon request from a student, the Test Administrator clarifies general administration directions (SAY directions) only after reading the directions word-for-word from the *Test Administrator Manual*. A student may also raise their hand and request repetition of the directions. Clarifying or reading passages or test questions for students is not allowed.

Read Aloud to Self

A student may read the assessment aloud to him/herself. Devices, such as "whisper phones" are allowed.

This accessibility feature requires the student to test in a one-on-one environment separate from other students.

Time and a Half for Science and Social Studies

Accessibility feature available to all students for science and social studies built into each unit testing time. Students who have time and a half indicted on their IEP/504 plan receive the same amount of time to complete the science and social studies assessments as their peers.

Reminder: Time and a half is an accommodation available to students for math and ELA as documented on their IEP, 504, or EL plan. See *Timing Accommodations* and *English Learner (EL) Accommodations* in *6.1.3 Accommodations*.

Districts may choose to implement policies that allow students to exit the physical testing environment after they complete the assessments. However, it is critical that students do not feel compelled to complete the test quickly due to peer pressure, or due to being the last student still working on the assessment.

6.1.3 Accommodations

Accommodations provided to a student are based on individual need documented in the student's approved IEP or 504 plan. Students may only utilize accommodations for testing that are specifically listed in the IEP or 504 plan. Accommodations may not be provided based on a category of disability, level of instruction, environment, or other group characteristic. No accommodations may be provided to 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. **The SAC and/or DAC must maintain a master list of all students and their accommodations to ensure appropriate CBT forms are assigned and PBT forms are ordered for students prior to testing.** In addition to accommodations for students with disabilities, English learner accommodations are available to students learning English as documented in EL plans. See additional information regarding English language learners later in this section.

Accommodations are available for students with disabilities and/or English learners for both the computer-based and paper-based forms of the assessments. The follow sections provide information regarding specific accommodations:
- Presentation Accommodations
- Response Accommodations
- Timing Accommodations
- English Learner Accommodations

In these sections, information is provided on the overall use of the accommodation; additional information is provided if directions vary between paper-based and computer-based accommodation delivery. Some accommodations require special form assignment and ordering physical materials.

DACs and SACs should collect information regarding students who require testing accommodations with sufficient time to properly plan test administration. It is imperative that test administration reflects identified needs documented in a student's formal educational plan, and that the student is only provided with accommodations comparable to those used regularly during instruction and on classroom and district assessments. Once accommodations are verified, the DAC and SAC must use this list to identify available resources (e.g., sign language interpreters, translators, and assistive technology equipment) and needed space for small group testing or individual administrations.

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. **Note**: For CBT assessments, while the accommodation may not be identical to the accommodation used during instruction, it should be comparable (e.g., instructional auditory presentation through books on tape = auditory presentation through text-to-speech for CMAS math, science, and social studies assessment; ELA/CSLA requires an approved UAR, see *6.1.4 Unique Accommodations* for additional ELA information).

Test Administrators who manage "accommodated testing groups" must receive training on the appropriate way to administer that specific assessment accommodation. Training on all applicable accommodations is required for Test Administrators who administer the assessment to students with multiple accommodations.

Important: Colorado Revised Statutes, 22-7-1006.3 (1) states:

> *(d) If all or any portion of a state assessment requires a student to use a computer to take the assessment, at the request of a local education provide, the department of education must administer the portions of the state assessment that require a computer in a format that a student may complete using pencil and paper. Each local education provider shall report to the department the number of students it enrolls who will take the state assessment in a pencil-and-paper format.*

> *(e) The department shall review and update assessment administration and security policies as necessary to maintain the integrity of the assessments.*

Presentation Accommodations

Presentation accommodations are changes to the way the assessment is presented to a student with a need for the accommodation, as documented on an IEP or 504 plan. These accommodations do not change the construct of the assessment. Presentation accommodations are available for both computer-based and paper-based assessments.

Table 2: Computer-based and Paper-based Presentation Accommodations

Accommodation		Computer-based		Paper-based	
		Relevant Accessibility Features Available to All Students	IEP or 504	Relevant Accessibility Features Available to All Students	IEP or 504
Presentation	Alternate Format (CBT or PBT)*	Standard paper-based test	Not applicable	Standard computer-based test	Not applicable
	Assistive Technology	Adaptive keyboard, etc.	Ex: screen reader	External devices such as AAC device	Ex: doc camera
	Auditory Presentation**	TTS Math/Science/SS	Oral Script for Translation (signing) Math/Science/SS	Oral Script Math/Science/SS	Oral Script for Translation (signing) Math/Science/SS
	Braille	Not applicable	Assistive Technology form (Math and ELA only), Tactile Graphics	Not applicable	Braille test book with tactile graphics
	Large Print (18 point font)	Zoom	Zoom	Not applicable	Large Print test materials
	Low-Vision Devices (CCTV, etc.)	Zoom	Zoom, projector, magnifier, etc.	Not applicable	Projector, magnifier, etc.

*The paper-based form of the CMAS assessments is available to any student. If a school/district is using computer-based assessments for their general student population, the paper-based form is available as an accommodation. Conversely, the computer-based form of the CMAS assessments is available to any student. If a school/district is using paper-based assessments for their general student population, the computer-based form is available as an accommodation.

**For ELA, assignment and delivery of this accommodation requires an approved UAR. See *6.1.4 Unique Accommodations* for information.

Alternate Format (CBT or PBT)	
Computer-based Assessment	The computer-based form of the CMAS assessments is available to any student; however, if a school/district is using paper-based assessments for their general student population, the computer-based form is available as an accommodation for students with disabilities and/or ELs. **Special CBT Form Assignment Required:** • Field = Test Format o Expected Value = O = Online
Paper-based Assessment	The paper-based form of the assessment is available to any student; however, if a school/district is using computer-based assessments for their general student population, a paper-based form is available as an accommodation for students with disabilities and/or ELs such as students who: • Have a neurological disorder, a condition that causes seizures, or another health condition that prevents the student from accessing the computer; • Need Auditory Presentation support beyond text-to-speech and thus require an oral script for PBT; or • Have an IEP or 504 plan that requires assistive technology that is not compatible with CBT administration.

	Special Form Assignment Required:
	• Field = Test Format
	    o Expected Value = O = Online OR P = Paper
	
	If *PBT* is indicated for an individual student in PAnext before January 24, 2020, the test book is received with the district's automatic initial shipment. If *PBT* is not indicated in PAnext before January 24 for an individual student, an additional order is required.
	
	If an additional order is required due to a missed deadline:
	• Indicate information under "Special PBT Form Assignment Required" on PNP for student's test
	• Place Additional Order through PAnext for correct grade level and content area:
	    o Test Book/Kit

Assistive Technology

	Students who use assistive technology to access instruction in the classroom on a day-to-day basis, for assessments, and have appropriate documentation on their formal IEP or 504 plans may use the technology for state assessments. Assistive technology includes but is not limited to computers and adaptive computer input/output devices. Hearing aids, FM systems, or glasses are not considered assistive technology for the purposes of state assessments.

Computer-based Assessment	Some students may require software that is not compatible with TestNav. These students may have a second device in the testing environment to provide access to that software. The second device may not have Internet access.
	
	The Assistive Technology (AT) Form is only available for ELA and Math, not for Science or Social Studies. The AT form is intended to interact with specific types of AT software, such as JAWS or adaptive keyboards. Not all of the constructed response editing tools are available for student use because of the interactions of the AT software. Please ensure that any student assigned to the AT form is using software specifically intended for access to computers. Do not assign the AT form to students utilizing programs that require a second device (e.g., speech-To-text, word prediction, etc.) or who use other types of assistive technology such as FM devices or hearing aids.
	
	For assistive technology that is compatible with TestNav, special form assignment is required.
	
	Special CBT Form Assignment Required for Math and ELA:
	• Field = Student with Disabilities
	    o Expected Value = 504 or IEP
	• Field = Test Format
	    o Expected Value = O = Online
	• Field = Assistive Technology
	    o Expected Value = Y = Yes

Paper-based Assessment	No additional information.

Auditory Presentation – Signer/Oral Script for Translation – Sign System/Language ONLY for Math, Science and Social Studies

The following information applies to math, science, and social studies assessments. For ELA refer to *6.1.4 Unique Accommodations* as the auditory presentation accommodation requires an approved UAR for ELA. Available to students with an IEP or 504 plan only, with a documented diagnosis of hearing impairment and whose primary mode of communication is a sign system/language.

A trained Test Administrator may sign the entire test to a student who is unable to decode text. Administration on a 1:1 basis (i.e., one Test Administrator to one student) is recommended. A student should have the option of asking a signer to slow down or repeat text. Test Administrators must follow the physical oral script and may not read from a test book or device screen. Signer/oral scripts are secure; return oral scripts to the vendor after testing.

Interpreters interpret the *Oral Script for Translation* in the sign language/system typically used with the student (ASL, PSE or SEE) during instruction. The *Oral Script for Translation* and any notes made to facilitate sign language system/interpretation are secure testing materials.

Interpreters may have supervised access to the script four working days prior to administration to ensure they are familiar with the content terminology and with the appropriate practices associated with this accommodation. Interpreters must use interpretation techniques and tools that do not compromise the security of the assessments. Instructions for early access are found in *3.3.1 Training Plan* under *Accessibility Features and Accommodations Training*.

Interpreters must make sure signs do not provide information that would cue the student to the correct answer. Interpreters must not clarify, elaborate, or provide assistance with the meaning of words.

Note: For math, science and social studies, while it is anticipated that most students are able to complete testing session within the standard testing time even with this accommodation, due to the nature of auditory presentation and the need to repeat questions and answers as requested, an oral script testing session may take additional time.

For ELA see *6.1.4 Unique Accommodations.*

Computer-based Assessment	An acceptable practice for this accommodation is for the interpreter to sit next to the computer facing the student to allow for the interpreter to point to content words not translated as indicated in the oral script. This allows the student to maintain contact with the interpreter and the print simultaneously.

Special CBT Form Assignment Required:
- Field = Student with Disabilities
  - Expected Value = 504 or IEP
- Field = Accommodation Type
  - Expected Value = IEP504 or Both
- Field = Test Format
  - Expected Value = O = Online
- Field = Auditory Presentation: Oral Script (Reader/Signer)
  - Expected Value = 01 = Signer/Lang Other than Eng/Spa

Special Session Assignment Required:
- Proctor Reads Aloud = box checked
- Form Group Type = Oral Script

If the appropriate information is indicated in PAnext before January 24, 2020, the materials are received with the district's automatic initial shipment. If the appropriate information is not indicated in PAnext before January 24, an additional order is required.

If an additional order is required due to a missed deadline:
- Indicate information under "Special CBT Form Assignment Required" on PNP for student's test
- Place Additional Order through PAnext for correct grade level and content area:
  - CBT Oral Script for Translation

Note: PBT and CBT oral scripts are not interchangeable. The PBT oral script does not match a computer-based test and the CBT oral script does not match a paper-based test.

Paper-based Assessment	**Special PBT Form Assignment Required:** • Field = Student with Disabilities 　○ Expected Value = 504 or IEP • Field = Accommodation Type 　○ Expected Value = IEP504 or Both • Field = Test Format 　○ Expected Value = P = Paper • Field = Auditory Presentation: Oral Script (Reader/Signer) 　○ Expected Value = 01 = Signer/Lang Other than Eng/Spa If the appropriate information is indicated in PAnext before January 24, 2020, the materials are received with the district's automatic initial shipment. If the appropriate information is not indicated in PAnext before January 24, an additional is required. **If an additional order is required due to a missed deadline:** • Indicate information under "Special PBT Form Assignment Required" on PNP for student's test • Place Additional Order through PAnext for correct grade level and content area: 　○ Test Book/Kit 　○ PBT Oral Script for Translation **Note**: PBT and CBT oral scripts are not interchangeable. The PBT oral script does not match a computer-based test and the CBT oral script does not match a paper-based test.

Braille

Available only to students with an IEP or 504 plan with a documented diagnosis of blindness/visual impairment. Determine appropriateness for use of this accommodation with a teacher certified in the area of visual impairments.

Only a teacher of the visually impaired (TVI) proficient in reading the braille code used by the student may administer this assessment. This accommodation is typically administered in an individual assessment environment.

Note: For math, science and social studies, while it is anticipated that most students are able to complete testing session within the standard testing time, due to the nature of the test administration and the need to for the student to respond in the manner the student uses instructionally , the testing session may take additional time.

Computer-based Assessment	**Math and ELA ONLY:** A student who is blind or has a visual impairment takes the assessment using his/her preferred screen reader software (e.g., JAWS 15), pending a trial using the math and/or ELA Assistive Technology practice forms (securely delivered through the PAnext Training site) with the student's assistive technology device or software. This online accommodated form reads information on the screen using screen reader software. If the student is not using headphones, the student must test in a separate one-on-one setting. **Note**: A student who uses screen reader may also need tactile graphics. **Special CBT Form Assignment Required for Math and ELA:** • Field = Student with Disabilities 　○ Expected Value = 504 or IEP • Field = Test Format 　○ Expected Value = O = Online • Field = Assistive Technology 　○ Expected Value = Y = Yes 　○

Paper-based Assessment	Test Administrators/TVIs may have access to the *Teacher Notes* (included in the braille kit) 24 hours prior to the administration of the assessment to ensure all needed materials are procured. Early access to other assessment materials is not allowed other than to verify the correct grade and content area materials were received by reviewing the test book cover only.
	Test Administrators will transcribe student work demonstrated using tactile tools, such as an abacus or alternate graphing, into the regular print test book included in the braille kit. Test Administrators may assist in placement of a straight edge, or other tools needed, as requested by the student.
	The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a brailler or braille note-taker. The student's responses must be **transcribed** by a TVI into the regular print test book (included in the braille kit) to be submitted for scoring. Student work and/or answers not transcribed will not be scored. See *6.1.5 Transcription Instructions*.

	Special PBT Form Assignment Required:
	• Field = Student with Disabilities
	   o Expected Value = 504 or IEP
	• Field = Test Format
	   o Expected Value = P = Paper
	• Field = Visual Accommodations
	   o Expected Value = 01 = UEB/Unified English Braille with Nemeth
	   o Expected Value = 02 = UEB Technical (math and science only)

	If the braille form was indicated in PAnext before January 24, 2020, it is received with the district's automatic initial shipment. If the braille form was not indicated in PAnext before January 24, an additional order is required.
	If an additional order is required due to a missed deadline: • Indicate information under "Special PBT Form Assignment Required" on PNP for student's test • Place Additional Order through PAnext for correct grade level, content area, and braille code: o Braille Kit

Large Print (18 point font)

Computer-based Assessment	**Accessibility Feature:** Zoom
	Students are able to enlarge the on-screen text and images using "ctrl +" on the keyboard for PCs and Chromebooks, and "command +" on the keyboard for Macs. Students are able to return to regular size by using "ctrl –" keys for PCs and Chromebooks, and "command –" on Macs. Additionally, the zoom tool is available through the TestNav User Menu. On touch screen devices, students are able to enlarge and reduce using pinch-to-zoom.
	Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors allow for increased text and image size with less scrolling.
	Students should have the opportunity to practice with the zoom functionalities on the CPRs prior to testing.
Paper-based Assessment	Large print paper-based forms are available for students as documented in their IEP or 504 plans.
	The large print test is packaged as a kit. The enlarged print test books are printed in full color on ivory paper. Test questions are printed in 18 point font; graphics are enlarged. The large print test books are spiral bound and the dimensions of the books are 14 inches by 18 inches. • A large print source book is included in the large print test kit for social studies.

- In the science large print test kits only, a magnifier sheet is included and can be used to increase font size on the printed periodic table as not all text on this document meets the 18 point font minimum.
- As needed, separate visual descriptions are included in the large print test kits. These picture descriptions describe images or graphics in the student's test book.

Test Administrators must transcribe student answers into the regular print test book provided in the large print kit which is returned to the vendor for scoring. Student work and/or answers that are not transcribed are not scored. See *6.1.5 Transcription Instructions*.

Special PBT Form Assignment Required:
- Field = Student with Disabilities
  - Expected Value = 504 or IEP
- Field = Test Format
  - Expected Value = P = Paper
- Field = Large Print
  - Expected Value = Y = Yes

If large print was indicated in PAnext before January 24, 2020, the kit is received with the district's automatic initial shipment. If the large print was not indicated in PAnext before January 24, an additional order is required.

If an additional order is required due to a missed deadline:
- Indicate information under "Special PBT Form Assignment Required" on PNP for student's test
- Place Additional Order through PAnext for correct grade level, content area, and language:
  - Large Print Kit

Low-Vision Devices

Computer-based Assessment	**Accessibility Feature:** Zoom Students are able to enlarge the on-screen text and images using "ctrl +" on the keyboard for PCs and Chromebooks, and "command +" on the keyboard for Macs. Students are able to return to regular size by using "ctrl –" keys for PCs and Chromebooks, and "command –" on Macs. Additionally, the zoom tool is available through the TestNav User Menu. On touch screen devices, students are able to enlarge and reduce using pinch-to-zoom. Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors allow for increased text and image size with less scrolling. Students should have the opportunity to practice with the zoom functionalities on the CPRs prior to testing.
Paper-based Assessment	Students use their low vision device with a regular or large print paper-based form. Student answers in test book. Transcription is only required if the student uses a large print test book.

Tactile Graphics

Computer-based Assessment	Tactile graphics are images that use raised surfaces so a student with a visual impairment can feel them. They convey non-textual information. **Special CBT Assignment Required:** - Field = Student with Disabilities - Expected Value = 504 or IEP - Field = Test Format

	○ Expected Value = O = Online - Field = Assistive Technology (ELA and math only) ○ Expected Value = Y = Yes - Field = Visual Accommodations ○ Expected Value = 04 = UEB with Nemeth ○ Expected Value = 05 = Tactile Graphics - UEB Technical (math and science only) If Tactile Graphics was indicated in PAnext before January 24, 2020, the appropriate materials are received with the district's automatic initial shipment *only if there are items on the assessment that require use of tactile graphics*. If Tactile Graphics was not indicated in PAnext before January 24, the DAC may need to place an additional order for the appropriate materials depending on the necessity of tactile graphics for that grade level and content area. CDE will communicate additional information to DACs regarding materials. **If an additional order is required due to a missed deadline:** - Indicate information under "Special CBT Assignment Required" on PNP for student's test - Place Additional Order through PAnext for correct grade level, content area, and braille code: ○ Tactile Graphics
Paper-based Assessment	Refer to information about the Braille form.

Visual Descriptions

Computer-based Assessment	Visual descriptions describe images or graphics in the student's test. **Special CBT Assignment Required:** - Field = Student with Disabilities ○ Expected Value = 504 or IEP - Field = Test Format ○ Expected Value = O = Online - Field = Visual Accommodations ○ Expected Value = 03 = Visual Descriptions If Visual Descriptions was indicated in PAnext before January 24, 2020, the appropriate materials are received with the district's automatic initial shipment *only if there are items on the assessment that require use of visual descriptions*. If Visual Descriptions was not indicated in PAnext before January 24, the DAC may need to place an additional order for the appropriate materials depending on the necessity of visual descriptions for that grade level and content area. CDE will communicate additional information to DACs regarding materials. **If an additional order is required due to a missed deadline:** - Indicate information under "Special CBT Assignment Required" on PNP for student's test - Place Additional Order through PAnext for correct grade level and content area: ○ Visual Descriptions
Paper-based Assessment	Refer to information about large print forms.

Response Accommodations

Response accommodations are changes to the way the student responds to the assessment. These must be documented in an IEP or 504 plan. These accommodations do not change the construct of the assessment. Response accommodations are available for both computer-based and paper-based assessments.

Table 3: Computer-based and Paper-based Response Accommodations

	Accommodation	Computer-based	Paper-based
Response	Assistive Technology	IEP or 504	IEP or 504
	Brailler/Braille Note-taker	Not Applicable	IEP with Visual Impairment Only
	Scribe	IEP or 504	IEP or 504
	Speech-to-Text	IEP or 504	IEP or 504
	Talking Calculator/Abacus/Tactile Math Manipulatives	IEP with Visual Impairment Only	IEP with Visual Impairment Only
	Word Prediction	IEP or 504	IEP or 504

Assistive Technology (AT)

Available to students, as documented on their IEP or 504 plans, who use AT to respond in the classroom on a day-to-day basis and for assessments. These students must use technology in lieu of a scribe for state assessments. AT includes but is not limited to computers, keyboards, communication devices, and adaptive computer input/output devices.

Extra time is not provided for "lost" work.

Additional considerations for test security apply when students use AT, including speech-to-text and word prediction.
- Students must not retrieve or access work from another student.
- Students must not access additional programs/applications or the Internet while testing.
- Student must not access any previously saved data while in the testing environment.
- AT devices storing student answers are secure test materials. Students may not have access to AT devices until all secure materials are removed from the device. Secure devices that contain secure materials with other secure testing materials.

Verbatim transcription must occur in the presence of a second trained staff member who verifies the transcription. Student work and/or answers are not scored if they are not transcribed. See *6.1.5 Transcription Instructions*. For students who use AT and/or augmentative communication devices that:
- **Do not** produce a printed product, perform transcription of responses directly from the device.
- **Do** produce a printed product, print student work and transcribe responses into TestNav or the student's test book prior to the student beginning the next test unit.

Only authorized personnel may have access to the test, test materials and student answers. Schools must have procedures in place for secure retrieval of printed materials. Remove all student responses from the AT device immediately following the transcription or printing for transcription purposes. It is the DAC's responsibility to ensure this is done in a secure manner. The DAC may adapt the *Secure Data Removal* form, found in *Appendix G*, to verify completion of this activity. Make documentation available upon request by CDE.

Printed pages containing the student's answers are secure materials. Return printed pages to the SAC along with any used scratch paper from the test unit.

Computer-based Assessment	Some students may require software that is not compatible with TestNav. These students may have a second device in the testing environment to provide access to that software. The second device may not have Internet access. For AT that is compatible with TestNav, special form assignment is required.

	Special CBT Form Assignment Required for Math and ELA:
	• Field = Student with Disabilities
	    ○ Expected Value = 504 or IEP
	• Field = Test Format
	    ○ Expected Value = O = Online
	• Field = Assistive Technology
	    ○ Expected Value = Y = Yes*
	
	*The AT form and TTS form are not compatible. If the TTS form is assigned for presentation, and assistive technology is needed for response, the student should access AT on a second device (documented in PNP through only "Response Accommodation" fields, not the "Assistive Technology" field). Local transcription is required (refer to *6.1.5 Transcription Instructions*).

Paper-based Assessment	No additional information.

Brailler/Braille Note-taker

Available only to students with an IEP/504 with a documented diagnosis of blindness/visual impairment. Determine appropriateness for use of this accommodation with a teacher certified in the area of visual impairments. Only a TVI proficient in reading the braille code used by the student can provide this accommodation.

Administration must take place in an individual testing environment with adequate space for all materials, including the braille test book, the braille source book (social studies only), and brailler/braille note-taker.

Only authorized personnel may have access to the test, test materials, and student answers. Any pages (braille paper, brailler produced, or printed from a braille note-taker) containing the student's answers are secure materials and must be returned to the SAC along with any used scratch paper from the test unit.

PNP Indicators: Not applicable

Computer-based Assessment	Not applicable.
Paper-based Assessment	The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a brailler or braille note-taker. The TVI completes **verbatim transcription** of the student's responses into the regular test book (included in the braille kit) in the presence of a second school adult. Student work and/or answers that are not transcribed are not scored.

Scribe – ONLY for Math, Science and Social Studies

The following information applies to math, science, and social studies assessments. For ELA, including CSLA, refer to *6.1.4 Unique Accommodations* as the scribe accommodation requires an approved UAR for ELA/CSLA.

Available for students as documented in their IEP or 504 plans. In making decisions on whether to provide this accommodation, teams are instructed to consider whether the student has either:
- A physical disability that severely limits or prevents the student's motor process of writing through keyboarding or paper/pencil; **or**
- A disability that severely limits or prevents the student from expressing his/her thoughts in writing, even after varied and repeated attempts to teach the student to do so.

Before listing the accommodation in the student's IEP or 504 plan, teams should also consider whether the student meets all of the following requirements:
- The student receives ongoing, intensive instruction, and/or research-based interventions to learn written expression, as deemed appropriate by the IEP, 504 plan team; **and**
- The student has access to written expression during routine instruction through the use of a scribe, except when the student is receiving direct writing instruction; **and**
- The student's inability to express in written form is documented in an IEP or 504 plan.

Students who use assistive technology to respond in the classroom on a day-to-day basis, for assessments, and who have appropriate documentation on their IEP or 504 plans must use technology in lieu of a scribe for state assessments.

The student must be assessed in a separate, one-on-one testing environment.

> The scribe must record student responses verbatim into the answer field on the test. The scribe may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate words, as needed. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary. For math, the scribe may not set up problems for the student; the student must indicate all steps and work for any given item.

> The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. Re-read the response in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. Changes are only allowed during the testing session.

> The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.

> The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No."

Given the interaction with test materials and involvement in recording responses, it is recommended that two adults are present in the testing environment. Scribes must read and write proficiently in the student's spoken language (English or Spanish).

PNP Indicators:
- Field = Student with Disabilities
  - Expected Value = 504 or IEP
- Field = Accommodation Type
  - Expected Value = IEP504
  - Expected Value = Both
- Field = Response Accommodation
  - Expected Value = 02 = Scribe

Computer-based Assessment	The Scribe for Math, Science and Social Studies accommodation **is not** appropriate based solely on: • A student's preference to speak rather than write/type. • A student's poor attention span. Scribes must keyboard proficiently. The student tells the scribe exactly what to type directly into the student's test on the computer, and, if needed, indicates answers to select on selected response items.
Paper-based Assessment	The Scribe for Math, Science and Social Studies accommodation **is not** appropriate based solely on: • A student's poor handwriting. • A student's preference to speak rather than write. • A student's poor attention span. Scribes must write legibly. The student tells the scribe exactly what to write in the test book, and, if needed, indicates answers to select on selected response items.

Speech-to-Text

Available to students as documented on their IEP or 504 plans. Because this accommodation requires that the student provide answers orally, this accommodation must be provided in an individual testing environment.

Additional considerations for test security must be applied when students are using speech-to-text software.
- Students must not retrieve or access work from another student.
- Students must not be able to access additional programs/applications or the Internet while testing.
- Student must not be able to access any previously saved data while in the testing environment.

Extra time may not be given for "lost" work.

Assistive technology devices with student answers on them are secure test materials and must be secured as such. For students using assistive technology and/or augmentative communication devices that:
- **Do not** produce a printed product, perform transcription of responses directly from the device.
- **Do** produce a printed product, print student work and transcribe responses into TestNav or the student's test book prior to the student beginning the next test unit.

Verbatim transcription should occur in the presence of a second school adult and follow the transcription guidelines. Student work and/or answers that are not transcribed are not scored.

Some students utilize speech-to-text programs that have a kiosk mode that lock out all other applications/programs while testing. These programs still access the internet and are not approved for use by individual students during testing. The DAC should contact CDE for guidance on how to set up testing for these students.

Only authorized personnel may have access to the test, test materials and student answers. Schools must have procedures in place for secure retrieval of printed materials. Remove all student responses from the assistive technology device immediately following the transcription or printing for transcription purposes. Students may not have access to assistive technology devices that contain secure materials until all secure materials are removed from the device. Secure devices that contain secure materials with other secure testing materials. It is the DAC's responsibility to ensure this is done in a secure manner. The DAC may adapt the *Secure Data Removal* form (*Appendix G*) to verify that this was completed. Make documentation available upon request by CDE.

Printed pages containing the student's answers are secure materials. Return printed pages to the SAC along with any used scratch paper from the test unit.

PNP Indicators:
- Field = Student with Disabilities
    - Expected Value = 504 or IEP
- Field = Accommodation Type
    - Expected Value = IEP504
    - Expected Value = Both
- Field = Response Accommodation
    - Expected Value = 01 = Speech-to-Text

Computer-based Assessment	Since the student is speaking, individual administration is required. Some students may require software that is not compatible with TestNav 8. These students will use a second device in the testing environment to provide access to speech-to-text software. The second device may **not** have Internet access. Speech-to-Text software is typically used to answer constructed response items. **Note**: For assistive technology that is compatible with TestNav, refer to *Assistive Technology* for special CBT form assignment information for math and ELA.
Paper-based Assessment	Since the student is speaking, individual administration is required.

Talking Calculator/Abacus/Tactile Math Manipulatives

Available only to students with an IEP/504 with a documented diagnosis of blindness/visual impairment. Assess students who use a talking calculator in a separate testing environment. The student uses the calculator used during daily instruction on all units of the science assessment and the calculator sections/units of the math assessment.

PNP Indicators: Not applicable

Computer-based Assessment	Talking calculator or abacus used in place of the embedded calculator in TestNav.
Paper-based Assessment	Students with a documented diagnosis of blindness including visual impairment may use an abacus for calculation on the paper-based test. The student's work on the abacus (or brailler) is recorded in the test book by the Test Administrator for constructed response items. All extra/adaptive papers used by the student during the assessment are secure materials. Return extra/adaptive papers to the SAC for secure destruction.

Word Prediction

Available to students as documented on their IEP or 504 plans. Students may use commercially published word prediction software on assistive technology devices. All constraints indicated with assistive technology apply. Software must work independent of the Internet. Word prediction software is used to answer constructed response items.

Students must manipulate the software program and their work independently. Test Administrators may not assist students or provide instructions for use of the program during testing.

If students are using an auditory component to the word prediction software, they must use headphones that prevent other students from hearing the sounds, or test in a separate environment.

Verbatim transcription in the presence of a second school adult is required for this accommodation. Follow the guidelines in *6.1.5 Transcription Instructions*. Student work and/or answers that are not transcribed are not scored.

Only authorized personnel may have access to the test, test materials and student answers. Schools must have procedures in place for secure retrieval of printed materials. Remove all student responses from the assistive technology device immediately following transcription or printing for transcription purposes. It is the DAC's responsibility to ensure this is done in a secure manner. The DAC may adapt the *Secure Data Removal* form (*Appendix G*) to verify this was completed. Make documentation available upon request by CDE.

Printed pages containing the student's answers are secure materials. Return printed pages to the SAC along with used scratch paper. Students may not have access to assistive technology devices that contain secure materials until they are removed from the device. Secure devices that contain secure materials with other secure testing materials.

PNP Indicators:
- Field = Student with Disabilities
    - Expected Value = 504 or IEP
- Field = Accommodation Type
    - Expected Value = IEP504
    - Expected Value = Both
- Field = Response Accommodation
    - Expected Value = Y = Yes

Computer-based Assessment	For CBT, students need a second device in the testing environment to provide access to word prediction software not compatible with TestNav. The second device may **not** have Internet access. Students may use word prediction software as a tool to inform the responses they input directly into the test engine itself. In such cases, the student completes the assessment independently.

	If the student is generating their entire response on a second device with the word prediction software, print student work and the Test Administrator transcribes the responses into TestNav before the student begins the next test unit. **Note**: For assistive technology that is compatible with TestNav, refer to *Assistive Technology* for special CBT form assignment information for math and ELA.
Paper-based Assessment	No additional information.

Timing Accommodations

Adjustments to the unit testing time may be made for students with a documented need for the accommodation in their IEP or 504 plans.

Table 4: Computer-based and Paper-based Timing Accommodations

	Accommodation	Computer-based	Paper-based
Timing	Time and a Half for Math and ELA/CSLA	Math/ELA	Math/ELA/CSLA
	Double Time	Math/ELA/Science/SS	Math/ELA/Science/SS
	Stop-the-Clock Breaks	Math/ELA/Science/SS	Math/ELA/Science/SS

Time and a Half for Math and ELA including CSLA

Accommodation available to students for math and ELA, including CSLA, as documented on their IEP or 504. (**Reminder:** For science and social studies, time and a half is an accessibility feature available to all students and is built into each unit testing time. See *Accessibility Features that do not Require Pre-assignment* in *6.1.2 Accessibility Features* for information.)

For math and ELA, scheduling of time and a half extended time sessions should follow the same testing order, and be as similar to the general test schedule as possible.

Students with extended time accommodations must be given a unit in a continuous block of time and may not be brought back to that unit at a later time. Any breaks while the student is testing a unit must be supervised and students may not have access to any materials restricted during testing. Breaks do not stop testing time, and may not be extended breaks (15 minutes or more). While on break, students may not interact with other students.

Districts may choose to implement policies that allow students to exit the physical testing environment after they have completed the assessments. However, it is critical that students do not feel compelled to complete the test quickly due to peer pressure, or due to being the last student working on the assessment. It is recommended that students with fairly equivalent skills and abilities be assessed together.

If the standard unit testing time for that session has passed <u>and</u> all students have completed testing (for PBT all test materials must first be turned in), the testing unit may end.

PNP Indicators:
- Field = Student with Disabilities
    - Expected Value = 504 or IEP
- Field = Accommodation Type
    - Expected Value = IEP504
    - Expected Value = Both
- Field = Extended Time
    - Expected Value = IEP504
    - Expected Value = Both

Double Time

Available to students as documented on their IEP or 504. Scheduling of extended time sessions should follow the same testing order, and be as similar to the general test schedule as possible. Each Assessment Division must be completed within the school day in which it was started.

Students with extended time accommodations must be given a unit in a continuous block of time and may not be brought back to that unit at a later time. Any breaks while the student is testing a unit must be supervised and students may not have access to any materials restricted during testing. Breaks do not stop testing time, and may not be extended breaks (15 minutes or more). While on break, students may not interact with other students.

Districts may choose to implement policies that allow students to exit the physical testing environment after they have completed the assessments. However, it is critical that students do not feel compelled to complete the test quickly due to peer pressure, or due to being the last student working on the assessment. It is recommended that students with fairly equivalent skills and abilities be assessed together.

If the standard unit testing time for that session has passed <u>and</u> all students have completed testing (for PBT all test materials must first be turned in), the testing unit may end.

PNP Indicators:
- Field = Student with Disabilities
  - Expected Value = 504 or IEP
- Field = Accommodation Type
  - Expected Value = IEP504
  - Expected Value = Both
- Field = Extended Time
  - Expected Value = IEP504
  - Expected Value = Both

Stop-the-Clock Breaks

Available to students as documented on their IEP or 504 plan. Students requiring stop-the-clock breaks typically experience extreme fatigue or have other medical needs that must be addressed while testing (e.g., check blood sugar, visit nurse).

Medical Notes:
- Students may leave the testing environment to take care of medical needs. Efforts must be made to minimize interaction with other students during this time.
- For unforeseeable medical concerns such as seizure activity, follow "ill during testing" procedures.
- For other medical concerns such as testing blood sugar levels, or visual fatigue (students with a documented vision impairment only), breaks are untimed and should not be counted towards "testing time".

Outside of stop-the-clock breaks, students must complete each unit within the unit testing time. Test Administrators must track start and end time of breaks to ensure that students are given the appropriate unit testing time.

Breaks are not overnight. Once a unit has begun, it must be completed during the same academic day. Students are to remain in the testing environment for breaks during each unit. The student may stand up, walk around, or engage in similar activities. The exception for students remaining in the testing environment would be for the restroom or if a student needs to access special equipment, such as sensory equipment for calming. In these cases arrangements must be made for the student to be escorted to minimize interactions with other students on a different testing schedule.

Students must be assessed in individual or group testing environments with students with similar break needs. The secure standardized testing environment must be maintained, and the break activity must not be a distraction to other students. Students should not interact with one another. Students may not discuss any questions or their answers on the assessment during breaks.

Secure assessment material may not be removed from the test environment during breaks. Reading, accessing the internet, or making and/or receiving phone calls is not allowed during a break.

PNP Indicators: Not applicable

Computer-based Assessment	During breaks, cover or turn off student computer screens.
Paper-based Assessment	During breaks, cover or close student test materials.

English Learner (EL) Accommodations

Accommodations for English learners change the way the assessment is presented to a student, how the student responds to assessment questions, or timing of the assessment. Accommodations are based on documented needs as indicated in EL plans. EL accommodations are only available to students identified as Non-English Proficient (NEP) or Limited English Proficient (LEP). EL accommodations do not change the construct of the assessment. EL accommodations are available for both computer-based and paper-based assessments.

Notes:
- EL plan designs vary by district and school. EL plans may be at the district, school, or student level.
- The requirement for participation in an English language development program for five years or less does not include pre-school or kindergarten.
- **Auditory Presentation – English** for math, science, and social studies is available to all students as an accessibility feature through text-to-speech for computer-based testing and oral scripts for paper-based testing (refer to *6.1.2 Accessibility Features*). For ELA, auditory presentation requires a CDE-approved UAR (refer to *6.1.4 Unique Accommodations*).
- **Auditory Presentation – Spanish** for math, science, and social studies is available as an accessibility feature to EL students using Spanish forms of the assessments. This accessibility feature is provided through text-to-speech for computer-based testing and oral scripts for paper-based testing (refer to *6.1.2 Accessibility Features*). For CSLA, auditory presentation requires a CDE-approved UAR (refer to *6.1.4 Unique Accommodations*).
- **Large Print – Spanish** is an accommodation available to EL students using Spanish forms of the assessments who also have disabilities as documented on an IEP or 504 plan (refer to *6.1.3 Accommodations – Presentation Accommodations*).
- **Scribe – Spanish** for math, science, and social studies is an accommodation available to EL students using Spanish forms of the assessments who also have disabilities as documented on an IEP or 504 plan (refer to *6.1.3 Accommodations – Response Accommodations*). For CSLA, constructed response scribing requires a CDE-approved UAR (refer to *6.1.4 Unique Accommodations*).
- **Speech-to-text – Spanish** is an accommodation available to EL students using Spanish forms of the assessment who also have disabilities as documented on an IEP or 504 plan (refer to *6.1.3 Accommodations – Response Accommodations*).

Table 5: EL Accommodations

	EL Accommodation	Content Area(s)	Notes

Presentation	Auditory Presentation – Translated	Math
		Science
		Social Studies
			• Oral scripts are translated locally. Translation is only allowed for languages other than English or Spanish.
			• Materials:
			   ○ CBT - Auditory Presentation: Oral Script for Translation CBT
			   ○ PBT - Auditory Presentation: Oral Script for Translation PBT

	Spanish Form	CSLA in place of ELA
		Math
		Science
		Social Studies
			• CSLA is paper-based.
			• Math, science, and social studies materials:
			   ○ CBT - Spanish with Text-to-Speech
			   ○ PBT - Spanish Paper Test

	Translated General Administration (SAY) Directions	All	• Only the general administration (SAY) directions that appear in the TAM may be translated. • Spanish SAY directions – http://coassessments.com > Manuals • Languages other than English or Spanish - local translation required
	Word-to-Word Dictionary	All	• Provided locally - may not contain definitions
Response	Response in Language other than English or Spanish**	Math Science Social Studies	• Student written response - requires local translation and transcription • Student spoken response (scribe) - must have IEP/504 and EL plan - requires local scribing, translation and transcription
	Scribe - English	ELA* Math Science Social Studies	• As English is not the native language, the scribe accommodation may be appropriate based on EL plan documentation. • For ELA, constructed response scribing requires a CDE-approved UAR based on IEP/504 (refer to *6.1.4 Unique Accommodations*).
	Speech-to-Text - English	ELA Math Science Social Studies	• As English is not the native language, the speech-to-text accommodation may be appropriate based on EL plan documentation.
	Spanish Response	CSLA in place of ELA Math Science Social Studies	• Student written response - CSLA form - Spanish response required • Student written response - English forms (excluding ELA) - do not translate and transcribe Spanish responses • Student spoken response (scribe) - must have IEP/504 and EL plan*
	Word Prediction	ELA Math Science Social Studies	• Provided locally - Students use commercially published word prediction software on assistive technology devices to answer constructed response items. (May not connect to the Internet.)
Timing	Time and a Half for Math/ELA	Math ELA or CSLA	• Spanish forms - must have IEP/504 • English forms - EL plan qualifies student for accommodation • Time and a half is built into science and social studies testing time as an accessibility feature available to all students.
	Double Time	Math ELA or CSLA Science Social Studies	• Spanish forms - must have IEP/504 • English forms - EL plan qualifies student for accommodation

*For ELA/CSLA, assignment and delivery of this accommodation requires an approved UAR. See *6.1.4 Unique Accommodations* for information.

**Given the complexity of translating and transcribing student responses into the online form of the assessment, the paper-based form is recommended.

Available to students with a home language other than English or Spanish in an English language development program for five years or less. Students should have received content-based instruction (math, science, or social studies) in their native language within nine months of CMAS testing.

The Test Administrator (TA) uses the locally translated script to read the entire test to a student who is unable to **decode** text. TAs should be provided on an individual basis so each student has the option to ask the reader to slow down or repeat text. TAs must read word-for-word from the oral script and may not read from the test book. TAs must be able to read and pronounce the student's native language correctly. Translators may have supervised access to the oral script four days prior to administration to ensure familiarity with content terminology and this accommodation's appropriate practices. Translators must use translation techniques and tools that do not compromise assessment security. Instructions for early access are found in *3.3.1 Training Plan*. The *Oral Script for Translation* and translated scripts are secure and must be returned to the vendor after testing.

Note: While it is anticipated that most students requiring oral scripts will be able to complete the testing session within the standard testing time, due to the nature of auditory presentation and the need to repeat questions and answer options as requested, an oral script testing session may take additional time.

Special Form Assignment Required:
- Field = Language Proficiency
  - Expected Value = 1 = NEP **or** 2 = LEP
- Field = Accommodation Type
  - Expected Value = EL
  - Expected Value = Both
- Field = Test Format
  - Expected Value = O = Online
  - Expected Value = P = Paper
- Field = Auditory Presentation: Oral Script (Reader/Signer)
  - Expected Value = 01 = Signer/Lang Other than Eng/Spa

If the appropriate information is indicated in PAnext before January 24, 2020, the appropriate materials are received with the district's automatic initial shipment. If the appropriate information is not indicated in PAnext before January 24, an additional order is required.

If an additional order is required due to a missed deadline:
- Indicate information under "Special Form Assignment Required" on PNP for student's test
- Place Additional Order through PAnext for correct grade level, content area, and testing mode:
  - Online
    - CBT Oral Script for Translation
  - Paper
    - Test Book/Kit
    - PBT Oral Script for Translation

Computer-based Assessment	**Special Session Assignment Required:** - Proctor Reads Aloud = box checked - Form Group Type = Oral Script
Paper-based Assessment	No additional information.

Spanish Form

Math, science, and social studies assessments are available in Spanish. The Colorado Spanish Language Arts (CSLA)* is a paper-based accommodated version of the ELA assessment available to qualifying students in grades 3 and 4 (eligible students must have received Spanish language arts instruction in the last nine months).

Districts must determine if the Spanish math, science, social studies, or CSLA form is the best choice for the student or if an English CMAS form with EL accommodations or translated CoAlt assessment will better help the student access assessment content. District assessment leadership should collaborate with EL staff to evaluate appropriateness and eligibility of students to take the Spanish version of an assessment.

Available to students in an English language development program for five years or less. Refer to the *Decision Making Flowchart* posted at http://www.cde.state.co.us/assessment/cmas_spaassessflowchart.

*Because CSLA is an accommodation itself, other EL accommodations are not allowed. Students taking CSLA should not have an ELA registration in PAnext, but should have a math registration and potentially, based on the 2020 sample, a social studies registration if in 4th grade (EL accommodations are available for math and social studies).

Special Form Assignment Required:
- Field = Test Code
  - Expected Values
    - Math
      - MAT03 = Grade 3 Math
      - MAT04 = Grade 4 Math
      - MAT05 = Grade 5 Math
      - MAT06 = Grade 6 Math
      - MAT07 = Grade 7 Math
      - MAT08 = Grade 8 Math
    - CSLA (paper-based only)
      - SLA03 = Grade 3 CSLA
      - SLA04 = Grade 4 CSLA
    - Science
      - SC05S = Grade 5 Science
      - SC08S = Grade 8 Science
      - SCHSS = High School Science
    - Social Studies
      - SS04S = Grade 4 Social Studies
      - SS07S = Grade 7 Social Studies
- Field = Language Proficiency
  - Expected Value = 1 = NEP **or** 2 = LEP

Computer-based Assessment	**Spanish Transadapted form:** Test content presented in Spanish.
	
	Special CBT Form Assignment Required:
	• Information indicated above AND
	• Field = Test Format
	   o Expected Value = O = Online
	• Spanish form (no TTS)
	   o Field = Spanish Transadaptation of the Assessment
	      ▪ Expected Value = SPA = Spanish
	• Spanish form with TTS
	   o Field = Auditory Presentation: Text-to-Speech
	      ▪ Expected Value = 03 = Spanish TTS

Paper-based Assessment	Available paper-based Spanish forms for math, science, and social studies: • Math all grades – test content presented in Spanish. • S/SS grades 4 and 5 – bilingual presentation of test content in Spanish and English. Spanish is stacked on top of English. A bilingual source book is included in the social studies kit. • S/SS grades 7, 8, and high school – test content presented in Spanish. Spanish source book included with social studies kit. • ELA grades 3-4 – the CSLA is available for eligible students.

Special PBT Form Assignment Required:
- Field = Test Format
  - Expected Value = P = Paper
- Field = Spanish Transadaptation of the Assessment
  - Expected Value = SPA = Spanish

If the appropriate information was indicated in PAnext before January 24, 2020, the appropriate materials are received with the district's automatic initial shipment. If the appropriate information was not indicated in PAnext before January 24, an additional order is required.

If and additional order is required due to a missed deadline:
- Indicate information under "Special Form Assignment Required" on PNP for student's test
- Place Additional Order through PAnext for correct grade level and content area:
  - Test Book/Kit

Translated General Administration (SAY) Directions

The Test Administrator-read general administration directions that are read aloud to all students in a testing environment (SAY directions) may be translated into the student's native language. No passages or test questions may be clarified. This accommodation does not provide a translation of the test content into the student's native language (refer to *Auditory Presentation – Translated*).

Spanish SAY directions are available at http://coassessments.com > Manuals and Training > Manuals. Translations into languages other than English or Spanish must be completed locally.

PNP Indicators:
- Field = Language Proficiency
  - Expected Value = 1 = NEP **or** 2 = LEP
- Field = Administration Directions Read Aloud/Clarified in Student's Native Language
  - Expected Value = SPA = Spanish
  - Expected Value = HT = Human Translator

Word-to-Word Dictionary (also considered a response accommodation)

A word-to-word dictionary (English and the student's native language) is provided by the school. This must be a paper-based linguistic dictionary. The word-to-word dictionary may not contain definitions.

Test Administrators may not assist students with dictionary use.

PNP Indicators:
- Field = Language Proficiency
  - Expected Value = 1 = NEP **or** 2 = LEP
- Field = Word-to-Word Dictionary
  - Expected Value = Y = Yes

Response in Language other than English or Spanish (Requires Translation and Transcription) – ONLY for Math, Science, and Social Studies

Available to students with a home language other than English or Spanish. Students should be receiving content-based instruction in their native language in the nine months before CMAS testing.

Student written response – The translator/transcriber must be proficient in reading and writing in the student's native language and English. The translator should be familiar with the content area in both English and the student's native language. The translator must write legibly.

Student spoken response (scribe) – In addition to the aforementioned criteria, qualifying students must also have an IEP or 504 plan. This scribe accommodation must be administered individually in a separate testing environment. The scribe must be familiar with the tested content area and proficient in reading and writing in the student's native language and English. The scribe must write legibly.

This scribe accommodation **is not** appropriate based solely on:
- A student's preference to speak rather than write.
- A student's poor attention span.

Student responses are recorded in the student's language. In a one-on-one environment, the student tells the scribe exactly what to write on a separate piece of paper, and if needed, indicates answers to select on items.

For constructed response items:

The scribe must record student responses verbatim. The scribe may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate words or parts, as needed, and use proper mechanics and spelling. Scribes must be familiar with content vocabulary.

The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.

The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions. The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No."

Given the interaction with test materials and recording responses, it is recommended that two adults are in the test environment during translation and transcription. Pages containing the student's original or translated answers are secure materials and must be returned to the SAC along with <u>used</u> scratch paper provided during the test unit.

Refer to *6.1.5 Transcription Instructions*.

Responses in languages other than English on ELA cannot be translated.

PNP Indicators:
- Field = Language Proficiency
  - Expected Value = 1 = NEP **or** 2 = LEP
- Field = Non-English Response
  - Expected Value = 03 = Language other than English/Spanish – Written
  - Expected Value = 04 = Language other than English/Spanish – Oral (Scribe and Transcription)

Computer-based Assessment	Given the complexity of translating and transcribing student responses into the online form of the assessment, districts may want to consider providing students with the paper-based form. The recommended steps for administering this accommodation are: 1. The student (or scribe) writes responses to the constructed response questions on a separate piece of paper in the student's language, indicating each response by item number. The student completes the selected response and technology-enhanced items on the device. The Test Administrator collects the student's responses at the end of the unit. 2. The student exits the test unit following the directions in the Transcription Instructions. 3. Translate the student's responses into English on a separate piece of paper*, and 4. Transcribe the student's responses into the student's online test form.

	*If the person providing the translation is also the person who will complete the entry into the student's online form, steps 3 and 4 may be combined. The translator/transcriber translates the student's responses into English without embellishment.
Paper-based Assessment	The steps for administering this accommodation are: 1. The student (or scribe) writes responses to the constructed response questions on a separate piece of paper in the student's language, indicating each response by item number. This paper is kept with the student test book. The Test Administrator collects the student's responses at the end of the unit. 2. Translate and transcribe the student's responses into English in the student's test book after the student completes testing. The translator/transcriber translates the student's responses into English without embellishment directly into the student's test book.

Scribe – English Spoken

As English is not the native language, the scribe accommodation may be appropriate based on EL plan documentation.

Assess the student in a separate, one-on-one testing environment.

The scribe must record student responses verbatim into the answer field on the test. The scribe may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate words, as needed, and use proper mechanics and spelling. Scribes must be familiar with content vocabulary. For math, the scribe may not set up problems for the student; the student must indicate all steps and work for any given item.

The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the response back to the student. Read the response in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits; the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. Only changes made during testing are allowed.

The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.

The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No."

Given the interaction with test materials and involvement in recording responses, it is recommended that two adults are present. Scribes must be proficient in reading and writing in the student's spoken language (English or Spanish).

PNP Indicators:
- Field = Language Proficiency
    - Expected Value = 1 = NEP **or** 2 = LEP
- Field = Accommodation Type
    - Expected Value = EL
    - Expected Value = Both
- Field = Response Accommodation
    - Expected Value = 02 = Scribe

Computer-based Assessment	The Scribe for Math, Science and Social Studies accommodation **is not** appropriate based solely on: • A student's preference to speak rather than write/type. • A student's poor attention span. Scribes must be proficient in keyboarding. The student tells the scribe exactly what to type directly into the student's test on the computer, and, if needed, indicates answers to select on items.

Paper-based Assessment	The Scribe for Math, Science and Social Studies accommodation **is not** appropriate based solely on: • A student's poor handwriting. • A student's preference to speak rather than write. • A student's poor attention span. Scribes must write legibly. The student tells the scribe exactly what to write in the test book, and, if needed, indicates answers to select on selected response items.

Speech-to-Text – English (Requires Transcription)

As English is not the native language, speech-to-text may be appropriate based on EL plan documentation.

Refer to *Speech-to-Text* under *Response Accommodation* section for information.

PNP Indicators:
- Field = Language Proficiency
  - Expected Value = 1 = NEP **or** 2 = LEP
- Field = Accommodation Type
  - Expected Value = EL
  - Expected Value = Both
- Field = Response Accommodation
  - Expected Value = 01 = Speech-to-Text

Spanish Response

Available to students whose primary language is Spanish. Students should have received content-based instruction in Spanish in the nine months before CMAS testing.

While Spanish responses on English forms are scored by scorers proficient in English and Spanish, the Spanish Transadapted form should be assigned to students who will respond in Spanish. Do not translate Spanish responses.

Spanish responses on ELA are not scored. In grades 3-4, students must respond in Spanish on CSLA.

PNP Indicators:
- Field = Language Proficiency
  - Expected Value = 1 = NEP **or** 2 = LEP
- Field = Non-English Response
  - Expected Value = 01 = Spanish – Written
  - Expected Value = 02 = Spanish – Oral (Scribe)*

*If test is in Spanish, Student with Disabilities field must be IEP or 504. For CSLA, a CDE-approved UAR is required.

Word Prediction

Accommodation available to students as documented on their EL plans.

Refer to information in the *Response Accommodations* section.

PNP Indicators:
- Field = Language Proficiency
  - Expected Value = 1 = NEP **or** 2 = LEP
- Field = Word Prediction
  - Expected Value = Y = Yes

Time and a Half for Math/ELA

Accommodation available to students using English forms of math and ELA as documented on their EL plans. For students using Spanish math or CSLA Spanish forms, a need for time and a half must be documented on an IEP or 504 plan.

Reminder: For science and social studies, time and a half is an accessibility feature available to all students and is built into each unit testing time. See *Accessibility Features that do not have to be Pre-assigned* in *6.1.2 Accessibility Features* for information.

Refer to information in the *Timing Accommodations* section.

PNP Indicators:
- Field = Language Proficiency
  - Expected Value = 1 = NEP **or** 2 = LEP
- Field = Extended Time
  - Expected Value = EL
  - Expected Value = Both

Double Time

Accommodation available to students using English forms as documented on their EL plans. For students using Spanish forms, a need for double time must be documented on an IEP or 504 plan.

Refer to information in the *Timing Accommodations* section.

PNP Indicators:
- Field = Language Proficiency
  - Expected Value = 1 = NEP **or** 2 = LEP
- Field = Extended Time
  - Expected Value = EL
  - Expected Value = Both

6.1.4 Unique Accommodations

Unique accommodations must be approved by the CDE Assessment Division prior to use on state assessments. UAR forms are available at http://www.cde.state.co.us/assessment/training-accommodations. For math and ELA, these accommodations create an "Accommodations Reminder" in PAnext. Districts are responsible for ensuring that students are only provided with a Unique Accommodation if approval was received from CDE's Assessment Division. If a unique accommodation is provided without CDE approval, the score is invalidated or suppressed and the student does not count as participating in the assessment. The SAC and/or DAC must locally maintain a master list of all students and their accommodations to ensure appropriate forms and materials are assigned and ordered.

Table 5: Computer-based and Paper-based Unique Accommodations

Unique Accommodation		Computer-based	Paper-based
Unique	Auditory Presentation ELA and CSLA	Text-to-Speech – UA: Guidance for Auditory Presentation for ELA or CSLA	Oral Script – UA: Guidance for Auditory Presentation for ELA or CSLA
	Signed Presentation ELA	Signer – UA: Guidance for Auditory Presentation: Human Signer for ELA or CSLA	
	Scribe for ELA Constructed Response	UA: Guidance on Human Scribe Constructed Response Items for ELA or CSLA	
	Calculator on Non-calculator Section for Math	UA: Guidance on Calculation Device on Non-calculator Sections for Math	

Auditory Presentation for ELA and CSLA

The following information applies to ELA assessments, including CSLA. For math, science, and social studies refer to *6.1.2 Accessibility Features* as auditory presentation does not require an approved UAR for math, science, and social studies.

Auditory presentation must be documented on a student's IEP or 504 plan and is only available to students who meet the unique accommodation criteria and are approved for this accommodation by the CDE Assessment Division. Refer to *Guidance for Auditory Presentation for CMAS ELA or CSLA* at http://www.cde.state.co.us/assessment/training-accommodations.

The reading access accommodation (auditory presentation) may be available to a limited number of students with a print disability which severely limits or prevents the student from ***decoding*** text. This accommodation is ***not*** intended for use by students who have difficulty with reading comprehension, but instead is intended to allow students to ***decode*** text in order to access the test content. At the educational team's discretion, any student may have this accommodation on their IEP or 504 plan for instructional purposes. Only a very limited number of students who meet specific guidance criteria may use the accommodation on the ELA or CSLA assessments and receive a valid score. In order to be considered for auditory presentation of CSLA, Spanish data must be submitted to CDE.

Note: A physical oral script is not available for auditory presentation of the ELA assessment. Audio guidelines, received when the appropriate ELA oral script kit is ordered, must be followed to provide this unique accommodation.

Computer-based Assessment	For students assigned to computer-based testing who have approved use of auditory presentation, all students will receive text-to-speech. If a student requires the Human Reader accommodation in order to access the assessment, the student should be assigned to paper based testing.

	Special CBT Form Assignment Required:
	 • Field = Unique Accommodation
	   o Expected Value = Y = Yes (Can only be set by CDE)
	 • Field = Student with Disabilities
	   o Expected Value = 504 or IEP
	 • Field = Test Format
	   o Expected Value = O = Online
	 • Field = Text-to-Speech

	o Expected Value = 01 = Text-to-Speech for ELA **Special Session Assignment Required:** • Proctor Reads Aloud = box checked • Form Group Type = Oral Script If the appropriate information was indicated in PAnext before January 24, 2020, the audio guidelines document is received with the district's automatic initial shipment. If the appropriate information was not indicated in PAnext before January 24, an additional order is required. **If an additional order is required due to a missed deadline:** • Indicate information under "Special CBT Form Assignment Required" on PNP for student's test • Place Additional Order through PAnext for correct grade level and content area: o CBT English Oral Script

Paper-based Assessment	**Special PBT Form Assignment Required:**
	• Field = Unique Accommodation
	   o Expected Value = Y = Yes (Can only be set by CDE)
	• Field = Student with Disabilities
	   o Expected Value = 504 or IEP
	• Field = Test Format
	   o Expected Value = P = Paper
	• Field = Auditory Presentation: Oral Script (Reader/Signer)
	   o Expected Value = 02 = Oral Script
	
	If the appropriate information was indicated in PAnext before January 24, 2020, the appropriate materials (i.e., audio guidelines document, test book for student, and test book for Test Administrator) are received with the district's automatic initial shipment. If the appropriate information was not indicated in PAnext before January 24, an additional order is required.
	
	If an additional order is required due to a missed deadline:
	• Indicate information under "Special PBT Form Assignment Required" on PNP for student's test
	• Place Additional Order through PAnext for correct grade level and content area:
	   o Test Book
	   o PBT English Oral Script

Signed Presentation for ELA

The following information applies to ELA assessments, including CSLA. For math, science, and social studies refer to *6.1.3 Presentation Accommodations* as signed/auditory presentation does not require an approved UAR for math, science, and social studies.

Signer must be documented on the student's IEP or 504 plan and is only available to students who meet the unique accommodation criteria and are approved by the CDE Assessment Division. Refer to *Guidance for Auditory Presentation: Human Signer for CMAS ELA or CSLA* at http://www.cde.state.co.us/assessment/training-accommodations.

The reading access accommodation (signed presentation) may be available to a limited number of students with a print disability which severely limits or prevents the student from **decoding** text. This accommodation is **not** intended for use by students who have difficulty comprehending text and instead is intended to allow students to **decode** text in order to access the test content. At the educational team's discretion, any student may have this accommodation on their IEP or 504 plan for instructional purposes. Only a very limited number of students who meet specific guidance criteria may use the accommodation on the ELA assessment and receive a valid score.

Note: A physical oral script is not available for signed presentation of the ELA assessment. Audio guidelines, received when the appropriate ELA oral script kit is ordered, must be followed to provide this unique accommodation.

Special Form Assignment Required:
- Field = Unique Accommodation
  - Expected Value = Y = Yes (Can only be set by CDE)
- Field = Student with Disabilities
  - Expected Value = 504 or IEP
- Field = Test Format
  - Expected Value = O = Online **or** P = Paper
- Field = Auditory Presentation: Oral Script (Reader/Signer)
  - Expected Value = 01 = Signer/Lang Other than Eng/Spa

If the appropriate information was indicated in PAnext before January 24, 2020, the audio guidelines document is received with the district's automatic initial shipment. If the appropriate information was not indicated in PAnext before January 24, an additional order is required.

Computer-based Assessment	**Special Session Assignment Required:** • Proctor Reads Aloud = box checked • Form Group Type = Oral Script **If an additional order is required due to a missed deadline:** • Indicate information under "Special CBT Form Assignment Required" on PNP for student's test • Place Additional Order through PAnext for correct grade level and content area: ○ CBT Oral Script for Translation (Signer)

Paper-based Assessment	**If an additional order is required due to a missed deadline:**
	• Indicate information under "Special PBT Form Assignment Required" on PNP for student's test
	• Place Additional Order through PAnext for correct grade level and content area:
	    ○ Test Book
	    ○ PBT Oral Script for Translation (Signer)

Constructed Response Scribe for ELA and CSLA

The following information applies to ELA assessments, including CSLA. For math, science, and social studies refer to *6.1.3 Response Accommodations* as the scribe accommodation does not require an approved UAR for math, science, and social studies.

Scribe for ELA or CSLA constructed response must be documented on IEP or 504 plan and only available to students who meet the unique accommodation criteria and are approved by the CDE Assessment Division. Scribing for ELA is only in English; scribing for CSLA is only in Spanish. Refer to the *Guidance on Scribe Accommodation for CMAS ELA or CSLA* at http://www.cde.state.co.us/assessment/training-accommodations.

The scribe accommodation for constructed response items on the ELA or CSLA assessment is available to a limited number of students with a neurological or orthopedic impairment which severely limits or prevents the student's motor process of **writing**. At the discretion of the educational team, students may have this accommodation on their IEP or 504 plan for instructional purposes. Only a very limited number of students who meet specific criteria may use this accommodation on the ELA or CSLA assessment and receive a valid score.

The student must be assessed in a separate, one-on-one testing environment.

The scribe must record student responses verbatim into the answer field on the test. The scribe may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate words, as needed. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary.

The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and

the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.

The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.

The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No."

Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment. Scribes must be proficient in reading and writing in the student's spoken language (English for ELA or Spanish for CSLA).

PNP Indicator:
- Field = Unique Accommodation
  - Expected Value = Y = Yes (Can only be set by CDE)
- Field = Student with Disabilities
  - Expected Value = 504 or IEP
- Field = Accommodation Type
  - Expected Value = IEP504
  - Expected Value = Both
- Field = Response Accommodation for ELA Constructed Response
  - Expected Value = 02 = Scribe

Calculator on Non-calculator Sections for Math

Calculator on non-calculator sections of math be documented on IEP or 504 plan and only available to students who meet the unique accommodation criteria and are approved by the CDE Assessment Division. Refer to *Guidance for a Calculation Device on Non-calculator Sections for the CMAS Math Assessment* at http://www.cde.state.co.us/assessment/training-accommodations.

The Calculation Device and Math Charts and Counters on Non-Calculator Sections accommodation may be available to a limited number of students with a disability which severely limits or prevents the student from *performing basic calculations*. At the educational team's discretion, any student may have this accommodation on their IEP or 504 plan for instructional purposes. Only a very limited number of students who meet specific guidance criteria may use the accommodation on the CMAS Mathematics assessment and receive a valid score. **Math tools, including 100s charts, two-color chips, arithmetic tables, one-to-one counters or counting chips, square tiles, Base 10 blocks are approved at the district level. Number lines are not allowed.**

PNP Indicator:
- Field = Unique Accommodation
  - Expected Value = Y = Yes (Can only be set by CDE)
- Field = Student with Disabilities
  - Expected Value = 504 or IEP
- Field = Calculation Device and/or Math Charts and/or Counters
  - Expected Value = C = Uses calculator on non-calculator sections
  - Expected Value = T = Uses math charts and/or counters on non-calculator sections
  - Expected Value = B = Uses both calculator and math charts and/or counters on non-calculator sections

6.1.5 Transcription Instructions

Transcription of responses must take place in the following situations for students who:

- Use paper-based accommodations and:
    - o Require large print or braille tests
    - o Respond in a language other than English or Spanish
    - o Use an assistive technology device
- Use computer-based accommodations and:
    - o Respond in a language other than English or Spanish
    - o Use an assistive technology device that is not compatible with TestNav
    - o Require use of the online assistive technology form

Transcription must occur after the administration of each test unit. Only authorized personnel may have access to the test and student responses. **Verbatim** transcription must occur in the presence of a second school or district employee who verifies the transcription is valid. Student work and/or answers that are not transcribed are not scored.

PBT Procedures for Transcribing Student Responses

- Use a No. 2 pencil.
- Transcribers must write legibly.
- The transcriber enters the student's responses into the student's scannable, regular print test book as originally written (including all errors in grammar, mechanics, and spelling) and without embellishment.
- The transcriber/translator must **NOT** be related to the student.

Procedures

1. Transcription must take place in a private, secure environment and, whenever possible, under the SAC's supervision. The transcriber must sign a *CMAS and CoAlt Security Agreement* from the current year.
2. In an unused regular print test book, the transcriber must copy the student's responses to constructed response items exactly as originally written (including all errors in grammar, mechanics, and spelling) and all marks for selected response and matching/technology enhanced items.
3. On the original test book, prominently mark "DO NOT SCORE" across the front cover with a black marker.
4. Return all test materials and used scratch paper to the SAC and then the DAC. This includes any large print and braille tests, pages printed from assistive technology devices, and any other pages containing students' original or translated answers as these are secure materials.
5. After verifying transcription, the DAC returns the scannable test books to Pearson with the scorable materials. Original test books are returned to Pearson with the nonscorable materials.

Braille

The braille test kit includes a scannable regular print test book. The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a brailler or braille note-taker. A teacher who is proficient in reading braille transcribes the student's responses into the regular print test book included in the braille test kit. The regular print test book is returned to Pearson for scoring. Student work and/or answers not transcribed are not scored.

Large Print

The large print test kit includes a scannable regular test book. Transcribe student answers into the regular test book included in the large print kit. The regular print test book is returned to Pearson for scoring. Student work and/or answers not transcribed are not scored. **Note**: If a magnifier sheet was received in the large print kit, return it to the SAC for return to Pearson after testing.

Translation

- The transcriber/translator must be proficient in reading and writing in the student's language and English.
    - o **NOTE**: **Do not** translate and transcribe responses written in Spanish as they are scored by Pearson.
- The transcriber/translator should be familiar with the content area in both English and the student's language.

Assistive Technology

- If the assistive technology device has the capability to print, print the student's answers for transcription.

Please note: For paper-based assessment accommodations, only scannable test books are scored. Any student responses in non-scannable accommodated forms (such as braille or large print versions of the test), or student responses written in a language other than English or Spanish, require translation, as appropriate, and transcription into a scannable test book for scoring.

CBT Procedures for Transcribing Student Responses

The transcriber must be proficient in keyboarding. Transcriptions must take place in a private, secure environment and, whenever possible, under the SAC's supervision. Ensure the individual responsible for transcribing into TestNav signed a *CMAS and CoAlt Security Agreement* from the current year. Return all test materials and used scratch paper to the SAC and then the DAC. This includes pages printed from assistive technology devices and any other pages containing students' original or translated answers as these are secure materials.

Selected Response and Technology Enhanced Items
For selected response and technology enhanced items, *the student* enters responses into TestNav during the test session. At the end of the test, once all selected response and technology enhanced items completed, the student is to notify the Test Administrator.

Constructed Response Items
For constructed response items, a trained Test Administrator transcribes the responses after each test unit is completed by the student. Transcription takes place either immediately after unit completion (no student log out required) or delayed (student log out required, Test Administrator must resume), and before the state testing window closes.

Translation
- The transcriber/translator must be proficient in reading and writing in the student's language and English.
  - **NOTE**: **Do not** translate and transcribe responses written in Spanish as they are scored by Pearson.
- The transcriber/translator should be familiar with the content area in both English and the student's language.

Assistive Technology
- If the assistive technology device has the capability to print, print the student's answers for transcription.
- If the student utilized the AT form with tactile graphics/braille, a teacher who is proficient in reading braille and proficient in keyboarding must transcribe the student's responses into the online TestNav form.
  - The student may records his/her answers directly on the adapted format book, on blank braille paper, or use a brailler or braille note-taker.

Procedures
- As the student encounters constructed responses, depending on the accommodation, the student uses a piece of paper, an assistive technology device, or a braille test book to respond to the questions. The student continues testing in TestNav, leaving constructed response items unanswered in TestNav.
- After completing the last question, the End of Unit screen appears. Students should NOT select the green "Submit Final Answers" button.
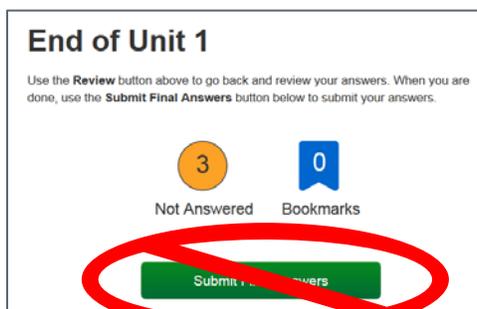
Transcribing Immediately Following the Student Completing the Test Unit

It is strongly suggested that transcription occurs as soon as the student finishes testing and prior to the student exiting the unit. Adhere to the following steps for transcription immediately following testing:

1. After completing the last question in the unit, the student does NOT "Submit Final Answers" or exit the test.

2. The student is excused from the testing environment.

   Note: If student work was recorded on a second device, print the work from the device if possible. After printing or completion of transcription, securely clear all student responses from the second device.

3. Using TestNav's review drop-down menu in the student's test, the transcriber navigates to each of the constructed response items.

4. The transcriber copies the student's marks or responses to constructed response items exactly as originally written (including all errors in grammar, mechanics, and spelling) and without embellishment.

5. The transcriber selects the green "Submit Final Answers" button on the End of Unit screen. The student's unit status in PearsonAccess^next is now "Completed".

6. Repeat this process for subsequent units.

Delayed Transcribing

If transcribing does not immediately follow the student's completion of the test unit, complete the following steps. (The Test Administrator may assist students who need help exiting their test.)

1. The student does NOT "Submit Final Answers" but does EXIT the test unit by completing the following steps:

   a. Direct students to notify the Test Administrator when they get to the last question or when they arrive at the End of Unit screen (after completing all questions in the unit).

   b. After the last question, select the button next to the student's name (top right corner of the screen).

   c. Choose the option "Sign out of TestNav".

   d. Select "Save and Return Later" on the Exit Test screen.

   e. The sign out confirmation screen appears. The student's unit status in PearsonAccess^next is now "Exited".

   Note: If student work was recorded on a second device, print the work from the device if possible. After printing or completion of transcription, securely clear all student responses from the second device.

2. The Test Administrator "unlocks" and "resumes" the student's test unit through the PearsonAccess^next Students in Sessions screen. To unlock and resume a student's test, follow these steps in PearsonAccess^next using the Test Administrator computer:

   a. Go to **Testing** > **Students in Sessions**.

   b. Type the name of the student's test session in the **Session List** box.

   c. Select the session name from the search results.

   d. Locate the student, select the student's unit status (**Exited**), and select **Unlock** if locked.
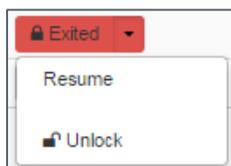
   e. Select the student's unit status again and select **Resume**.
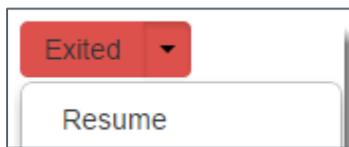
   The student's status is now "Resumed".

   f. On the student's testing device, enter the username and password from the Student Testing Ticket.

3. From the testing device, using the TestNav **Review** drop-down menu or navigation buttons, the transcriber navigates to each of the constructed response items.

4. The transcriber copies the student's marks or responses to constructed response items exactly as originally written (including all errors in grammar, mechanics, and spelling) and without embellishment.

5. The transcriber selects the green "Submit Final Answers" button on the End of Unit screen. The student's unit status in PearsonAccess^next is now "Completed".

6. Repeat this process for subsequent units.

Only authorized personnel may have access to the test and student answers. Schools must ensure procedures are in place for secure retrieval of printed materials. Remove all student responses from any assistive technology device immediately following transcription or printing for transcription purposes. It is the DAC's responsibility to ensure this is done in a secure manner. The DAC may adapt the *Secure Data Removal* form, found in *Appendix G* of the *CMAS and CoAlt Procedures Manual*, to verify completion of this step. Make documentation available upon request by CDE.

Return printed pages containing the student's answers and any <u>used</u> scratch paper from the test unit as these are secure materials. The SAC returns all secure materials to the DAC.

Students may not have access to assistive technology devices that contain secure materials until all secure materials are removed from the device. Secure devices that contain secure materials with testing materials.

6.2 Assigning and Ordering Accessibility Features and Accommodations Before Testing

Assign special test forms and physical materials prior to testing. When test format, accommodations, and accessibility features are indicated in PAnext prior to January 24, 2020 (initial upload deadline) a separate ordering process is not needed as the appropriate physical materials are received automatically. *Table 2* identifies accessibility features and accommodations that require physical materials and/or special form assignment. If the January 24, 2020 deadline is missed, indicate the appropriate information through PAnext registrations and place an additional order, if necessary.

6.2.1 Assigning Computer-based Testing Accessibility Features and Accommodations

Assign special CBT forms (e.g., text-to-speech, Spanish text-to-speech, and oral script for translation) prior to testing. If students requiring these accommodations or accessibility features are not assigned the correct special form, they do not have access to necessary accommodations or accessibility features during testing.

Instructions for assigning special forms through PAnext are found in *Appendix H*. Use the UI instructions to assign or update special forms one student at a time. To assign or update special forms for multiple students at once, refer to the *Student Registration/Personal Needs Profile (SR/PNP) Field Definitions and File Layouts* documents at http://coassessments.com > Data Files. (**Note**: Valid values for various fields may vary by content area.)

- CMAS Science, Social Studies, Math, and ELA including CSLA
- CoAlt Science and Social Studies

6.2.2 Ordering Accessibility Features and Accommodations Requiring Physical Materials

Assign accessibility features and accommodations requiring physical materials prior to testing: CBT and PBT oral scripts, braille, regular print (including Spanish), and large print tests. Accommodated materials are received automatically prior to testing if indicated for students in PAnext by the initial upload deadline (January 24, 2020), (refer to *Spring 2020 CMAS and CoAlt Critical Dates* for initial shipment dates). Detailed instructions for ordering additional materials during the additional orders window are included in *Appendix H*.

Table 2: Accessibility Features and Accommodations – Ordering and Special Form Assignment

Accessibility Features and Accommodations Requiring Physical Materials and/or Special Online Form Assignment	Test Format	Student Registration/Personal Needs Profile Settings		Materials
		Secure materials are automatically ordered when indicated in PAnext from **January 6-24, 2020** (initial orders window). DACs may order additional materials through PAnext, as needed, after the arrival of the initial orders. Indicate SR/PNP settings before placing additional orders.		
Test: Computer-based (CBT)	Online	• Test Format = O		
CBT: Auditory Presentation – Translated/Signed **CBT Test Session Type:**Oral Script	Online	**Math, Science, and Social Studies** • Refer to *Auditory Presentation – Signer/Oral Script for Translation – Sign System/Language ONLY for Math, Science and Social Studies* **ELA requires CDE approved UAR** • Refer to *Signed Presentation for ELA*		**Order**: Oral Script for Translation CBT (onsite translation into languages other than Eng or Spa, or sign language/system interpretation)
CBT: Text-to-Speech	Online	**Math, Science, and Social Studies** • Refer to *Auditory Presentation: Text-to-speech (TTS) ONLY for Math, Science, and Social Studies* **ELA requires CDE approved UAR** • Refer to *Auditory Presentation for ELA and CSLA*		

CBT: Spanish Text-to-Speech	Online	**Math, Science, and Social Studies ONLY** • Refer to *Auditory Presentation: Text-to-speech (TTS) ONLY for Math, Science, and Social Studies*	
CBT: Spanish Computer-based	Online	**Math, Science, and Social Studies ONLY** • Refer to *Spanish Form*	
Test: Paper-based Test (PBT)	Paper	• Test Format = P	**Order**: English Test Book
PBT: Braille	Paper	• Refer to *Braille*	**Order**: Braille Kit
PBT: Large Print	Paper	• Refer to *Large Print (18 point font)*	**Order**: Large Print Test Book
PBT: Spanish Paper-based	Paper	**Math, Science, Social Studies, and CSLA ONLY** • Refer to *Spanish Form*	**Order**: Spanish Test Book
PBT: Auditory Presentation – English	Paper	**ELA requires CDE approved UAR** • Refer to *Auditory Presentation: PBT Oral Script ONLY for Math, Science, and Social Studies*	**Order**: PBT English Oral Script, English Test Book
PBT: Auditory Presentation – Spanish	Paper	**CLSA requires CDE approved UAR** • Refer to *Auditory Presentation for ELA and CSLA*	**Order**: PBT Spanish Oral Script, Spanish Test Book
PBT: Auditory Presentation – Translated/Signed	Paper	**Math, Science, and Social Studies** • Refer to *Auditory Presentation – Signer/Oral Script for Translation – Sign System/Language ONLY for Math, Science and Social Studies* **ELA requires CDE approved UAR** • Refer to *Signed Presentation for ELA*	**Order**: PBT Oral Script for Translation (onsite translation into languages other than English or Spanish, or sign language/system interpretation), English Test Book

6.3 Accommodated Materials During Testing

Treat all accommodated materials as secure at all times. Like test books, keep accommodated materials in a secure location when not in use for testing. Track all movement of accommodated materials using a chain of custody document.

6.4 Accommodated Materials After Testing

Test Administrators must return all accommodated materials to the SAC after each testing session and after the completion of testing. The SAC must return accommodated materials to the DAC after the school completes testing. After inventorying all materials, the DAC must return secure accommodated materials to Pearson in nonscorable return boxes. See *5.0 After Testing Tasks* for additional information regarding returning materials.

Glossary

Accessibility Feature (AF) – CBT-embedded and TA-provided features that allow for inclusive, accessible, and fair testing for diverse populations of students. AFs are available to all students.

Additional Order (AO) – An order placed in PearsonAccessnext to receive additional assessment or administration materials after the initial shipment of materials has been delivered and inventoried locally.

Administrative Consideration (AC) – Change in testing environment conditions

Colorado Academic Standards (CAS) - Expectations of what students need to know and be able to do at the end of each grade in the content areas of reading, writing, math, science, social studies, etc.

Colorado Alternate (CoAlt) – Alternate assessment of ELA, math, science and social studies for students with a significant cognitive impairment.

Colorado Measures of Academic Success (CMAS) – State assessment measuring mastery of the Colorado Academic Standards in the areas of English language arts, mathematics, science, and social studies.

Colorado Spanish Language Arts (CSLA) – Replaces the ELA assessments for eligible EL students in 3rd and 4th grade. Students must receive Spanish language arts instruction within the nine months prior to assessment administration (based on date of April 6, 2020).

Computer-based Test (CBT) – Assessment taken on a computer or tablet device (including iPads and Chromebooks)

District Assessment Coordinator (DAC) – The individual at the district level responsible for the overall coordination of test administration. The DAC is appointed by the superintendent. Also referred to as LEA Test Coordinator

Dynamic Learning Maps (DLM) – CoAlt ELA and math assessment for students with significant cognitive impairment.

District Technology Coordinator (DTC) – 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.

English Learner (EL) – A student who is linguistically diverse and who is identified (using the state-approved English language proficiency assessment) as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English.

English Language Arts/Literacy (ELA) – The reading and writing content areas.

English Language Proficiency (ELP) – Level of English language development.

Extended Evidence Outcome (EEO) – Extension of the Colorado Academic Standards, measured on the alternate assessment.

Fluent English Proficient (FEP) – An English language proficiency level. A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read and write English on a level comparable to his or her monolingual English-speaking peers. Student will be monitored for two years (Monitor 1 is year one) after designation as FEP.

Limited English Proficient (LEP) – An English language proficiency level. A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.

Local Education Agency (LEA) – The school district.

Local Education Provider (LEP) – A district, school, or program providing educational services.

Non English Proficient (NEP) – An English language proficiency level. A student who speaks a language other than English and does not comprehend, speak, read, or write English.

Paper-based Test (PBT) – Assessment taken on paper.

PearsonAccess^next (PAnext or PAN) – 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, Mathematics English Language Arts, and Colorado Spanish Language Arts [CSLA]). PAnext 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 *PAnext User Guide* located at http://coassessments.com > Manuals and Training.

Physical testing group – Students who take assessments together in a physical testing environment at the same time. During make-up testing, a physical testing group may include students from different test sessions spanning different grades and content areas (administration directions and unit testing time must be the same).

Personally Identifiable Information (PII) – Sensitive student data (e.g., name, SASID, DOB, etc.) that can only be shared with authorized individuals through a secure file transfer.

Performance Level Descriptors (PLD) – Describe how student performance looks at the various command levels of the assessed content are (four levels for S/SS, five levels for math/ELA and CSLA).

Student Registration/Personal Needs Profile (SR/PNP) – The file or user interface fields used to register students for assessments, accessibility features, and accommodations.

School Assessment Coordinator (SAC) – 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. Also referred to as School Test Coordinator

Student Biographical Data (SBD) – Opportunity for districts to review student biographical data and make changes to ensure reporting is accurate.

Student Performance Report (SPR) – Assessment results in a printed or printable PDF report for an individual student. Also referred to as Individual Student Report (ISR).

School Technology Coordinator (STC) – Districts may choose to identify School Technology Coordinators to coordinate efforts at individual testing sites. The STC is the individual at the school who ensures that site readiness activities, designed to ensure that testing environments are ready for testing, are completed well in advance of testing. If identified, School Technology Coordinators must coordinate with the DTC.

Secure materials – 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, social studies source books, high school science periodic tables, used math reference sheets, oral scripts, used scratch paper, and any accommodated material (e.g., braille teacher notes and large print visual descriptions). After testing is completed, DACs must collect all secure computer-based and paper-based assessment materials from SACs for packaging and return to the vendor. 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.

Session – A physical group of students or virtual grouping of students in PAnext. These students will take all units of a content area assessment together (they will take the same Assessment Division at the same time). For computer-based tests, students must be placed in a scheduled test session before they can log in to begin or complete testing.

Speech-to-Text (STT) – Accommodation for eligible students with disabilities and English learners where the student speaks into an assistive technology device to respond to assessment questions. Transcription may be required.

Storage area – Test materials must be stored in a locked storage area with limited access when not in use. Examples of secure storage include a closet, desk, or cabinet that can be locked. Test materials must not be stored in classrooms.

Student Testing Tickets – Contain the unique username and password needed for each student to log in to the app to take the assessment. Students will launch the app, select the Colorado icon, and then enter the username and password from the Student Testing Ticket. A different ticket is used for each content area assessment.

Student with a Disability (SWD) – Student with an IEP or 504 plan. SWD designation required for assignment of accommodations.

Technology Enhanced Item (TEI) – Types of assessment items that present questions and capture student responses in ways not possible on paper-based tests (e.g., drag-and-drop, hot spot). TEIs are converted to a comparable format for paper-based testing.

Test Administrator (TA) – Education professional who administers the assessment (cannot be a student teacher).

Test Administrator Manual (TAM) – Manuals used by Test Administrators that provide directions regarding administration and security policies and procedures for the various assessments. TAMs include directions that are read aloud, word-for-word to students on each testing day.

Test Examiner (TE) – Licensed education professional who administers the alternate assessment (substitute teachers may not administer the alternate assessments).

Test Incident Report (TIR) – Spreadsheet used to track reported issues or misadministrations experienced during assessment administration.

Testing Environment – All surroundings while students are testing, including what a student can see, hear, or access.

TestNav – The online test engine used to administer computer-based assessments. TestNav is accessed through the downloadable TestNav Desktop Application; TestNav applications for iPads, Android devices, and Chromebooks.

Text-to-Speech (TTS) – Embedded CBT auditory presentation feature that reads the item and answer options to students (requires UAR for ELA). This auditory presentation of the assessment replaces the need for an adult reading from an oral script. TTS must be pre-assigned to students, as needed. TTS is an accessibility feature for math, science, and social studies available to individual students based on need.

Unique Accommodations Request (UAR) – Form that must be completed to request the use of a unique accommodation by an individual student with disabilities to use on the assessment. Individual students must meet all criteria on UAR form and supporting data must be submitted for review by CDE Assessment to determine eligibility. Submit UARs via CDE Assessment Syncplicity by December 15.

Unit – An individual part of a CMAS assessment. Units must be administered in order for all content areas, including for makeup testing. All science, social studies, math, and ELA including CSLA assessments include three test units. For computer-based testing, the test units are locked and need to be unlocked just prior to students beginning each unit. For paper-based testing, pull-tab seals are used to seal each unit of the test book until the time of testing.

User Interface (UI) – The screens accessed by a PAnext user to complete assessment tasks (e.g., register students, place additional orders, manage test sessions) after logging in to PAnext.

CMAS and CoAlt
Security Agreement

Security Agreement
Spring 2020 CMAS and CoAlt: Math, ELA, Science and Social Studies

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

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

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

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

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

School Assessment Coordinators (SACs)
- I have completed all CMAS and CoAlt training as provided by the DAC.
- I will read the *CMAS and CoAlt Procedures Manual* and maintain all identified security measures and administration policies and procedures.
- I will establish and carry out a school security plan.
- I will train all 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 chain of custody requirements documented in the *CMAS and CoAlt Procedures Manual* and as determined by the district.
- I will report testing irregularities or security breaches, as specified in the *CMAS and CoAlt Procedures Manual*, to the DAC.

CMAS Test Administrators and CoAlt Test Examiners
- I have completed all CMAS Test Administrator or CoAlt Test Examiner training as provided by the SAC.
- I will maintain security measures and administration policies and procedures identified in the *CMAS Test Administrator Manual* or the *CoAlt Examiner's Manual*.
- I will not download any part of the assessments, unless an assistive device that requires downloading content is used for a student with an approved accommodation. In this rare situation, the content must be securely removed from the device immediately after the student completes the assessment.
- I will not remove secure test materials from the school's campus.
- I will remove or cover prohibited visual aids in the testing environment and configure the room to prevent a student from viewing another student's test materials or testing device screen.
- I will not leave test materials unattended or fail to keep test materials secure when in my possession.
- I will not explain or read passages, sources, or test items to students. (Exception: Reading is only allowed if administering an oral script or CoAlt assessment.)

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

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

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

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

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

Role (check all that apply):

☐ District Assessment Coordinator   ☐ School Assessment Coordinator   ☐ Sensitive Data

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

☐ Other _____

Printed Name	*Signature*	*Date*

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

DAC – Submit signed Security Agreement electronically through the **Assessment Forms** folder on **CDE Assessment Syncplicity**. The form must be saved with the file name indicating **district name, form name, and the date on which the file was saved** (e.g., District A_Security Agreement_031220).
DTC, SAC, Sensitive Data – Submit signed Security Agreement to your DAC.
Test Administrator, CoAlt Test Examiner – Submit signed Security Agreement to your SAC.
Signed Security Agreements must be maintained physically or electronically by the district/school for three years.

DAC Forms

- Verification of District Training
- Post Test Compliance
- Secure Scratch Paper Destruction

Verification of District Training
Spring 2020 CMAS and CoAlt: Math, ELA, 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 Division as documentation that **all** district personnel who come in contact with the assessments before, during, and after the spring 2020 CMAS and CoAlt: Math, ELA, 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 (DAC) and **all** School Assessment Coordinators (SACs), Test Administrators, Test Examiners, and other appropriate school and district personnel (e.g., District Technology Coordinator, Sensitive Data personnel) have been trained in **all** aspects of the administration of the state 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 2020 CMAS and CoAlt: Math, ELA, Science and Social Studies assessments.

SAC training completion date for CMAS: Math, ELA, Science and Social Studies Spring 2020:_____

Test Administrator training completion date for CMAS: Math, ELA, Science and Social Studies Spring 2020:_____

SAC training completion date for CoAlt: Math, ELA, Science and Social Studies Spring 2020:_____

Test Examiner training completion date for CoAlt: Math, ELA, Science and Social Studies Spring 2020:_____

Technology Coordinator training completion date for CMAS and CoAlt: Math, ELA, Science and Social Studies Spring 2020:_____

*I have verified that district and school trainings took place on the dates as listed above, and that **all** individuals involved in the spring 2020 CMAS and CoAlt: Math, ELA, 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_031220). Then, the completed form must be loaded in the **Assessment Forms** folder on **CDE Assessment Syncplicity** prior to beginning CMAS and CoAlt: Math, ELA, Science and Social Studies assessment administration.

Post Test Compliance Report
Spring 2020 CMAS and CoAlt: Math, ELA, Science and Social Studies

This form must be completed and returned electronically to the Assessment Division upon completion of the spring 2020 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_050120).

Date:_____

District Assessment Coordinator Name:_____ _____

District Name and Code:_____ _____

DAC Phone:_____ DAC Email:_____ _____

Assessment:

☐   CMAS: Math, ELA, Science and Social Studies

Total number of misadministered CMAS tests: _____

Were there any **major** misadministrations?   Yes   No

   If yes, list the document name(s) of the completed *Test Irregularity or Security Breach Report(s)* posted in the **Assessment Forms** folder on **CDE Assessment Syncplicity**: _____

   _____

   _____

☐   CoAlt: Math, ELA, Science and Social Studies

Total number of misadministered CoAlt tests: _____

Were there any **major** misadministrations?   Yes   No

   If yes, list the document name(s) of the completed *Test Irregularity or Security Breach Report(s)* posted in the **Assessment Forms** folder on **CDE Assessment Syncplicity**: _____

   _____

   _____

By signing below, you certify that the administration of the indicated assessment(s) complies with all procedures as described in the *Spring 2020 CMAS and CoAlt Procedures 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*

Note: A **major** misadministration involves a security breach or a misadministration that impacted multiple students.

Scratch Paper Verification
Spring 2020 CMAS: Math, ELA, Science and Social Studies

Maintaining the security of all test materials is crucial to obtaining valid results from the CMAS: Math, ELA (including CSLA), Science and Social Studies assessments. District Assessment Coordinators (DACs) must complete this form to certify that security measures, as documented in the *CMAS and CoAlt Procedures Manual*, were maintained for the collection and return of all used scratch paper after the spring 2020 CMAS administration.

I hereby acknowledge that all used scratch paper was collected and returned to the district by all schools. This form serves as confirmation that all used scratch paper was either securely destroyed by the district or shipped to the vendor after testing.

In the table below, indicate the name and code of each school in the district, the status of each school's used scratch paper, then print your name, sign, and date the form.

School Name	School Code	Used Scratch Paper Status	DAC Initials
1.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
2.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
3.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
4.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
5.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
6.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
7.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
8.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
9.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
10.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
11.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
12.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
13.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
14.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
15.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	

Note: Districts with more than 15 schools can attach a spreadsheet containing the required information for each school.

_____   _____   _____
Printed DAC Name   *DAC Signature*   *Date*

_____   _____
District Name   *District Code*

DAC – Submit signed Scratch Paper Verification form 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_Scratch Paper Verification_042920). The signed form must be maintained physically or electronically by the district for three years.

Form to Report a Testing Irregularity or Security Breach

Testing Irregularity or Security Breach Form
Spring 2020 CMAS and CoAlt: Math, ELA, Science and Social Studies

This form is for use by districts in reporting major misadministrations and security breaches.

Instructions:
1. Call the appropriate contact in the CDE Assessment Unit as soon as possible if a major misadministration or security breach occurs or is suspected to have occurred.
2. Complete form and add incident to the *Test Incident Report* (TIR) spreadsheet (download from Syncplicity). Submit the completed form and spreadsheet to CDE through the **CDE Assessment Syncplicity** account. Place the documents in the **Assessment Forms** folder, then email CDE when available for review (do not email the completed form). All forms and TIR spreadsheets are **due by Friday, May 8, 2020**.
3. Maintain a copy of the submitted form in school/district files. Maintain this record for three years.

Program	Contact	Phone	Email	Syncplicity Folder
CMAS or CoAlt	Sara Loerzel	303-866-3266	loerzel_s@cde.state.co.us	CMAS_2019

Notes:
- If the incident affects more than a single student, include a list of all student names and SASID numbers in the description of the test incident. Separate forms do **NOT** need to be completed for each student, but each student is to be listed on a separate line on the TIR spreadsheet.
- **Do not** discuss, transmit, or reproduce secure test materials on this form or in preparation of this report.

District Name:	**District Code:**
School Name:	**School Code:**
DAC Name:	
DAC Phone and Extension:	**DAC Email:**

Test Administration Information: ☐ CMAS   ☐ CoAlt

Date of Incident: _____   **Date Report Submitted:** _____

Test Format: Computer-based ☐   Paper-based ☐

Content Area: Science ☐   Social Studies ☐   Math ☐   ELA ☐   CSLA ☐

Unit: 1 ☐   2 ☐   3 ☐

Student Grade: 3 ☐   4 ☐   5 ☐   6 ☐   7 ☐   8 ☐   11 ☐

Test Session Name (if online):	**Test Administrator's Name:**
Student Name:	**SASID:**

If additional students are impacted, attach a sheet with names and SASIDs.

Detailed Description of Incident:

Investigation Steps Taken:

Actions Taken by Staff:

Proposed Solution:

Was the incident resolved in a manner that allowed the student to continue testing? Yes ☐   No ☐

If incident was related to a particular item, please provide the item number:
Note: Only students are allowed to read test content.

Form to Report Contaminated, Damaged, or Missing Materials

Form to Report Contaminated, Damaged, or Missing Materials
Spring 2020 CMAS and CoAlt ELA, Math, Science and Social Studies

Instructions:

1. Follow the instructions in the *CMAS and CoAlt Procedures Manual* if test materials become contaminated (*Section 4.1.5*), damaged (*Section 3.8.3*), or missing (*Section 5.1.2*).
2. The School Assessment Coordinator (SAC) will report the incident using this form to describe the circumstances. For special instructions on reporting instances of damaged or missing materials, contact the District Assessment Coordinator (DAC).
3. The DAC will submit the completed form to CDE through the district's **Assessment Forms** folder on **CDE Assessment Syncplicity** and alert Sara Loerzel at CDE (303-866-3266 or loerzel_s@cde.state.co.us).

Note: CDE will require additional documentation for any missing secure materials.

Assessment Administration: CMAS ❒   CoAlt ❒

Subject (select all that apply):   ELA ❒   Math ❒   Science ❒   Social Studies ❒   CSLA ❒

Contact Name _____   **Contact Phone and Ext.** _____

Contact Person's Role _____   **Contact Email** _____

School Name _____   **School Code** _____

District Name _____   **District Code** _____

Complete and submit this form to CDE via the district's Assessment Forms folder on Syncplicity.

Document Type/Subject/Grade	Quantity	Security Barcode or Range of Barcode Numbers	Description of Circumstances
Example Grade 8 ELA Test Book	1	123456789-0	Student had a nosebleed on the book and it has now been destroyed according to district protocol.

Sample School Schedules

Early window options for high school science and extended window options online math and ELA:

Districts must submit selections to CDE by December 15, 2019 to participate in these testing window options.

Math and ELA – up to two extra weeks starting as early as March 16, 2020 for schools with a spring break week between March 23 and April 24.

High school science – early three week window from March 23 to April 10, 2020 or March 30 to April 17, 2020.

Reminders:

Refer to *2.4 Scheduling and Testing Time* for guidelines for combining groups.

Districts and schools should have a plan in place for make-up testing due to unforeseen schedule changes, such as cancellations caused by weather (e.g., build make-up days/times into the schedule before the close of the window). **Include extra make-up days at the end of the testing window to account for cancellations due to snow or other unexpected school closures.**

Social studies assessments are administered on a sampling basis at approximately one-third of schools. Schools that are not part of the sample can interpret "SS" sessions as make-up time.

Schedule Key:

Official State Window Weeks	
Early Window Weeks	
Grade 3	Grade 6
Grade 4	Grade 7
Grade 5	Grade 8
Grade 11	
Combined Grades	
Make-up Testing	
No Scheduled Testing	
Social Studies/Make-up Time	

CMAS Sample School Schedule for Grades 3-5
__1__ Physical Testing Group Required – CBT and/or PBT

WEEK 1 (April 6-10)	Morning	Late morning	Early afternoon	Late afternoon
Monday	Math 3 Unit 1 – 65 min	Math 3 Unit 2 – 65 min	Math 4 Unit 1 – 65 min	Math 4 Unit 2 – 65 min
Tuesday	Math 5 Unit 1 – 65 min	Math 5 Unit 2 – 65 min	Math 4 Unit 3 – 65 min	Make-up
Wednesday	Math 3 Unit 3 – 65 min	Math 5 Unit 3 – 65 min	Make-up	
Thursday	Make-up			
Friday				

WEEK 2 (April 12-16)	Morning	Mid-day	Afternoon
Monday	ELA 3 Unit 1 – 90 minutes	ELA 4 Unit 1 – 90 minutes	ELA 5 Unit 1 – 90 minutes
Tuesday	ELA 3 Unit 2 – 90 minutes	ELA 4 Unit 2 – 90 minutes	ELA 5 Unit 2 – 90 minutes
Wednesday	ELA 3 Unit 3 – 90 minutes	ELA 4 Unit 3 – 90 minutes	ELA 5 Unit 3 – 90 minutes
Thursday	Make-up	Make-up	Make-up
Friday			

WEEK 3 (April 20-24)	Morning	Mid-day	Afternoon
Monday	Science 5 Unit 1 – 80 minutes	SS 4 Unit 1 – 80 minutes* / Or Make-up	
Tuesday	Science 5 Unit 2 – 80 minutes	SS 4 Unit 2 – 80 minutes* / Or Make-up	
Wednesday	Science 5 Unit 3 – 80 minutes	SS 4 Unit 3 – 80 minutes* / Or Make-up	
Thursday	Make-up	Make-up	
Friday			

*Only schools that are part of the 2020 social studies sample will administer the social studies assessment (about one-third of schools).

CMAS Sample School Schedule for Grades 3-5
__1__ Physical Testing Group Required – CBT and/or PBT

WEEK 1 (April 6-10)	Morning	Mid-day	Afternoon
Monday	ELA 5 Unit 1 – 90 minutes	ELA 4 Unit 1 – 90 minutes	Math 3 Unit 1 – 65 minutes
Tuesday	ELA 5 Unit 2 – 90 minutes	ELA 4 Unit 2 – 90 minutes	Math 3 Unit 2 – 65 minutes
Wednesday	ELA 5 Unit 3 – 90 minutes	ELA 4 Unit 3 – 90 minutes	Math 3 Unit 3 – 65 minutes
Thursday	Math 5 Unit 1 – 65 minutes	Math 4 Unit 1 – 65 minutes	Make-up
Friday	Math 5 Unit 2 – 65 minutes	Math 4 Unit 2 – 65 minutes	Make-up

WEEK 2 (April 13-17)	Morning	Mid-day	Afternoon
Monday	Math 5 Unit 3 – 65 minutes	Math 4 Unit 3 – 65 minutes	ELA 3 Unit 1 – 90 minutes
Tuesday	Make-up	Make-up	ELA 3 Unit 2 – 90 minutes
Wednesday	Science 5 Unit 1 – 80 minutes	SS 4 Unit 1 – 80 minutes* / Or Make-up	ELA 3 Unit 3 – 90 minutes
Thursday	Science 5 Unit 2 – 80 minutes	SS 4 Unit 2 – 80 minutes* / Or Make-up	Make-up
Friday	Science 5 Unit 3 – 80 minutes	SS 4 Unit 3 – 80 minutes* / Or Make-up	Make-up

WEEK 3 (April 20-24)	Morning	Mid-day	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

*Only schools that are part of the 2020 social studies sample will administer the social studies assessment (about one-third of schools).

CMAS Sample School Schedule for Grades 3-5
__2__ Physical Testing Groups Required – Early Window for Math/ELA CBT Only (One Extra Week)

WEEK 1 (March 30-April 3)	Early morning	Late morning	Early afternoon	Late afternoon
Monday	Math 4 Unit 1 – 65 min (Group 1)	Math 4 Unit 1 – 65 min (Group 2)	Math 5 Unit 1 – 65 min (Group 1)	Math 5 Unit 1 – 65 min (Group 2)
Tuesday	Math 4 Unit 2 – 65 min (Group 1)	Math 4 Unit 2 – 65 min (Group 2)	Math 5 Unit 2 – 65 min (Group 1)	Math 5 Unit 2 – 65 min (Group 2)
Wednesday	Math 4 Unit 3 – 65 min (Group 1)	Math 4 Unit 3 – 65 min (Group 2)	Math 5 Unit 3 – 65 min (Group 1)	Math 5 Unit 3 – 65 min (Group 2)
Thursday	Make-up	Make-up	Make-up	Make-up
Friday				

WEEK 2 (April 6-10)	Morning	Mid-day	Afternoon
Monday	SS 4 Unit 1 – 80 min (Group 1)* / Or Make-up	SS 4 Unit 1 – 80 min (Group 2)* / Or Make-up	ELA 3 Unit 1 – 90 minutes (Group 1)
Tuesday	Science 5 Unit 1 – 80 minutes (Group 1)	Science 5 Unit 1 – 80 minutes (Group 2)	ELA 3 Unit 1 – 90 minutes (Group 21)
Wednesday	Science 5 Unit 2 – 80 minutes (Group 1)	Science 5 Unit 2 – 80 minutes (Group 2)	ELA 3 Unit 2 – 90 minutes (Group 1)
Thursday	Science 5 Unit 3 – 80 minutes (Group 1)	Science 5 Unit 3 – 80 minutes (Group 2)	ELA 3 Unit 2 – 90 minutes (Group 2)
Friday	ELA Grade 5 Unit 1 – 90 minutes (Group 1)	ELA Grade 5 Unit 1 – 90 minutes (Group 2)	ELA 3 Unit 3 – 90 minutes (Group 1)

WEEK 3 (April 12-17)	Morning	Mid-day	Afternoon
Monday	SS 4 Unit 2 – 80 min (Group 1)* / Or Make-up	SS 4 Unit 2 – 80 min (Group 2)* / Or Make-up	ELA 3 Unit 3 – 90 minutes (Group 2)
Tuesday	ELA 4 Unit 1 – 90 minutes (Group 1)	ELA 4 Unit 1 – 90 minutes (Group 2)	ELA 5 Unit 2 – 90 minutes (Group 1)
Wednesday	ELA 4 Unit 2 – 90 minutes (Group 1)	ELA 4 Unit 2 – 90 minutes (Group 2)	ELA 5 Unit 2 – 90 minutes (Group 2)
Thursday	ELA 4 Unit 3 – 90 minutes (Group 1)	ELA 4 Unit 3 – 90 minutes (Group 2)	ELA 5 Unit 3 – 90 minutes (Group 1)
Friday	SS 4 Unit 3 – 80 min (Group 1)* / Or Make-up	SS 4 Unit 3 – 80 min (Group 2)* / Or Make-up	ELA 5 Unit 3 – 90 minutes (Group 2)

WEEK 4 (April 20-24)	Morning	Mid-day	Afternoon
Monday	Make-up	Math 3 Unit 1 – 65 minutes (Group 1)	Math 3 Unit 1 – 65 minutes (Group 2)
Tuesday	Make-up	Math 3 Unit 2 – 65 minutes (Group 1)	Math 3 Unit 2 – 65 minutes (Group 2)
Wednesday	Make-up	Math 3 Unit 3 – 65 minutes (Group 1)	Math 3 Unit 3 – 65 minutes (Group 2)
Thursday	Make-up		
Friday			

*Only schools that are part of the 2020 social studies sample will administer the social studies assessment (about one-third of schools).

CMAS Sample School Schedule for Grades 6-8
___1___ Physical Testing Group Required – CBT and/or PBT

WEEK 1 (April 6-10)	Morning	Mid-day	Afternoon
Monday	ELA 8 Unit 1 – 110 minutes	ELA 7 Unit 1 – 110 minutes	ELA 6 Unit 1 – 110 minutes
Tuesday	ELA 8 Unit 2 – 110 minutes	ELA 7 Unit 2 – 110 minutes	ELA 6 Unit 2 – 110 minutes
Wednesday	ELA 8 Unit 3 – 110 minutes	ELA 7 Unit 3 – 110 minutes	ELA 6 Unit 3 – 110 minutes
Thursday	Math 8 Unit 1 – 65 minutes	Math 7 Unit 1 – 65 minutes	Math 6 Unit 1 – 65 minutes
Friday	Math 8 Unit 2 – 65 minutes	Math 7 Unit 2 – 65 minutes	Math 6 Unit 2 – 65 minutes

WEEK 2 (April 12-17)	Morning	Mid-day	Afternoon
Monday	Math 8 Unit 3 – 65 minutes	Math 7 Unit 3 – 65 minutes	Math 6 Unit 3 – 65 minutes
Tuesday	Science 8 Unit 1 – 80 minutes	SS 7 Unit 1 – 80 minutes* / Or Make-up	Make-up
Wednesday	Science 8 Unit 2 – 80 minutes	SS 7 Unit 2 – 80 minutes* / Or Make-up	Make-up
Thursday	Science 8 Unit 3 – 80 minutes	SS 7 Unit 3 – 80 minutes* / Or Make-up	Make-up
Friday	Make-up	Make-up	Make-up

WEEK 3 (April 20-24)	Morning	Mid-day	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

*Only schools that are part of the 2020 social studies sample will administer the social studies assessment (about one-third of schools).

CMAS Sample School Schedule for Grades 6-8
___3___ Physical Testing Groups Required – CBT and/or PBT

WEEK 1 (April 6-10)	Morning	Mid-day	Afternoon
Monday	ELA 6, 7, 8 Unit 1 – 110 minutes (Group 1)	ELA 6, 7, 8 Unit 1 – 110 minutes (Group 2)	ELA 6, 7, 8 Unit 1 – 110 minutes (Group 3)
Tuesday	ELA 6, 7, 8 Unit 2 – 110 minutes (Group 1)	ELA 6, 7, 8 Unit 2 – 110 minutes (Group 2)	ELA 6, 7, 8 Unit 2 – 110 minutes (Group 3)
Wednesday	ELA 6, 7, 8 Unit 3 – 110 minutes (Group 1)	ELA 6, 7, 8 Unit 3 – 110 minutes (Group 2)	ELA 6, 7, 8 Unit 3 – 110 minutes (Group 3)
Thursday	Math 6, 7, 8 Unit 1 – 65 minutes (Group 1)	Math 6, 7, 8 Unit 1 – 65 minutes (Group 2)	Math 6, 7, 8 Unit 1 – 65 minutes (Group 3)
Friday	Math 6, 7, 8 Unit 2 – 65 minutes (Group 1)	Math 6, 7, 8 Unit 2 – 65 minutes (Group 2)	Math 6, 7, 8 Unit 2 – 65 minutes (Group 3)

WEEK 2 (April 12-17)	Morning	Mid-day	Afternoon
Monday	Make-up	Make-up	Make-up
Tuesday	Math 6, 7, 8 Unit 3 – 65 minutes (Group 1)	Math 6, 7, 8 Unit 3 – 65 minutes (Group 2)	Math 6, 7, 8 Unit 3 – 65 minutes (Group 3)
Wednesday	Science 8 Unit 1 – 80 minutes (Group 1)	Science 8 Unit 1 – 80 minutes (Group 2)	Science 8 Unit 1 – 80 minutes (Group 3)
Thursday	Science 8 Unit 2 – 80 minutes (Group 1)	Science 8 Unit 2 – 80 minutes (Group 2)	Science 8 Unit 2 – 80 minutes (Group 3)
Friday	Science 8 Unit 3 – 80 minutes (Group 1)	Science 8 Unit 3 – 80 minutes (Group 2)	Science 8 Unit 3 – 80 minutes (Group 3)

WEEK 3 (April 20-24)	Morning	Mid-day	Afternoon
Monday	SS 7 Unit 1 – 80 min (Group 1)* Or Make-up	SS 7 Unit 1 – 80 min (Group 2)* Or Make-up	SS 7 Unit 1 – 80 min (Group 3)* Or Make-up
Tuesday	SS 7 Unit 2 – 80 min (Group 1)* Or Make-up	SS 7 Unit 2 – 80 min (Group 2)* Or Make-up	SS 7 Unit 2 – 80 min (Group 3)* Or Make-up
Wednesday	SS 7 Unit 3 – 80 min (Group 1)* Or Make-up	SS 7 Unit 3 – 80 min (Group 2)* Or Make-up	SS 7 Unit 3 – 80 min (Group 3)* Or Make-up
Thursday	Make-up	Make-up	Make-up
Friday			

*Only schools that are part of the 2020 social studies sample will administer the social studies assessment (about one-third of schools).

CMAS Sample School Schedule for Grade 11
__3__ Physical Testing Groups Required – High School Science (Two Weeks Early) CBT and/or PBT

WEEK 1 (March 23-27)	Morning	Mid-day	Afternoon
Monday			
Tuesday	Science 11 Unit 1 – 50 minutes (Group 1)	Science 11 Unit 1 – 50 minutes (Group 2)	Science 11 Unit 1 – 50 minutes (Group 3)
Wednesday	Science 11 Unit 2 – 50 minutes (Group 1)	Science 11 Unit 2 – 50 minutes (Group 2)	Science 11 Unit 2 – 50 minutes (Group 3)
Thursday	Science 11 Unit 3 – 50 minutes (Group 1)	Science 11 Unit 3 – 50 minutes (Group 2)	Science 11 Unit 3 – 50 minutes (Group 3)
Friday	Make-up	Make-up	Make-up

WEEK 2 (March 30 – April 3)	Morning	Mid-day	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

WEEK 3 (April 6-10)	Morning	Mid-day	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

CMAS Sample School Schedule for Grades 3-5
__3__ Physical Testing Groups Required – Early Window for Math/ELA CBT Only (Two Extra Weeks)

WEEK 1 (March 23-27)	Early morning	Late morning	Early afternoon	Late afternoon
Monday	Math 4 Unit 1 – 65 min (Group 1)	Math 4 Unit 1 – 65 min (Group 2)	Math 4 Unit 1 – 65 min (Group 3)	Math 5 Unit 1 – 65 min (Group 1)
Tuesday	Math 4 Unit 2 – 65 min (Group 1)	Math 4 Unit 2 – 65 min (Group 2)	Math 4 Unit 2 – 65 min (Group 3)	Math 5 Unit 1 – 65 min (Group 2)
Wednesday	Math 4 Unit 3 – 65 min (Group 1)	Math 4 Unit 3 – 65 min (Group 2)	Math 4 Unit 3 – 65 min (Group 3)	Math 5 Unit 1 – 65 min (Group 3)
Thursday	Make-up	Math 5 Unit 2 – 65 min (Group 1)	Math 5 Unit 2 – 65 min (Group 2)	Math 5 Unit 2 – 65 min (Group 3)
Friday	Make-up	Math 5 Unit 3 – 65 min (Group 1)	Math 5 Unit 3 – 65 min (Group 2)	Math 5 Unit 3 – 65 min (Group 3)

WEEK 2 (March 30-April 3)	Early morning	Late morning	Early afternoon	Late afternoon
Monday	Make-up			
Tuesday	Math 3 Unit 1 – 65 min (Group 1)	Math 3 Unit 1 – 65 min (Group 2)	Math 3 Unit 1 – 65 min (Group 3)	Make-up
Wednesday	Math 3 Unit 2 – 65 min (Group 1)	Math 3 Unit 2 – 65 min (Group 2)	Math 3 Unit 2 – 65 min (Group 3)	Make-up
Thursday	Math 3 Unit 3 – 65 min (Group 1)	Math 3 Unit 3 – 65 min (Group 2)	Math 3 Unit 3 – 65 min (Group 3)	Make-up
Friday	Make-up			

WEEK 3 (April 6-10)	Morning	Mid-day	Afternoon
Monday	Science 5 Unit 1 – 80 minutes (Group 1)	Science 5 Unit 1 – 80 minutes (Group 2)	Science 5 Unit 1 – 80 minutes (Group 3)
Tuesday	Science 5 Unit 2 – 80 minutes (Group 1)	Science 5 Unit 2 – 80 minutes (Group 2)	Science 5 Unit 2 – 80 minutes (Group 3)
Wednesday	Science 5 Unit 3 – 80 minutes (Group 1)	Science 5 Unit 3 – 80 minutes (Group 2)	Science 5 Unit 3 – 80 minutes (Group 3)
Thursday	ELA 3 Unit 1 – 90 minutes (Group 2)	ELA 3 Unit 1 – 90 minutes (Group 2)	ELA 3 Unit 1 – 90 minutes (Group 3)
Friday	ELA 3 Unit 2 – 90 minutes (Group 2)	ELA 3 Unit 2 – 90 minutes (Group 2)	ELA 3 Unit 2 – 90 minutes (Group 3)

WEEK 4 (April 13-17)	Morning	Mid-day	Afternoon
Monday	ELA 3 Unit 3 – 90 minutes (Group 1)	ELA 3 Unit 3 – 90 minutes (Group 2)	ELA 3 Unit 3 – 90 minutes (Group 3)
Tuesday	ELA 4 Unit 1 – 90 minutes (Group 1)	ELA 4 Unit 1 – 90 minutes (Group 2)	ELA 4 Unit 1 – 90 minutes (Group 3)
Wednesday	ELA 4 Unit 2 – 90 minutes (Group 1)	ELA 4 Unit 2 – 90 minutes (Group 2)	ELA 4 Unit 2 – 90 minutes (Group 3)
Thursday	ELA 4 Unit 3 – 90 minutes (Group 1)	ELA 4 Unit 3 – 90 minutes (Group 2)	ELA 4 Unit 3 – 90 minutes (Group 3)
Friday	ELA 5 Unit 1 – 90 minutes (Group 1)	ELA 5 Unit 1 – 90 minutes (Group 2)	ELA 5 Unit 1 – 90 minutes (Group 3)

WEEK 5 (April 20-24)	Morning	Mid-day	Afternoon
Monday	ELA 5 Unit 2 – 90 minutes (Group 1)	ELA 5 Unit 2 – 90 minutes (Group 2)	ELA 5 Unit 2 – 90 minutes (Group 3)
Tuesday	ELA 5 Unit 3 – 90 minutes (Group 1)	ELA 5 Unit 3 – 90 minutes (Group 2)	ELA 5 Unit 3 – 90 minutes (Group 3)
Wednesday	SS 4 Unit 1 – 80 min (Group 1)* Or Make-up	SS 4 Unit 1 – 80 min (Group 2)* Or Make-up	SS 4 Unit 1 – 80 min (Group 3)* Or Make-up
Thursday	SS 4 Unit 2 – 80 min (Group 1)* Or Make-up	SS 4 Unit 2 – 80 min (Group 2)* Or Make-up	SS 4 Unit 2 – 80 min (Group 3)* Or Make-up
Friday	SS 4 Unit 3 – 80 min (Group 1)* Or Make-up	SS 4 Unit 3 – 80 min (Group 2)* Or Make-up	SS 4 Unit 3 – 80 min (Group 3)* Or Make-up

*Only schools that are part of the 2020 social studies sample will administer the social studies assessment (about one-third of schools).

Accommodations -
Forms and Spanish
Flowchart

- Emergency Accommodation Form
- Secure Data Removal Verification
- Decision Making Flowchart – Use of CMAS Spanish Assessments

   Note: Refer to http://www.cde.state.co.us/assessment/training-accommodations for Unique Accommodations Guidance and Forms

Emergency Accommodation Form
Spring 2020 CMAS and CoAlt: Math, ELA, Science and Social Studies

Directions: This form is appropriate in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. Cases could include students who have a recently-fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury. If the principal (or designee) determines that a student requires an emergency accommodation on the day of the CMAS or CoAlt assessment, this form must be completed and maintained in the student's assessment file. **The parent must be notified that an emergency accommodation was provided. Consult with the District Assessment Coordinator (DAC) for approval if required by the district.** If appropriate, this form may also be submitted to the DAC to be retained in the student's central office file.

District Name and Code:	**Date:**
School Name and Code:	**Telephone Number:**
Student Name:	**Grade:**
SASID:	**DOB:**
Assessment Subject(s):	

Name and Title of Person Completing this Form:

_____   _____
Staff Member's Name   *Title/Position*

Reason for needing an emergency test accommodation (attach documentation if needed):

_____
_____
_____
_____

Describe what the testing accommodation will be:

_____
_____
_____

Who will administer the accommodation?_____

_____   _____
Staff Member's Name   *Title/Position*

_____   _____
SAC Signature   *Date*

_____   _____
DAC Signature (if appropriate or required)   *Date*

Secure Data Removal Form
Spring 2020 CMAS and CoAlt: Math, ELA, Science and Social Studies

Administration of the CMAS and CoAlt assessments may require student responses or task-based materials to be temporarily stored on local devices. Because the student responses are unencrypted and the task-based materials contain assessment content, they are secure and must be treated as such.

- **Student responses saved on secondary devices:** Certain accommodations require the use of secondary devices in order for students to respond to assessment questions (e.g., speech-to-text, word prediction). To be scored, responses saved on secondary devices need to be transcribed into online or paper test forms, depending on the testing mode that is used by the student. All student responses must be removed from the secondary device or flash drive immediately following transcription or printing of student responses for transcription purposes.
- **CoAlt task manipulatives:** While hard-copy CoAlt task manipulatives are included in CoAlt test kits, they are also available electronically to allow for customization based on individual student need.

It is the DAC's responsibility to ensure that all secure content is deleted after testing or transcription in a secure manner.

District Name and Code: _____

District Assessment Coordinator: _____

School Name and Code: _____

School Assessment Coordinator: _____

Designee Responsible for Deleting CMAS/CoAlt Content: _____

I verify that all electronic copies of student answers entered on secondary devices as part of an accommodation have been permanently removed from any technology at this school according to district policy.

_____ (initials)

I verify that all flash drives which may contain student answers from the CMAS assessments and/or CoAlt task manipulatives have been permanently wiped clean, destroyed, or turned-in to the DAC according to district policy.

_____ (initials)

_____   _____
Designee Signature   *Date*

_____   _____
DAC/SAC Signature   *Date*

Decision Making Flowchart — Use of CMAS Spanish Assessments

Math, Science, Social Studies, and CSLA in place of ELA

NEP
Non-English Proficient

LEP
Limited-English Proficient

FEP
Fully English Proficient M1, M2 or Exited
FELL
Former English Language Learner

Has the student received instruction in Spanish in the assessed content area within the last nine months[1] (e.g., Spanish language arts for CSLA)?

Yes

No

How long has the student had instruction in an English Language Development program?

5 Years or less

More than 5 years

Eligible for the Spanish language version of the content area assessment[2]
Districts must determine the best fit for the student to access content on the assessment:
Math, Science, and Social Studies
• Translated Spanish version
• English version with linguistic accommodations
• Locally translated CoAlt: Science, Social Studies, or DLM Math assessment
Spanish Language Arts
• CSLA in grade 3 or 4
• CMAS ELA with linguistic accommodations
• Locally translated CoAlt: DLM ELA assessment

Student is not eligible for the Spanish version of the content area assessment.
Student MUST participate in CMAS: ELA or CoAlt with or without accommodations.
Standard and linguistic accommodations are available on CMAS and CoAlt to provide access to content on the assessment.

[1]DACs contact CDE with questions.
[2]District assessment leadership should collaborate with EL staff to evaluate appropriateness and eligibility of students to take the Spanish version of the assessment.

PAnext Supplement for Colorado

- PAnext User Roles and Permissions
- Quick Reference Guide to Assigning Testing Format, Accommodations and Accessibility Features
- Quick Reference Guide to CoAlt S/SS Activities in PAnext
- Quick Reference Guide to Additional Orders (DACs Only)
- Quick Reference Guide to Support Documents
- PAnext Resources

PAnext User Roles and Permissions

The table on the following page shows standard base and add on roles that may be assigned to PAnext 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., a School Assessment Coordinator who will create test sessions and also manage student registration data (PII*) will require the School Test Coordinator and Sensitive Data roles). For the complete PAnext User Roles and Permissions guidelines, refer to the full *User Role Matrix* available at http://coassessments.com > Manuals and Training.

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

*Personally Identifiable Information (PII) can be viewed/updated by users with the Sensitive Data and Student Test Update roles. Districts should only assign these user roles to individuals who may access PII.

PAnext User Role Matrix

Permission Category / Permission Name	LEA/District Test Coordinator	School Institution Test	Test Administrator	Technology Coordinator	Test Examiner	Published Reports Role	OnDemand Admin Reports Role	Delete Student Role	Sensitive Data Role	Student Test Update Role	Rejected Student Test Role	OnDemand Teacher Reports Role
File Import / Export												
Users	●	●										
Student Registration Import/Export (SR/PNP)									●	●		
Student Registration Delete							●					
Student Test Update (STU)										●		
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 - Not Tested Code/Reason									●	●		
Student Test - Void Test Score Code/Reason										●		
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												
Precache Test Content	●	●		●								
Prepare Sessions	●	●										
View Sessions/Students in Sessions	●	●	●	●								
Create/Edit/Delete Session	●	●										
Mark Test Complete (Does NOT Invalidate)	●	●										
Resume Test	●	●	●									
Add/Remove/Move Students from Sessions	●	●										
Lock/Unlock Sections	●	●	●									
Start/Stop/Refresh Session	●	●	●									
Download Student Test Tickets	●	●										
Alternate Assessments												
Assign Test Examiner to Student Tests	●	●										
View Student Restricted to Assigned Student Test					●							
Enter/Submit Student Scores (Score Entry)	●	●			●							
View Score Entry Completion Reports	●	●										
Work Requests												
Create Enrollment Transfer	●								●			
Approve Enrollment Transfer	●								●			
Reports												
Operational	●	●										
Published						●						
OnDemand Reports - View							●					●
OnDemand Reports - Create, Edit, Delete, Assign Tests, and Assign Users to Reporting Groups							●					

Quick Reference Guide to Ordering and Assigning Test Format, Accessibility Features and Accommodations

The default test format for CMAS assessments is online (O) for computer-based testing (CBT). If districts provide paper-based testing (PBT) information to CDE by December 15, 2019, CDE will change the test format to paper (P) for students taking the indicated grade level and content area tests at the appropriate organizations. If notification is not provided to CDE regarding test format, or if individual students require PBT forms and/or accommodations, it is the district's responsibility to update the test format to paper (P) and add the accommodations in PAnext for the appropriate students from January 6 to 24, 2020.

Online Forms with Accessibility Features* or Accommodations

- Auditory Presentation: Text-to-Speech – Text is read aloud to the student by means of the embedded text-to-speech software.
  - o Accessibility feature for math, science, and social studies
  - o Available in English and Spanish
  - o **TTS for ELA is a unique accommodation.** The district must submit a Unique Accommodation Request (UAR) form for approval by CDE Assessment prior to assigning this unique accommodation to any student. Assigning ELA TTS without approval from CDE may result in test invalidation or suppression of scores.
- Auditory Presentation: Oral Script (reader/signer) – Form to be used with oral scripts for translation into languages other than English or Spanish for computer-based testing (CBT), including with the signer accommodation. To assign the appropriate form, place the student's test in a test session with the **Proctor Reads Aloud** checkbox selected and session **Form Group Type** set to **Oral Script**.
  - o Accommodation for math, science, and social studies
  - o **Oral script for ELA is a unique accommodation.** The district must submit a Unique Accommodation Request (UAR) form for approval by CDE Assessment prior to assigning this unique accommodation to any student. Assigning ELA oral script without approval from CDE may result in test invalidation or suppression of scores.

  *Color Contrast (indicate this accessibility feature, which allows students to adjust the background and font colors, in advance; it is not a specific form)
- Math and ELA only:
  - o Assistive Technology – Form is for use with outside assistive technology devices.
    - ▪ Prior to testing schools should try the device in a secure practice environment to determine if it is compatible with TestNav. This is done through the PearsonAccess^next Training site.
    - ▪ If the device is not compatible with TestNav, the student may need two devices for testing, and transcription of responses into the student's test is required.

For students <u>not</u> requiring a special form, additional indications <u>are not required</u> in PAnext as the students are automatically assigned to a form once their online test session is "prepared". Unless indicated otherwise, all students are defaulted to a "main" form of the assessment. All assessment tools are accessible to students on the "main" form, but online accommodations and the text-to-speech accessibility feature are not accessible unless assigned prior to testing. If students are not correctly assigned to special forms before "preparing" the test session, remove the students from the test sessions in order to correct the special forms assignment.

Paper Test Forms

- Paper Test Book – sent as kits with associated materials as follows:
  - o Social studies kit includes source book
  - o High school science includes periodic table
  - o Math includes math reference sheets and rulers/protractors as appropriate by test
- Large Print Kit – large print tests are spiral bound and measure 14 inches by 18 inches. Kit includes the necessary regular-print materials for transcription.

- A corner-stapled visual descriptions document that is used by the student is included in the large print kits when needed.
- Spanish Paper Test Kits
  - Bilingual presentation of test content in Spanish and English
    - Grade 4 social studies (includes bilingual source book)
    - Grade 5 science
  - Test content presented in Spanish
    - Grades 7 social studies (includes Spanish source book)
    - Grades 8 and 11 science
    - Grades 3-8 math
    - CSLA (grades 3 and 4)
- Braille Kits – braille test materials produced in UEB code. Math and science kits printed in UEB with Nemeth and UEB Technical. Kit includes the necessary regular-print materials for transcription.

Oral Scripts – Used to provide an auditory presentation (oral reading) of the test form by a district/school employee to a student who cannot decode text. As indicated, some oral scripts are accommodations and documentation on the student's IEP, 504, or EL plan is required (oral scripts for ELA and CSLA require CDE-approved UARs). The CBT and PBT oral scripts are <u>not</u> interchangeable.
- PBT English Oral Script
- PBT Spanish Oral Script –for EL students (NEP/LEP only)
- PBT Oral Script for Translation* - accommodation for students with disabilities or EL students (NEP/LEP only)
- CBT Oral Script for Translation* - accommodation for students with disabilities or EL students (NEP/LEP only)

* Scripts for Translation are used for presentation in languages other than English or Spanish, including sign language.

For students requiring a special form, follow the appropriate steps, depending on whether the student:
- Requires an accommodation (below),
- Is not yet assigned to a test session, or
- Was already placed in a test session.

Prior to Assigning Accommodations

Before assigning accommodations to students, indicate the existence of an IEP, 504, or EL plan on each student's registration in PAnext. Only PAnext 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.

1. Go to Setup > Students.
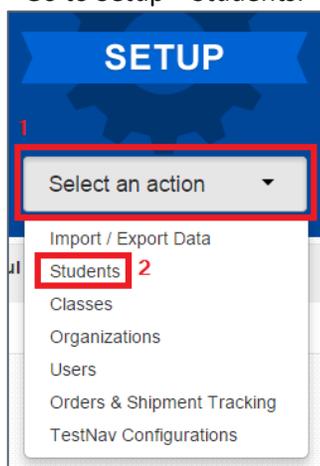
2. Locate the student needing the student status/education plan indication by entering search criteria.

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

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/ 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 is required:

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

a. When a **Language Proficiency** is indicated, the **Language Instruction Program** field is required:

7. Whether students require IEP, 504, or EL plan-dependent accommodations, select the appropriate indication from the **Accommodation Type** drop-down menu:

Enter the appropriate accommodation information on the **Manage Student Tests** screen. Use the steps on the following pages, depending on whether students are already assigned to test sessions.

Assigning Online Forms with Accessibility Features or Accommodations

Assign form-dependent accessibility features and accommodations en masse through a Student Registration/Personal Needs Profile (SR/PNP) file import or student-by-student through the PAnext User Interface (UI). Registration information entered into PAnext from January 6 to 24, 2020 populates material counts (e.g., oral scripts, test books) 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 available at http://coassessments.com > Data Resources). Please note that many of these fields include cross validation with other fields.

- Verify **Test Format** in SR/PNP file
    - o   O = Online/Computer-based Testing (CBT)
- Indicate PAnext SR/PNP accessibility features and accommodations that must be identified before testing.
    - o   **Accessibility Features Identified in Advance**
        - Color Contrast
        - Text-to-Speech (for math, science, and social studies)
    - o   **Presentation Accommodations Identified in Advance**
        - ELA Text-to-Speech (requires an approved UAR)
        - Spanish Transadaptation of the Assessment (math, science, and social studies)
        - Auditory Presentation (Oral Script for translation)
            - o   Signed presentation (ELA requires an approved UAR)
            - o   Translation into language other than English or Spanish (math, science, and social studies)
        - Assistive Technology (math and ELA only)

Online forms with accessibility features or accommodations assigned student-by-student through the PAnext UI:

When a CBT session is prepared, a test form is assigned to each student in the session based on the accessibility features or accommodations indicated on the SR/PNP for the student. If the SR/PNP is updated for a student *after* they are assigned to a test session, the user is alerted if the special form cannot be assigned indicating that additional steps are required. See the "For students previously 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 the DAC.

Students NOT assigned to test sessions:

1. Go to Setup > Students.
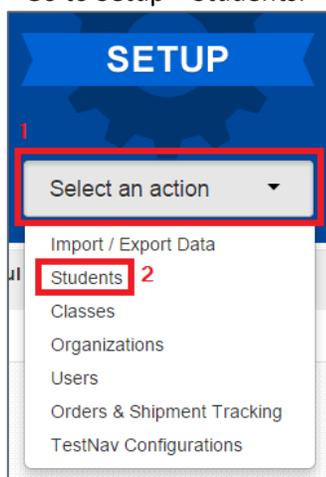
2. Locate the student needing the special online form assignment by entering search criteria.

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. On the **Test Details** screen, make sure Online is selected from the Test Format drop-down.

7. Select appropriate information and accessibility features and/or accommodations on the **Test Details** screen.

8. Select **Save**

9. 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.

Success
Changes saved

When the student is assigned to a test session <u>after</u> the appropriate online accessibility features and/or accommodations are indicated, the appropriate special online form marker appears next to the student's SASID on the **Students in Session** screen (there is no marker for the color contrast accessibility feature).

Special Form Marker/Indicator	Accommodation/Accessibility Feature
TTS	Text-to-Speech Form
SPA	Spanish Form
SPA TTS	Spanish Text-to-Speech Form
AT	Assistive Technology Form (math and ELA only)

Students previously assigned to test sessions:

1. Go to **Testing** > **Sessions**.
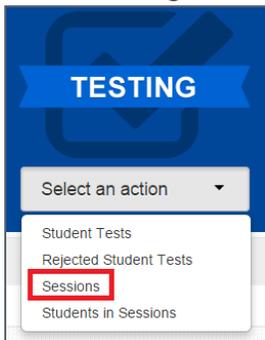
2. Search for the name of the test session in which the student is assigned.

3. Select the checkbox next to the session name.
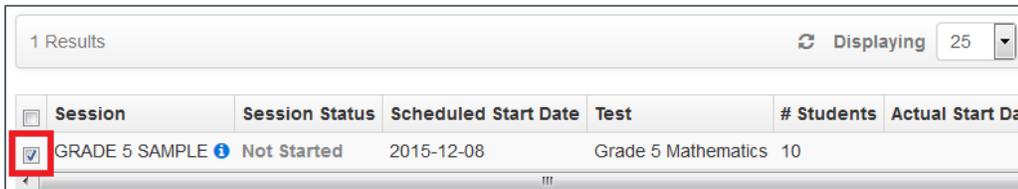
4. Select **Go to Students** in Sessions.
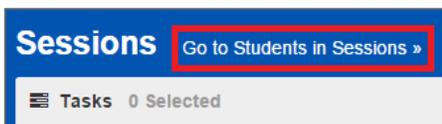
5. If a list of students does not appear on the **Students in Sessions** screen, select the name of the session in the **Session List**.

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

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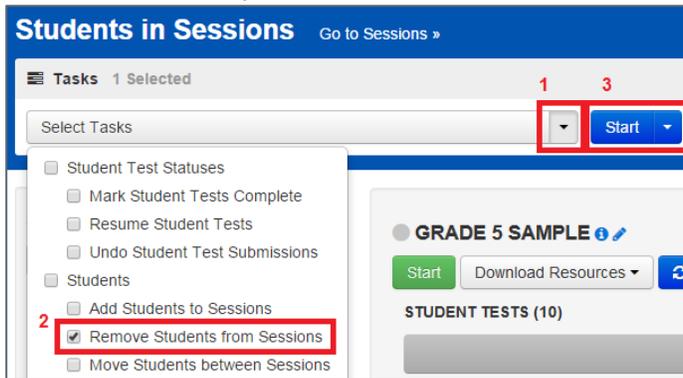
8. Select **Remove.**

9. Complete Steps 1-9 from the directions *For sStudents NOT assigned to test sessions*.

10. Add the student back into the test session. At this point, the appropriate online accessibility features and/or accommodations are indicated on the student's record so the special online form marker appears next to the student's SASID on the **Students in Session** screen (there is no marker for the color contrast accessibility feature).

Assigning and Ordering Materials for Paper-based Testing within PAnext

For initial orders, paper test books are ordered by indicating the paper format for the student in PAnext either via SR/PNP or student-by-student through the User Interface. The registration information entered into PAnext from January 6 to 24, 2020 populates 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 available at http://coassessments.com > Data Resources).

- Test Format = P and appropriate accommodation fields must be populated.

Ordering Test Books Student-by-Student within the PAnext UI

Use the steps outlined below to set paper-based test selections for individual students in PAnext. Automatic orders are triggered if the paper test format (and any associated accommodations) is indicated from January 6 to 24, 2020. Any indication of paper testing after January 24, 2020 requires the DAC to place an additional order prior to testing (refer to *Spring 2020 CMAS and CoAlt Critical Dates* for additional order dates).

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

Assigning and Ordering Auditory Presentation Materials within PAnext

For initial orders, oral scripts used for PBT or CBT auditory presentation are ordered by indicating the testing format and the appropriate auditory presentation information for the student in PAnext either via SR/PNP or student-by-student through the User Interface. The registrations information entered into PAnext from January 6 to 24, 2020 are used to fulfill initial orders for oral scripts.

Note: Only auditory presentation provided to a student by a district/school employee reading from an oral script document requires materials to be ordered. For CBT, Auditory Presentation: text-to-speech (English or Spanish)is provided by embedded software and *does not require the ordering of any physical materials*.

Ordering Auditory Presentation 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 available at http://coassessments.com > Data Resources).

Ordering Auditory Presentation Materials Student-by-Student within the PAnext UI

To assign auditory presentation to individual students through PAnext, use 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 appears.
- 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** is selected (either **Paper** or **Online)**.
- Select the appropriate **Auditory Presentation: Oral Script** information.
- Select **Save**.
- If a red error message appears, cross-validations may require population of additional fields (e.g., Students with Disabilities for CBT oral script, Language Proficiency for CBT oral script, Accommodation Type for CBT oral script, Unique Accommodation for ELA oral script). Follow on-screen directions to correct.
- After the green confirmation message appears, select **Exit Tasks** to continue.

Quick Reference Guide to CoAlt S/SS Activities in PAnext

CoAlt science and social studies assessments are taken by a very small number of students with significant cognitive disabilities. These assessments are based on the Extended Evidence Outcomes (EEOs) of the Colorado Academic Standards (CAS).

While the CoAlt assessments are paper based, the Test Examiner, DAC, or SAC *must* enter the student scores into the online PAnext Score Entry Form in order to produce a Student Performance Report (SPR). The PAnext Test Examiner role is needed to access student tests in the CoAlt administration for score entry for users other than DACs and SACs. This quick reference guide contains step-by-step directions for the following activities in PAnext:

- [Creating a new test examiner account through the UI](#)
- [Assigning a test examiner to a student test](#)
- [Entering scores for a student test](#)
- [Verifying completion of a score entry](#).

DACs and SACs create new Test Examiner accounts or update existing PAnext user accounts by adding the Test Examiner role through the UI or through the user file import/export process.

To create a new test examiner account through the UI:

1) Select the **CoAlt** administration and the appropriate organization from the drop-down menu at the top of the screen.
   Colorado > 2019 – 2020 > CoAlt: Science and Social Studies Spring 2020

2) Select **Users** from the **Setup** tab at the top left corner of the screen.
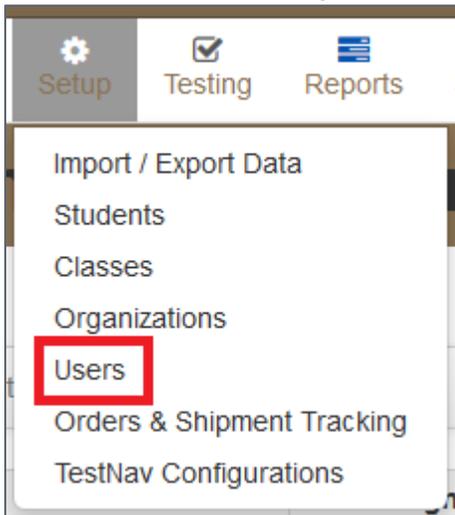
3) Select **Create/Edit Users** from the **Select Tasks** drop-down menu. Select **Start**.
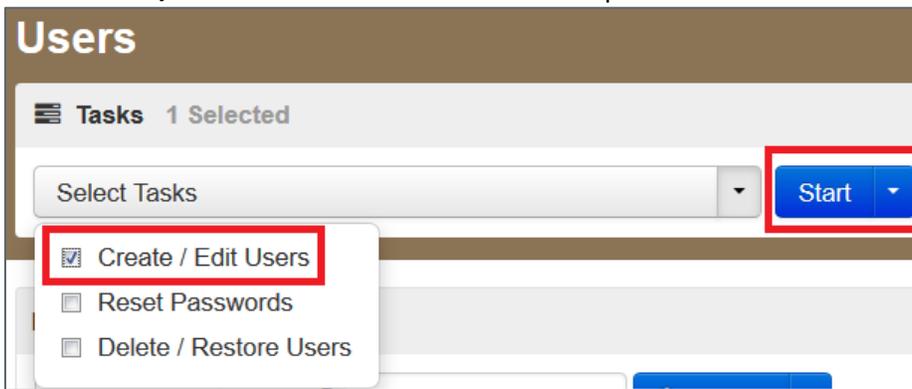
4) On the **Details** screen, select **Test Examiner** in the **Selected Roles** field from the list of available roles.
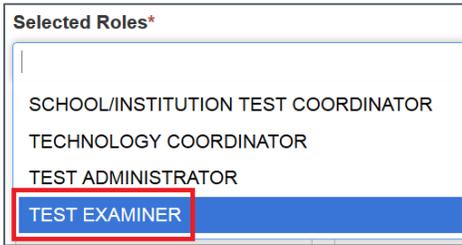
5) Select **Create**.

6) A green banner appears across the top of the screen confirming the change was successfully saved. Select **Exit Tasks**.
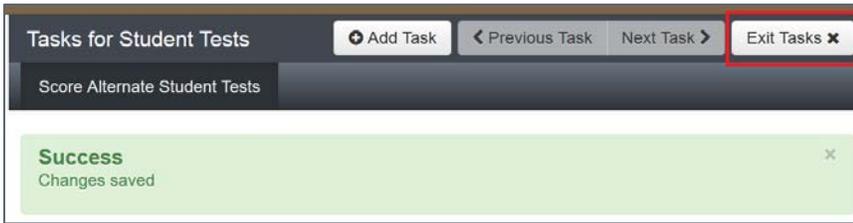
Directions for creating a new Test Examiner account through the user file import/export process are found in the *PAnext Online User Guide* at http://coassessments.com > Manuals and Training .

To create a new Test Examiner account through the user file import/export process, enter TEST_EXAMINER in Column Letter G in the user file.

Column Letter	Field Name	Expected Value
G	Roles	TEST_EXAMINER

To update an existing account through the UI:

1) Select the **CoAlt** administration and the appropriate organization from the drop-down menu at the top of the screen.
   Colorado > 2019 – 2020 > CoAlt: Science and Social Studies Spring 2020

2) Select **Users** from the **Setup** tab at the top left corner of the screen.
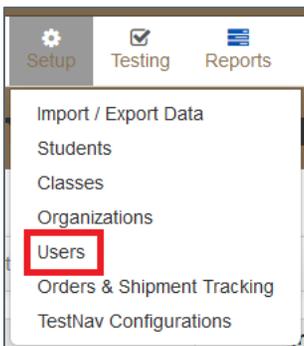
3) Search for the user by completing the fields in the Find Users portion of the screen. Select the box in line with the appropriate username.
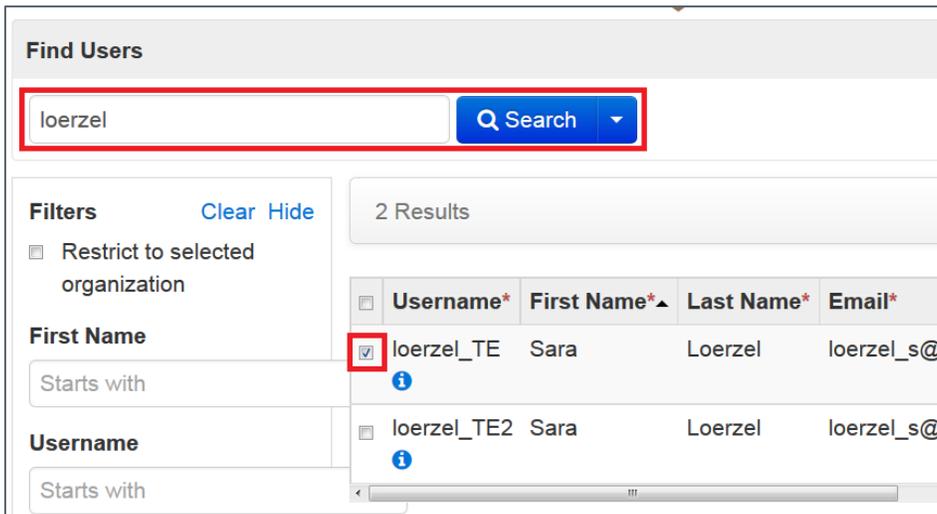
4) Select **Create/Edit Users** from the **Tasks** drop-down menu. Select **Start**.
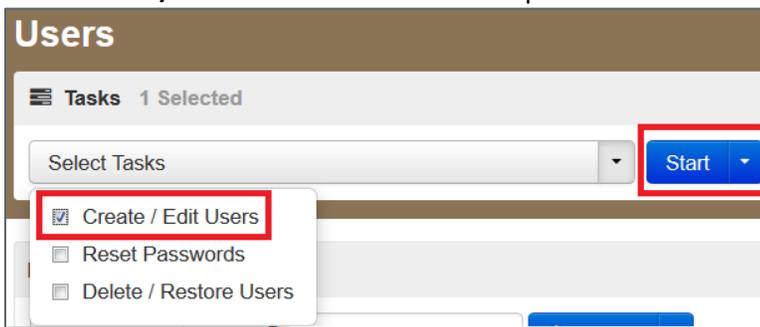
5) Select the username from the list of users.
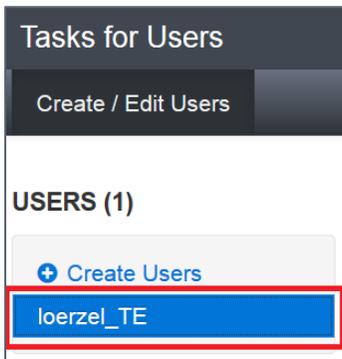
6) Select the white space next to the existing roles in the **Selected Roles** field. A list of available roles appears. Select **TEST EXAMINER**.

7) Select **Save**.

8) A green banner appears across the top of the screen confirming the account change was successfully updated. Select **Exit Tasks**.
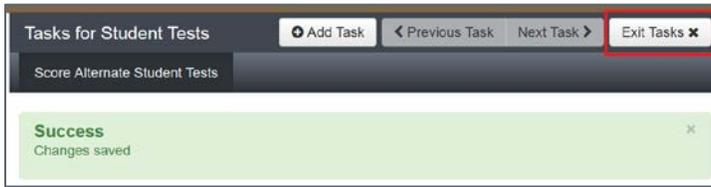
Directions for updating an existing account through the user file import/export process are available in the *PAnext Online User Guide* at http://coassessments.com > Manuals and Training.

To add the Test Examiner role to an existing account through the user file import/export process, enter TEST_EXAMINER in Column Letter G in the user file.

Column Letter	Field Name	Expected Value
G	Roles	TEST_EXAMINER

Before Test Examiners can enter scores, assign Test Examiners to students. SACs or DACs must complete this task.

To assign a Test Examiner to a student test:

1) Select the **CoAlt** administration and the appropriate organization from the drop-down menu at the top of the screen.
   Colorado > 2019 – 2020 > CoAlt: Science and Social Studies Spring 2020

2) Select **Student Tests** from the **Testing** tab at the top left corner of the screen.
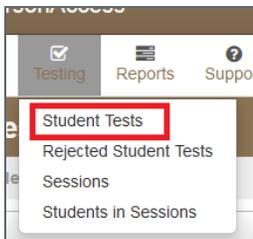
3) Search for the student by typing the student's last name into the **Search** field, then select **Search**. Or, select **Show all results**, then select **Search** to select the student from a list of all students.
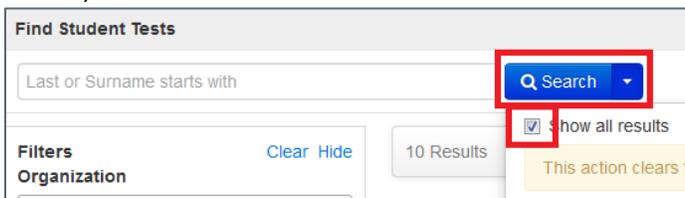
4) Select the checkbox in line with one or more student records.

5) Select **Assign Users to Student Tests** from the **Select Tasks** drop-down. Select **Start**.
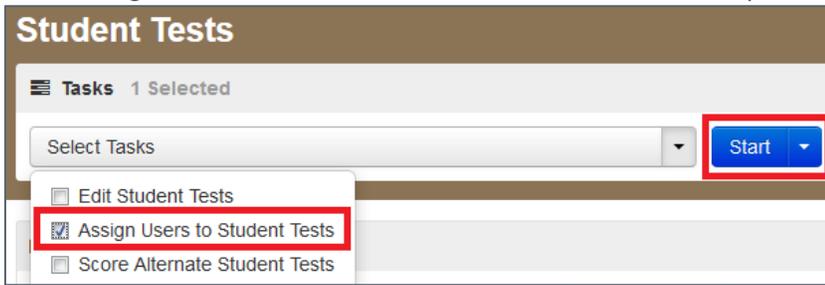
6) Enter the Test Examiner's user name in the **Authorized Users** field in line with the student's name. If assigning a single Test Examiner to multiple students and the students were selected in the previous step, use the A**uthorized Users** field at the top of the screen to assign that user to multiple students at once.
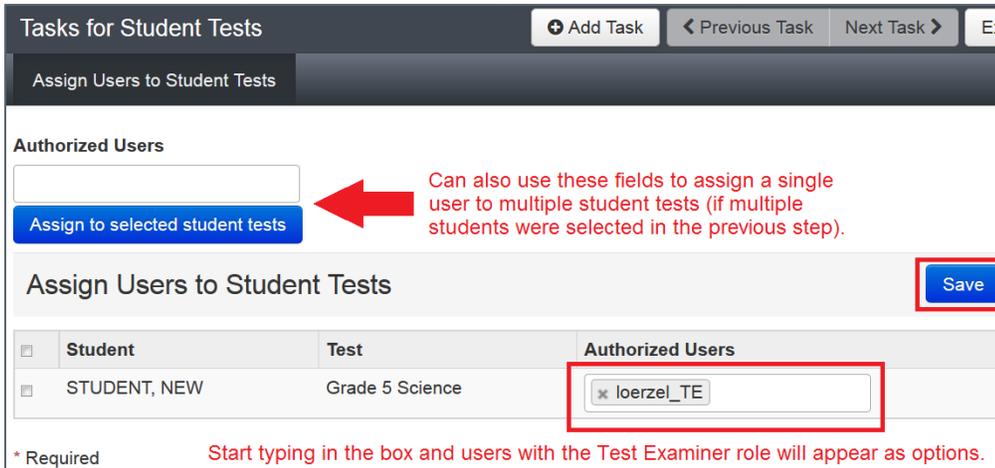
7) Select **Save**.

8) A green banner appears across the top of the screen confirming the user was successfully assigned to the student(s). Select **Exit Tasks**.

Enter CoAlt scores into PAnext after the Test Examiner administers the CoAlt assessment to the student. A Test Examiner (if assigned to the student test in PAnext), SAC, or DAC can complete score entry.

To enter scores for a student test:

1) Select the CoAlt administration and the appropriate organization from the drop-down menu at the top of the screen.
   Colorado > 2019 – 2020 > CoAlt: Science and Social Studies Spring 2020

2) Select **Student Tests** from the **Testing** tab at the top left corner of the screen.
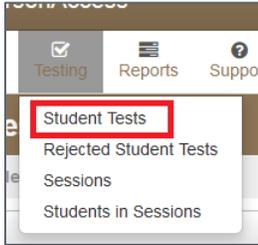
3) Search for the student by typing the student's last name into the **Search** field, then select **Search**. Or, **select Show all results**, then select **Search** to select the student from a list of all students.
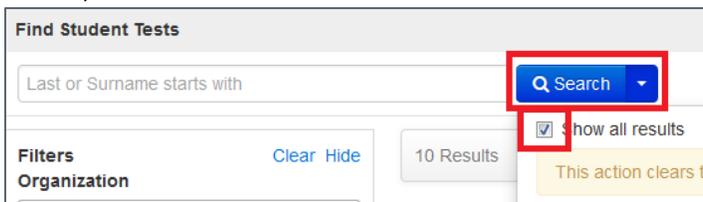
4) Select the checkbox in line with one of more student records.

5) Select **Score Alternate Student Tests** from the **Select Tasks** drop-down. Select **Start**.
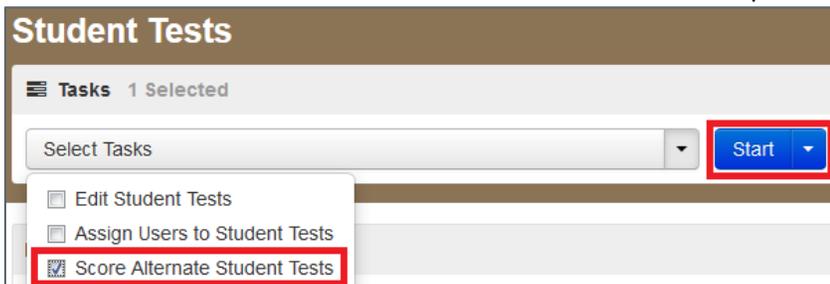
6) Select the student's name on the left side of the screen, then select the appropriate form number from the **Enter Form Number** drop-down menu. Select **Save**.
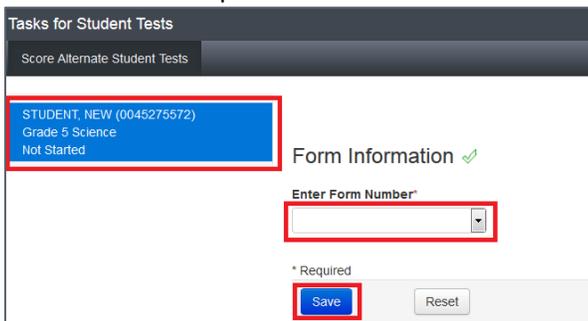
7) Select the accommodations listed in the student's IEP and also the accommodations used for test administration in the **Pre-Test Information** portion of the screen. Select **Save**.

8) Enter the scores for the student in the **Enter Scores** portion of the screen.

Optional: Enter responses in the **Test Administration Questions** field.

9) Select **Save** to save progress and return later; select Submit to submit final scores.

10) A green banner appears across the top of the screen confirming the scores were successfully saved or submitted. Select **Exit Tasks**.

DACs and SACs can access Score Entry Reports through PAnext to verify the status of student tests across the district or school. Two types of reports are available: summary reports and status reports. The summary reports contain student test status counts by test/grade across the district or school. Status reports contain student test status by individual student across the district or school. These reports are displayed through the UI or downloaded as .csv files.

To verify completion of a score entry:

1) Select the **CoAlt** administration and the appropriate organization from the drop-down menu at the top of the screen.

   Colorado > 2019 – 2020 > CoAlt: Science and Social Studies Spring 2020

2) Select **Score Entry Reports** from the **Reports** tab at the top left corner of the screen.
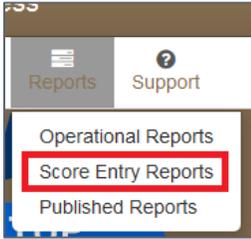
The **Score Entry Reports** screen appears. Based on the selected organization, the report options are at either the district or school level.

District

School

a) Select **Display Report** or **Download CSV** in the **Summary Report** portion of the screen. Verify student test status counts by test/grade in the **Not Started**, **In Progress**, and **Completed** columns. In order to receive SPRs, complete score entry by April 29, 2020.

Summary Report

School	Test	Test Assignments	Not Started	In Progress	Completed	Invalidated
COLLIN	Grade 5 Science	10	7	1	2	0

b) Select **Display Report** or **Download CSV** in the **Status Report** portion of the screen. Verify individual student test status in the **Status** column. In order to receive SPRs, complete score entry by April 29, 2020.

Status Report

School	Student Name	SASID Number	Grade	Test	Status
COLLIN	STUDENT, NEW	0045275572	05	Grade 5 Science	Completed
COLLIN	STUDENT, NEW	6625688496	05	Grade 5 Science	Completed
COLLIN	STUDENT, NEW	3060160777	05	Grade 5 Science	Not Started
COLLIN	STUDENT, NEW	1605510646	05	Grade 5 Science	In Progress
COLLIN	STUDENT, NEW	7149173999	05	Grade 5 Science	Not Started

Quick Reference Guide to Additional Orders (DACs only)

Following the close of the initial orders window on January 24, 2020, DACs may submit additional order requests to Pearson. Only the official DAC registered with CDE may place additional orders. The Additional Orders window for secure materials opens one day after the district receives the initial materials shipment through April 21, 2020.

1. Log in to PAnext 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 contact information and details about the organization.
6. Click **Edit** to set the number of items in the materials order.
7. Enter the required quantity for each material type. After adjusting, select **Save**, then review the list of materials on the order screen to confirm the order counts.
8. Select **Create**.
9. Orders are reviewed and approved by CDE.*
10. Track shipments within PAnext:

    - 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.
    - Track each box in the shipment separately by selecting the hyperlinked **Tracking Number** (opens tracking information through http://www.UPS.com).

*Orders are not approved unless they are matched to existing student registrations. If the need for material is newly identified, the update corresponding student PNPs *before* placing the additional order.

Quick Reference Guide to Support Documents

All assessment resources are posted on http://coassessments.com.

- **PearsonAccess^next**
    - Links to the live and training site
- **Technology Setup**
    - Technology Guidelines
- **Manuals and Training**
    - CMAS and CoAlt Procedures Manual
    - CMAS Test Administrator Manuals
        - Computer-based Testing
        - Paper-based Testing
    - Spanish SAY Directions
    - CoAlt Test Examiner's Manual
    - PearsonAccess^next User Guide
    - Training Videos
    - Additional Documentation
- **Practice Resources**
    - TestNav 8 Tutorial
    - Computer-based Testing CPR
    - Paper-based Testing CPR
    - Scoring Guides and Rubrics
- **Data Resources**
    - File Layouts
    - Reporting Resources
        - Interpretive Guide
        - Spanish Report Shells and PLDs
- **Educator Involvement**
    - Register for educator committee development meetings
    - Historical information

Sample Shipping Forms

CMAS AND COALT

SCIENCE, SOCIAL STUDIES, MATHEMATICS, AND ENGLISH LANGUAGE ARTS/LITERACY INCLUDING CSLA

Pearson

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	Day Out	Day In	Day Out	Day 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	Day Out	Day In	Day Out	Day In
303506433									
303506434									
303506435									
303506436									

CMAS AND COALT

**SCIENCE, SOCIAL STUDIES, MATHEMATICS,
AND ENGLISH LANGUAGE ARTS/LITERACY INCLUDING CSLA**

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**

CMAS AND COALT

**SCIENCE, SOCIAL STUDIES, MATHEMATICS,
AND ENGLISH LANGUAGE ARTS/LITERACY INCLUDING CSLA**

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

CMAS S/SS, CMAS Math/ELA, and CoAlt materials are packaged in separate boxes. Please refer to the Spring 2018 CMAS and CoAlt Procedures 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, SP17 - SCI/SS COLORADO HEADER SHEET, PRE-GRIDDED - SCI/SS PAPER BANDS, PKG-10 - SCI/SS UPS RETURN LABEL - SCI/SS NON SCORABLE RETURN LABEL, BLUE - SCI/SS SCORABLE RETURN LABEL, ORANGE - SCI/SS CMAS ROSTER FOR PAPER FORM - SCI/SS PRE-ID LABELS	Single	1	0	2
CO00000587	TEST KIT, GR4, SS, SP17, SEC	Single	4	0	2
CO00000201	TEST BOOK, GR5, SCI, SP17, SEC	Single	10	0	2
CO00000212	SPANISH BILINGUAL TEST KIT, GR4, SS, SEC	Single	3	0	2
CO00000553	LARGE PRINT KIT, GR4, SS, SP17, SEC	Single	2	0	3
CO00000537	EBAE CONTRACTED BRAILLE KIT, GR4, SS, SEC	Single	1	0	4

CMAS AND COALT

**SCIENCE, SOCIAL STUDIES, MATHEMATICS,
AND ENGLISH LANGUAGE ARTS/LITERACY INCLUDING CSLA**

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

Please note that the District Coordinator Kit is packaged in Box 1. CMAS: S/SS, CMAS: Math/ELA, and CoAlt materials are packaged in separate boxes. Please refer to the Spring 2018 CMAS and CoAlt Procedures Manual for additional information.

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

Pearson

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

Each 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 the District Assessment Coordinator: Please make a photocopy of this form for each School Assessment Coordinator to sign as verification of materials receipt. Keep all completed forms (physical or electronic copies) on file for three years after the assessment administration.

School Number	Deliver To	Form	Security Number From	Security Number To	Number Sent	Qty Received
0001	ELEMENTARY SCHOOL ONE	TEST KIT, GR4, SS, SP17, SEC	000000001	000000010	10	
0002	ELEMENTARY SCHOOL TWO	TEST BOOK, GR5, SCI, SP17, SEC	000000011	000000020	10	
0003	ELEMENTARY SCHOOL THREE	COALT PACKET, GR5, FM 171, SCI, SEC	000000021	000000040	20	
0004	MIDDLE SCHOOL ONE	TEST KIT, GR7, SS, SP17, SEC	000000041	000000060	20	
0005	MIDDLE SCHOOL TWO	TEST BOOK, GR8, SCI, SP17, SEC	000000061	000000070	20	
0006	HIGH SCHOOL ONE	TEST KIT, HS SCI, SP17, SEC	000000071	000000080	20	
0007	HIGH SCHOOL TWO	COALT PACKET, HS, FM 172, SCI, SEC	000000081	000000085	5	

For Internal Use Only
Pick Batch: 203242   Delivery: 976452   Order/Line: 863190/1   Sequence: 00001

12-MAY-04 02:00
Page 1 of 1

Testing Sign

CMAS
TESTING

Do Not Disturb

(Only Authorized Personnel Allowed)

Data

- About CMAS and CoAlt Data
- Data Section 1: Reviewing Organizations in PAnext
- Data Section 2: Preparing Student Data Prior to and Following Assessment Administration
- Data Section 3: Void Test Score and Not Tested Codes and Descriptions
- Data Section 4: Export/Import STU File
- BOCES and Out of District Testing Sites
- Testing at District Run Programs
- Approved Facility Schools and Division of Youth
- Home School Students
- Importing a .csv File into Microsoft Excel

About CMAS and CoAlt Data

The purpose of this information is to provide an overview of the data collection activities for the Colorado Measures of Academic Success (CMAS) Science, Social Studies, Mathematics, and English Language Arts/Literacy including Colorado Spanish Language Arts (CSLA) and Colorado Alternate (CoAlt) Science and Social Studies assessment programs. This information provides a general overview of these processes along with accompanying procedures. Other Assessment Division and vendor manuals are referenced where appropriate. For example, this information provides a brief overview of the Student Biographical Data (SBD) review process. Detailed step-by-step directions for the SBD process are available on the Assessment Division's 'Assessment Trainings' web page at: http://www.cde.state.co.us/assessment/trainings and in the *Assessment Division Data Pipeline Manual for SBD*. For convenience, the following references are made throughout this information for the following assessment programs:

- CMAS is used to refer to the CMAS Science, Social Studies, Math, and ELA including CSLA assessment program.
- CoAlt is used to refer to the CoAlt Science and Social Studies assessment program.

Definitions

PearsonAccessnext (PAnext) is the website used for student registration, test setup, administration preparation, and assessment and data management for CMAS and CoAlt. In order to use PAnext, usernames and passwords are set up for individual users. Access to sensitive data is determined by specific roles that are assigned to each authorized user. More information about setup and operation of computer-based testing is available in the *PAnext Online User Guide* at http://coassessments.com > Manuals and Training.

Student Registration/Personal Needs Profile (SR/PNP) refers to both the PAnext process of importing/exporting student data and the file layout used to import/export the data. SR/PNP file layouts with field definitions and the SR/PNP file templates are available through http://coassessments.com > Data Resources.

Student Test Update (STU) refers to both the process and the file upload used during the PAnext post-test clean up window. The STU export/import field definitions and STU file are available through http://coassessments.com > Data Resources.

Test Session is a virtual data grouping of students in PAnext. These students are grouped together within PAnext for test management purposes and to provide log in information to the student tests. Each PAnext test session consists of one grade level and one content area. For online testing, student test placement in a scheduled PAnext test session is required before students can log in to a test.

User Interface (UI) refers to the PAnext screens used to update student data, create test sessions, proctor cache test content, and enter all other administration information.

Data Section 1: Reviewing Organizations in PAnext

This section covers the steps, processes and procedures involved in checking district and school information in PAnext.

Colorado Organizations in PAnext

For each test administration, CDE provides the vendor with an organization (ORG) file containing official district names/codes and school names/codes. PAnext uses this list to establish a permissions-based organizational hierarchy that restricts users from viewing or accessing data that are not associated with their organization and with their role within the organization. For example, if a user is assigned a school level permission, they are only allowed to see student information associated with that school. The ORG file is also used to cross check any student information that is added to PAnext to ensure that a student can be associated with a known organization. **District Assessment Coordinators (DACs) should contact the Assessment Division if they discover that an organization in their district is not available in PAnext.**

PAnext uses three sets of district and school codes:

- **Testing:** Testing District and Testing School are used to identify where testing occurs. The testing location is the location at which the student takes the test.
- **Responsible:** Responsible District and Responsible School are used to identify where the vendor sends reports and how CDE Assessment and Accountability attribute scores in reports.
- **Shipping:** Ship School codesare used to ship reports to a different school than the Responsible School.

For most students, testing site codes are the same as responsible site codes. However, there are situations when this is not the case. For example, some Board of Cooperative Educational Services (BOCES) may serve only as testing sites for students. See the following appendices for information on setting up PAnext for these situations:

- Testing at District Run Programs
- Approved Facility Schools and Division of Youth
- Home School Students

Data Section 2: Preparing Student Data Prior to and Following Assessment Administration

This section covers the steps, processes, and procedures involved in the preparation of student data for assessment administration. Complete these procedures in preparation for student testing.

Student Data in PAnext

The CMAS and CoAlt assessment programs use an SR/PNP import process for creating/storing student demographic data in PAnext, assigning appropriate computer-based test (CBT) or paper-based test (PBT) forms, initially ordering physical assessment materials, gathering student accommodation information, and assigning students to classes (i.e., groups of students that can be added to test sessions). The fields in the SR/PNP for both assessment programs appear in the same order; however, some fields are "filler" and others have different expected values based on whether the SR/PNP file is for CMAS or CoAlt. For detailed information about the SR/PNP file layouts, review the documents at http://coassessments.com > Data Resources.

SR/PNP Upload

For the spring administration, CDE completes an initial SR/PNP upload to PAnext from the October Count data that districts submit into Data Pipeline's Student Interchange.

PAnext Registration Updates

After CDE uploads the initial student data to PAnext, districts manage their student data directly. At any time during the assessment window, districts can update student demographic information. PAnext is the source data for CMAS and CoAlt demographic data used for reporting. **Note**: Updating student data in Data Pipeline after the initial CDE SR/PNP upload does not update data in PAnext. Conversely, updating student data in PAnext does not update student data in Data Pipeline.

Data Management Activities in PAnext

Use the *PAnext Online User Guide*, available at http://coassessments.com > Manuals and Training, for step-by-step directions to complete the following activities in PAnext through the UI and/or a file import:

- Updating student enrollments
  - o Adding new student enrollments
  - o Editing student demographic data
  - o Moving student enrollment data between organizations within a district (transfer request/work request)
  - o Deleting student enrollment data
- Registering students
- Creating PAnext test sessions
- Updating student data after test and session assignment

Information on transferring student enrollment between districts is available at
http://www.cde.state.co.us/assessment/trainings.

Assigning Students to Special Forms

Step-by-step directions for assigning PBT students to paper forms and CBT students to the text-to-speech and color contrast accessibility features and accommodated CBT forms are available in the *PAnext Online User Guide* at http://coassessments.com > Manuals and Training or *Appendix H* in this manual. Assignments are completed by entering the information in the appropriate fields of the SR/PNP either via a file or through the UI.

Importing the SR/PNP Export into Excel

The section **Importing a .csv File into Microsoft Excel** provides instructions for importing the SR/PNP export into Microsoft Excel. Following these instructions maintains the appropriate data formatting so various fields do not require re-formatting before importing the updated file back into PAnext.

Data Clean Up Procedures and Documentation in PAnext

Districts have two opportunities to clean up student information in PAnext. An optional third clean up opportunity takes place in CDE's Data Pipeline system.
- Initial PAnext data clean up – Prior to May 8, 2020
- Final PAnext data clean up – May 11 – 13, 2020
- SBD review – May 18 – 28, 2020

Initial PAnext Data Clean Up

Prior to May 8, 2020, districts should perform the following tasks in PAnext before, during, or following student testing:

- **Ensure all students are registered and have assigned tests in PAnext** (for both CBT and PBT). DACs and SACs should perform the steps outlined at https://support.assessment.pearson.com/display/PAsup/Manage+Students.

- **"Mark Complete" all PAnext student test assignments** that are not in "Completed" status due to either of the following reasons: 1) the student did not submit the test correctly or 2) the test was started but not completed by the student. *Not started tests (i.e., all units in "Ready" status) must be removed from the started test sessions and should not be marked complete.* DACs and SACs should perform the steps outlined at https://support.assessment.pearson.com/display/PAsup/Mark+Student+Tests+Complete.

  Note: The "Marked Complete" reason does not invalidate the student test. Invalidations (i.e., Void Student Test Code/Reasons, Not Tested Code/Reasons) are indicated on the Manage Student Tests screen(s) in PAnext or through an STU file import by a user with the Sensitive Data and Student Test Update (STU) role.

- **Stop all PAnext test sessions that are still in "Started" status** after the district finishes testing or by the end of the assessment window. In a "Started" session, all units for all student tests must be in "Completed" or "Marked Complete" status in order to "Stop" the test session. *Remove tests that were not started (i.e., all units in "Ready" status) from the started test sessions before stopping the session.* DACs and SACs should follow the steps outlined at https://support.assessment.pearson.com/display/PAsup/Manage+an+Online+Test+Session.

- **Update accommodation fields in PAnext** based on actual usage during testing. DACs and SACs can perform this task through the PAnext UI. Updates for form-dependent accessibility features and accommodations (e.g., TTS) are not allowed after a student takes a test. DACs and SACs with the Sensitive Data role can complete this task through the SR/PNP file import. Users with the Sensitive Data and STU roles can complete this task through the STU file import.
  - o UI: https://support.assessment.pearson.com/display/PAsup/Manage+Students
  - o SR/PNP file import: https://support.assessment.pearson.com/display/PAsup/Import+and+Export+Data
  - o STU file import: https://support.assessment.pearson.com/display/PAsup/Import+and+Export+Data

- **Update all demographic fields in PAnext**. This update should include the non-required fields that are used for reporting. DACs and SACs with the Sensitive Data role can perform this task through the PAnext UI or through the SR/PNP file import process. DACs and SACs with the Sensitive Data and STU roles can complete this task through the STU file import process.
    - UI: https://support.assessment.pearson.com/display/PAsup/Manage+Students
    - SR/PNP file import: https://support.assessment.pearson.com/display/PAsup/Import+and+Export+Data
    - STU file import: https://support.assessment.pearson.com/display/PAsup/Import+and+Export+Data

- **Resolve Rejected Student Test Alerts for CMAS paper-based tests in PAnext**. Paper-based tests that were scanned but were not matched to a student record in PAnext create rejected student test alerts. Resolve these alerts to move the tests to scoring – if unresolved, the tests are not scored. DACs and SACs with the Rejected Student Test role can resolve these alerts through the PAnext UI. Steps for this process are outlined at: https://support.assessment.pearson.com/display/PAsup/Fix+Rejected+Student+Test+Details.

- **Update invalidation codes**. DACs and SACs can update invalidation codes (i.e., Void Student Test, Not Tested) via the PAnext UI. DACs and SACs with the sensitive data and STU roles can complete this task through the STU import process. (See directions below: **Update Invalidation Codes**)
    - If score suppressions are needed, submit Testing Irregularity Reports (Appendix D) and the corresponding spreadsheet (available through Syncplicity) to CDE by May 8, 2020. Only CDE can indicate score suppressions.

Final PAnext Data Clean Up

From May 11 – 13, 2020, districts should update any remaining temporary or incorrect SASIDs, update student demographic information (including Responsible Organization), and confirm or enter invalidation codes (i.e., Not Tested and Void Test Score Reasons/Codes) as necessary.

- DACs with the Sensitive Data role must update any remaining temporary SASIDs through the UI. https://support.assessment.pearson.com/display/PAsup/Create+and+Edit+Student+Records
- DACs and district level Sensitive Data users with the STU role can update student demographic information used in reporting, Void Student Test Codes and Reasons, and Not Tested Codes and Reasons through the STU file. https://support.assessment.pearson.com/display/PAsup/Import+and+Export+Data

SBD Review (Optional)

The SBD review is from May 18 to 28, 2020. This review process is completed through CDE's Data Pipeline system after the assessment window closes and before final results are available. The purpose of the CMAS and CoAlt SBD review is to allow districts the opportunity to verify the accuracy of the demographic data that was submitted in PAnext for each student.

The SBD review is not a mandatory process. Districts may choose whether to participate in the SBD process. State and federal accountability reporting (including school and district performance framework ratings and priority and focus school designations) rely on accurate demographic and test score data. Therefore, the impact of the SBD review of demographic data on accountability reporting is profound. Districts should be aware that performance framework requests for reconsideration are only considered for districts that participate and approve their data in the SBD process.

Detailed information about SBD is found at the following locations:
- Processes and procedures are available in the *Assessment Division Data Pipeline Manual for SBD* posted on the Assessment Division's 'Assessment Trainings' website at http://www.cde.state.co.us/assessment/trainings.
- File layouts for all periodic assessment collections are found on the Data Pipeline website at http://www.cde.state.co.us/datapipeline/per-collections.

Data Section 3: Void Test Score and Not Tested Codes and Descriptions

Student test records with void test score or not tested codes/reasons (i.e., invalidations) do not receive scores for the invalidated content area assessment(s). Table 1 provides a brief overview of the CMAS and CoAlt invalidation categories.

Table 1: CMAS Not Tested and Void Test Score Codes/Reasons

Colorado Measures of Academic Success Not Tested and Void Test Score Codes/Reason	
Not Tested Code/Reason	**Void Test Score Code/Reason**
00. Absent (do not use until the last day of the testing window)	-
01. Took Other Assessment OR Duplicate Registration/Attempt	01. Took Other Assessment OR Duplicate Registration/Attempt
For English Language Arts Only: 02. First Year in U.S. English Learner	02. Interrupted and Not Completed
03. Withdrew Before/During Testing	03. Withdrew Before/During Testing
04. Student Test Refusal	04. Student Test Refusal
05. State Use Only	05. Non-approved Accommodation
06. Misadministration	06. Misadministration
07. Medical Exemption	07. Medical Exemption
08. Part Time Public and Part Time Home School Student	08. Part Time Public and Part Time Home School Student
09. Parent Excuse	09. Parent Excuse
-	10. State Use Only

The not tested codes/reasons and void test score codes/reasons pertain to the CMAS science, social studies, math, and ELA/CSLA assessments and CoAlt science and social studies assessments.

Apply **not tested codes/reasons** to records of students who did not begin testing, or for students with PBT materials returned as nonscorable.

Use a not tested code/reason if one of the following scenarios applies to the student:
- The student is in a started test session, but did not start a test (all units in "Ready" status). Remove the student from the started test session before it is "stopped". Apply a not tested code and reason for the student's test.
- The student is in a test session that was not started. Apply a not tested code and reason for the student's test.
- The student is assigned to a test but not assigned to a test session. Apply a not tested code and reason for the student's test.
- The student was assigned to a paper test, but did not start testing.
- The student started or completed a paper-based test, but should not receive a score (e.g., misadministration, parent excuse) so the material was returned as nonscorable.

Apply **void test score codes/reasons** to records of students who began testing, but should not receive scores. These students may have finished testing and submitted their tests, or they may not have finished testing but school personnel applied "mark complete" to the online test record. (**Note**: Mark complete reasons do not invalidate tests.) Student tests that were completed or marked complete appear as "attempt" in the online test status field. If a void test score code/reason is applied to a student test record, the record does not receive an overall score.

Marked complete reasons are for district or school use only. They do not follow the student test record into scoring and therefore do not stop a test from being scored and included in district and school reports and accountability. While a marked complete reason is required if a student test is marked complete, the district or school must still apply a void

test score code/reason to the student test if the intent is to not score the test (e.g., "Parent Excuse" is entered for a marked complete reason so in addition to this step, Void 09 must be indicated on the student test record).

Enter not tested and void test score codes/reasons through the PAnext UI or a Student Test Update file. The ability to enter this information through either method is determined by user permissions as assigned through PAnext. **See the not tested and void test score code/reason definitions in Table 2 for additional information.**

If students are assigned to tests that are not appropriate for their grade level (e.g., 7ᵗʰ grader taking science, 3ʳᵈ grader taking 4ᵗʰ grade math and ELA assessments), the tests are voided and no score is received for the students.

Table 2: Not Tested and Void Test Score Code/Reason Definitions

00 Absent
Not Tested Code/Reason 00: Absent STU Coding: Not Tested = Y; Note Tested Reason = 00
Not Tested Reason 00 should **only** be used if the student was absent for all of testing and one of the other not tested reasons does not apply. This code and reason should not be entered until the end of the testing window (April 24, 2020). **Note**: Tests for absent students will not be voided as these students should be taken out of started test sessions and this not tested code and reason should be applied.

01 Took Other Assessment OR Duplicate Registration
Not Tested Code/Reason 01: Took Other Assessment OR Duplicate Registration/Attempt STU Coding: Not Tested = Y; Not Tested Reason = 01 *Void Test Score Code/Reason 01: Took Other Assessment OR Duplicate Registration/Attempt* STU Coding: Void Test Score Code = Y; Void Score Reason = 01

Not Tested Reason 01 or Void Score Reason 01 should be used to identify students who took another assessment or who have duplicate registrations or attempts for the same content area.
 	
• Duplicate registration/attempt
    o This reason should be used to identify duplicate/multiple test assignments or test attempts for a student in a single content area. For example, if a student has three English Language Arts (ELA) records in **PAnext**, this reason should be used to identify the two records that should not appear in the final score file.
 	
• Took other assessment
    o If a student has CMAS Math and ELA test registrations in **PAnext** but took the CoAlt DLM Math and ELA assessment, this reason should be applied in **PAnext** to the CMAS Math and ELA assessments if DLM should be the assessment of record.
    o If a student has a CMAS S/SS test registration in **PAnext** but took a CoAlt S/SS assessment, this reason should be applied to the CMAS S/SS test assignment in **PAnext** if CoAlt S/SS should be the assessment of record.

02 First Year in U.S. English Learner (For English Language Arts Only)

Not Tested Code/Reason 02: First Year in U.S. English Learner
STU Coding: Not Tested = Y; Not Tested Reason = 02

> **This information only applies to the ELA assessment. All First Year in U.S. students must take mathematics, science, and social studies (as applicable) assessments.**

Districts determine whether to administer the CMAS ELA assessment to their English learners who enrolled in a United States (U.S.) school for the first time on or after April 9, 2019 (first year in the U.S.) based on the following guidance.

- Students who are Non-English Proficient (NEP), based on WIDA Screener and a local body of evidence, are exempt from the **English** language arts assessment.
    - 3rd and 4th grade NEP students whose native language is Spanish and who have received language arts instruction in Spanish during the current school year are **required to take CSLA.**
    - Students identified as NEP whose native language is not Spanish, or whose native language is Spanish but who have not received Spanish language arts instruction in the current school year, are exempt.
        - A parent/guardian of a student who meets exemption guidelines may choose to have their child participate in ELA testing. Results for these students will be included in accountability and growth calculations for the following year.
- Students who are Limited English Proficient (LEP), based on WIDA Screener and a local body of evidence, must take the state language arts assessment that best matches their instruction: CMAS ELA, CSLA (if eligible), or CoAlt (if eligible).

When registering students in PAnext, districts indicate ELA testing exemption for eligible students by completing the field *Date First Enrolled in U.S. School* (the first date on which the student enrolled in a U.S. public school) and code the ELA assessment as *Not Tested Reason 02*, if applicable.

Note: Only Not Tested Reason 02 should be applied to students who are first year in the U.S.
Void Test Reason 02 (Interrupted and Not Completed) should <u>not</u> be applied to these student test records.

02 Interrupted and Not Completed

Void Test Score Code/Reason 02: Interrupted and Not Completed
STU Coding: Void Test Score Code = Y; Void Score Reason = 02

Void Score Reason 02 should be used to identify students for whom the district does not want scores or reports produced because the students' testing was interrupted. These students stopped testing prior to the completion of the test session due to unforeseen circumstances (e.g., the student became ill during Unit 3 and could not complete testing in a make-up session).

Note: Only the Void Score Reason 02 should be applied to records for tests that were interrupted and not completed.
Not Tested Reason 02 (First Year in U.S. English Learner) should <u>not</u> be applied to these student test records.

03 Withdrew Before/During Testing

Not Tested Code/Reason 03: Withdrew Before/During Testing
STU Coding: Not Tested = Y; Not Tested Reason = 03

Void Test Score Code/Reason 03: Withdrew Before/During Testing
STU Coding: Void Test Score Code = Y; Void Score Reason = 03

Not Tested Reason 03 should only be used if the student moved before the start of testing. This code should not be applied until the end of the testing window (after April 24, 2020).

Void Score Reason 03 should only be used if the student moved and one of the following applies:
- The student started but did not complete testing and the new Colorado district of enrollment did not submit a "Work Request" to transfer the student registration and test assignment(s) through PAnext**.** (This is considered a district-to-district transfer. Refer to guidance documents on transfers available at http://www.cde.state.co.us/assessment/trainings for more information.)
- The student started testing but moved out of state before completing the test.

Note: If the student completed all content area tests before moving to a different district, no additional action should be taken for the student's CMAS registration.

04 Student Test Refusal

Not Tested Code/Reason 04: Student Test Refusal
STU Coding: Not Tested = Y; Not Tested Reason = 04

Void Test Score Code/Reason 04: Student Test Refusal
STU Coding: Void Test Score Code = Y; Void Score Reason = 04

Not Tested Reason 04 should be used to indicate that when provided an opportunity to test, the **student** refused to begin testing.

Void Score Reason 04 should be used to indicate that when provided an opportunity to test, the **student** started testing but then refused to continue testing.

05 Non-Approved Accommodation

Void Test Score Code/Reason 05: Non-Approved Accommodation
STU Coding: Void Test Score Code = Y; Void Score Reason = 05

Void Score Reason 05 should be used to indicate that a student received a non-approved accommodation during testing.

The following accommodations required a CDE-approved Unique Accommodation Request (UAR) :
- Auditory Presentation (including text-to-speech and oral script) on the ELA assessment
- Scribe on the ELA assessment
- Calculator on non-calculator sections of the math assessment
- Any other accommodation not listed in *Section 6.0* of the *CMAS and CoAlt Procedures Manual*.

If a student was provided or accessed any of these accommodations but was not approved through the UAR process, Void Score Reason 05 should be applied if an individual student report is not to be produced.

Note: Cases of students who received a non-approved accommodation but for whom districts would like an individual student report produced for local use must be reported to Sara Loerzel (303-866-3266 or Loerzel_s@cde.state.co.us). Please note that results for these students will not be aggregated in school and district results but will count against participation.

06 Misadministration

Not Tested Code/Reason 06: Misadministration
STU Coding: Not Tested = Y; Not Tested Reason = 06

Void Test Score Code/Reason 06: Misadministration
STU Coding: Void Test Score Code = Y; Void Score Reason = 06

Not Tested Reason 06 or Void Score Code 06 should be used if a misadministration occurred and no overall scores should be produced. A misadministration occurs when a standardized security or administration procedure has been violated and/or when the validity of a student's test score cannot be assured.

Not Tested Reason 06 should be used if a student is exposed to test content prior to testing. Examples of misadministrations that result in records that must be coded with Not Tested Reason 06 include the following:
- Students receive information about test items from anyone prior to testing.
- A Test Administrator or school staff member:
  - Provides students with information about test items prior to the test.
  - Leaves secure test materials unattended anywhere outside of the central secure storage area in the school creating a security breach resulting in students not testing.
  - Loses secure test materials prior to testing or is at any time unable to account for the location of test materials creating a security breach resulting in students not testing.

Void Score Reason 06 should be used if a student's test was misadministered after the student began testing. Examples of misadministrations that result in records that must be coded with Void Score Reason 06 include the following:
- Students share answers during testing.
- A Test Administrator or school staff member:
  - Gives any cue about possible answers, verbal or non-verbal, to students.
  - Asks student(s) to change answers.
  - Enters answers for students (except for scribe accommodation).
  - Leaves secure test materials unattended anywhere outside of the central secure storage area in the school creating a security breach but students tested.
  - Loses secure test materials prior to testing or is at any time unable to account for the location of test materials creating a security breach but students are tested.
  - Clarifies any test items for students.
  - Does not provide students with documented accommodations or provides students with an accommodation that is not documented.
  - Does not observe time limits and requirements (e.g., not giving students the entire unit time to test or giving students who do not have an extended time accommodation more than the maximum testing time).
  - Does not follow test environment and/or posted materials guidelines.
  - Does not provide directions from the TAM for the test (for each unit).

Students with Not Tested Reason 06 or Void Score Reason 06 will not receive a score.

Documentation must be kept for any misadministrations.

Note: If a major misadministration occurs, **submit a Test Incident (Irregularity) Report to CDE through Syncplicity.** Personally Identifiable Information (PII) must never be emailed to CDE or assessment vendors. PII includes student names and other sensitive student data.

07 Medical Exemption

Not Tested Code/Reason 07: Medical Exemption
STU Coding: Not Tested = Y; Not Tested Reason = 07

Void Test Score Code/Reason 07: Medical Exemption
STU Coding: Void Test Score Code = Y; Void Score Reason = 07

Not Tested Reason 07 should be used to identify students who are unable <u>to start</u> 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. In order to qualify for a 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.

Void Test Score Reason 07 should be used to identify students who are unable <u>to complete</u> 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. In order to qualify for a 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.

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

08 Part Time Public and Part Time Home School Student

Not Tested Code/Reason 08: Part Time Public and Part Time Home School Student
STU Coding: Not Tested = Y; Not Tested Reason = 08

Void Test Score Code/Reason 08: Part Time Public and Part Time Home School Student
STU Coding: Void Test Score Code = Y; Void Score Reason = 08

Not Tested Reason 08 should be used to identify any non-tested students with part-time district and part-time home school status.

Void Test Score Code 08 should be used to identify any students with part-time district and part-time home school status who may have tested but should not receive a report.

- If a district wants a score to be generated for a part-time homeschool student but does not want the score to be included in district or school reports, the following coding should be applied:
    - Responsible district identifier = District code where the test was administered
    - Responsible school/institution identifier = HHHH
    - For each test assignment that should receive a score:
        - Not tested code/reason = Blank
        - Void test score code/reason = Blank

09 Parent Excuse

Not Tested Code/Reason 09: Parent Excuse
STU Coding: Not Tested = Y; Not Tested Reason = 09

Void Test Score Code/Reason 09: Parent Excuse
STU Coding: Void Test Score Code = Y; Void Score Reason = 09

While districts are responsible for administering the state assessments, districts should document all parent excuses consistent with state law and district policy. **Documentation of parent excusals must be received before indicating Not Tested or Void Test Score Code/Reason 09.**

Not Tested Reason 09 should be applied if a **parent excuses** their child from testing <u>before</u> the student starts testing.

Void Test Score Reason 09 should be applied if a **parent excuses** their child from testing <u>after</u> the student starts testing.

Below is language from Colorado Revised Statutes, 22-7-1013(8)(a-c) regarding parents excusing their student from testing:

(a) EACH LOCAL EDUCATION PROVIDER SHALL ADOPT AND IMPLEMENT A WRITTEN POLICY AND PROCEDURE BY WHICH A STUDENT'S PARENT MAY EXCUSE THE STUDENT FROM PARTICIPATING IN ONE OR MORE OF THE STATE ASSESSMENTS ADMINISTERED PURSUANT TO SECTION 22-7-1006.3.

(b) IF A PARENT EXCUSES HIS OR HER STUDENT FROM PARTICIPATING IN A STATE ASSESSMENT, A LOCAL EDUCATION PROVIDER SHALL NOT IMPOSE NEGATIVE CONSEQUENCES, INCLUDING PROHIBITING SCHOOL ATTENDANCE, IMPOSING AN UNEXCUSED ABSENCE, OR PROHIBITING PARTICIPATION IN EXTRACURRICULAR ACTIVITIES, ON THE STUDENT OR ON THE PARENT. IF A PARENT EXCUSES HIS OR HER STUDENT FROM PARTICIPATING IN A STATE ASSESSMENT, THE LOCAL EDUCATION PROVIDER SHALL NOT PROHIBIT THE STUDENT FROM PARTICIPATING IN AN ACTIVITY, OR RECEIVING ANY OTHER FORM OF REWARD, THAT THE LOCAL EDUCATION PROVIDER PROVIDES TO STUDENTS FOR PARTICIPATING IN THE STATE ASSESSMENT.

(c) A LOCAL EDUCATION PROVIDER SHALL NOT IMPOSE AN UNREASONABLE BURDEN OR REQUIREMENT ON A STUDENT THAT WOULD DISCOURAGE THE STUDENT FROM TAKING A STATE ASSESSMENT OR ENCOURAGE THE STUDENT'S PARENT TO EXCUSE THE STUDENT FROM TAKING THE STATE ASSESSMENT.

Update Invalidations through the PAnext UI

There are two types of invalidations that are applied through PAnext: Not Tested and Void Test Score codes and reasons. The type of code used depends on the status of the test.

Not Tested

Indicate not tested coding for tests that were never started by the student (i.e., all units still in **Ready** status in an online test session that was not prepared, assigned but not in a prepared/started online test session, or paper test submitted with nonscorable materials). **Users with the DAC, SAC, Sensitive Data, or Student Test Update role can complete this task**. The option to indicate a not tested code and reason appears on all student tests in **assigned** status under Setup > Students > Manage Student Tests in PAnext.

Void Test Score

Voids only apply to tests in **attempt** status (i.e., all units of the test in **completed** or **marked complete** status). A user must have the **Student Test Update** role in order to note a student's test as void in PAnext. If a test is still in **testing** status, **a DAC, SAC, or Sensitive Data user must first mark complete the remaining units of the test** in order to void.

> **Note**: Indicating a Marked Complete Reason **does not** invalidate a test; apply the Void Test Score Code/Reason separately (and as appropriate for each test assigned to the student) through the following steps.

- **Online** – If a test is in **attempt** status**,** do not use Not Tested Reasons/Codes as they do not invalidate the test.
- **Paper-based** – The void option is not available until the test is received and scanned by the vendor.

The option to indicate a void code appears on student tests under Setup > Students > Manage Student Tests in PAnext once the test is in **attempt** status (i.e., all units **completed** or **marked complete**).

Invalidate a student's test

1) Log in to PAnext.

2) Select **Students** from the **Setup** tab at the top left corner of the screen.
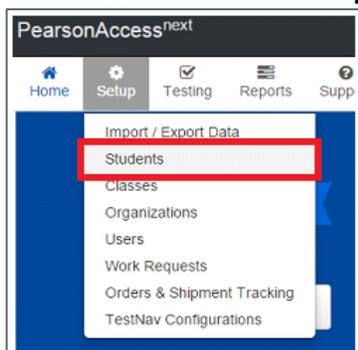
3) Search for the student by last name, SASID, or by selecting the **show all results** option from the **Search** drop-down in the **Find Student** portion of the screen. Select **Search**.
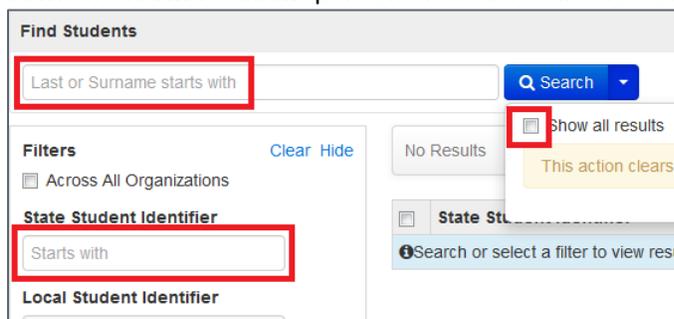
4) Select the checkbox in line with the student's name as listed in the search results.

5) Select **Manage Student Tests** from the **Select Tasks** drop-down menu. Select **Start**.

6) Under **STUDENT TESTS**, select the name of the student test that is to be invalidated.

7) Select the appropriate invalidation coding (based on test status) in the **TEST DETAILS** portion of the page, then select the applicable reason. See *Data Section 3: Void Test Score and Not Tested Codes and Descriptions* for descriptions of each invalidation.

For a test in **assigned** status, indicate a **Not Tested Code and Reason**.

For a test in **complete/attempt** status, indicate a **Void Test Score Code and Reason**.

Note: Users cannot code tests in **testing/in progress** status. The testing status is displayed in the list of tests on the left side of the screen, next to the test name.

8) Select **Save** on the **TEST DETAILS** screen.
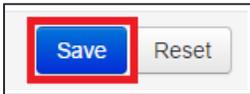
9) A green banner appears across the top of the screen confirming the change was successfully saved. Select **Exit Tasks**.
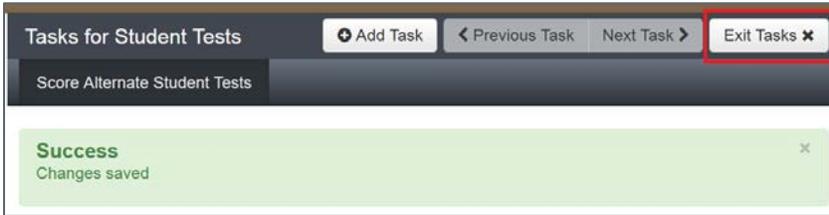
10) Repeat steps 2 through 9 for any additional tests that require invalidation.

Update Invalidations through a File Import

The Student Test Update (STU) file is used to batch load invalidation coding. Refer to *Data Section 4: Export/Import Data Files* for step-by-step guidance.

Data Section 4: Export/Import Data Files

PearsonAccess^next data files available through Setup > Import/Export Data are used to export current data from the system and import updates to records. Some data file types can create new records. Using data files allows changes to multiple records at the same time (batch loading) as opposed to making changes one-by-one through the PearsonAccess^next user interface. The following data files are available for use as determined by assigned user roles.

Import/Export Type	Description	Timing	User Roles
User	Create new user accounts and update existing user accounts.	Year Round	LEA/District Test Coordinator, School Test Coordinator
Student Registration	Create new student records, update existing student records, and delete existing test assignments.	Pre-testing	Sensitive Data (Delete Student needed for Student Registration Delete)
Enrollment Transfer	Submit student transfer requests to other districts and approve student transfer requests from other districts.	January - April	Sensitive Data
Student Test Update	Update demographic data in existing student records and apply invalidation coding.	Post-testing	Student Test Update

Field definition documents are available at http://coassessments.com > Data Resources for each file type. Valid values and cross-validations for each field are included in the documents.

Take the following steps to initiate work with any type of PearsonAccess^next data file. Subsequent steps are indicated within information specific to each type of file.

1) Log in to PearsonAccess^next.

2) Select **Import/Export Data** from the **Setup** tab at the top left corner of the screen.
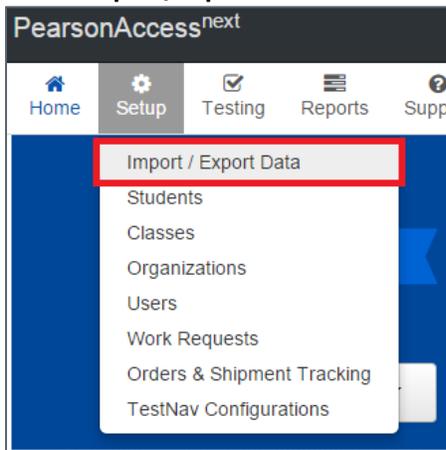
3) Select **Import/Export Data**. Select **Start**.
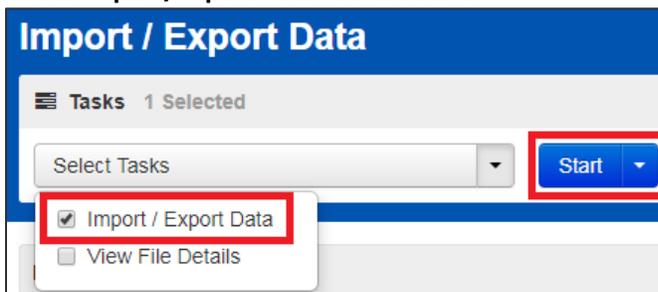
User File

The User file is used throughout the year when working with user accounts. This type of file can create new user accounts and update existing user accounts. The User file field definition document is available at http://coassessments.com > Data Resources.

Export the User File from PearsonAccess^next

To export the User file from PearsonAccess^next, complete steps 1-3 on page 186, then:

4) Select **User Export** from the **Type** drop-down menu.
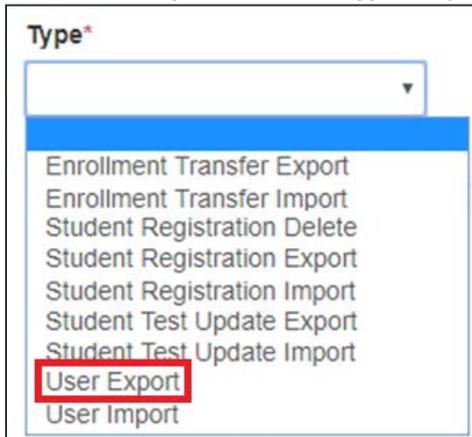
5) Select **Process**.

6) A blue banner appears at the top of the screen confirming the file is queued for processing. Select the refresh button (🔄) until the file is available for download; otherwise, PearsonAccess^next sends a notification to the user's e-mail address when the file is ready. Select **Exit Tasks** to access the **File Information** at a later time.
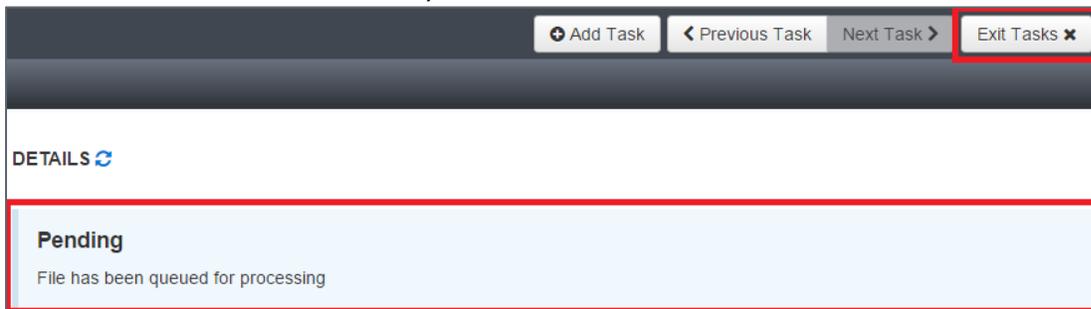
7) A green banner appears at the top of the screen when the file is available. Select **Download File** to view the file.

8) Save the file locally. Locate the file to indicate updates to import back into PearsonAccess^next.

Import the User File into PearsonAccess^next^

To import an updated User file into PearsonAccess^next^, complete steps 1-3 on page 186, then:

4) Select **User Import** from the **Type** drop-down menu.

5) Select **Choose File** under **Source File**, then locate the locally saved file on your computer. Include any e-mail addresses in the **Additional e-mails** field for anyone who should also receive notifications regarding the status of the file import. Select **Process**.

6) A blue banner appears at the top of the screen confirming the imported file is queued for processing. Select the refresh button (↻) until the file is processed; otherwise, PearsonAccess^next^ sends a notification to the user's e-mail address when the file import is complete. Select **Exit Tasks** to access the **File Information** at a later time.

7) Review any errors. If necessary, resolve any errors in the locally saved User file and repeat steps 2-6.

Student Registration/Personal Needs Profile File

The Student Registration/Personal Needs Profile (SR/PNP) file is used pre-testing when working with student registrations and test assignments. This type of file can create new records, update existing records, and delete existing test assignments.

- **Student Registration Export** – Produces current system data for review and updates.
- **Student Registration Import** – Once updates and additions are indicated in an exported SR/PNP, this file type is used to load the changes into PearsonAccess^next.
- **Student Registration Delete** – Test records loaded as this file type are removed from the system. **This file should not be used to remove records of students who do not test or move out of the district** (refer to Enrollment Transfer File information for directions on transferring records). The Student Registration Delete file is used when a student:
  - Moves from a school selected for social studies testing to a school that is not selected
  - Is reclassified to a different CMAS grade and needs updated registration information and new grade level test assignments
  - Is reclassified to a grade that does not administer CMAS assessments (i.e., kindergarten, first, second, ninth, tenth, and twelfth grades)
  - Is registered for ELA but will take CSLA

The SR/PNP file field definition document is available at http://www.cde.state.co.us/assessment/training-cmas.

Export the Student Registration File from PearsonAccess^next

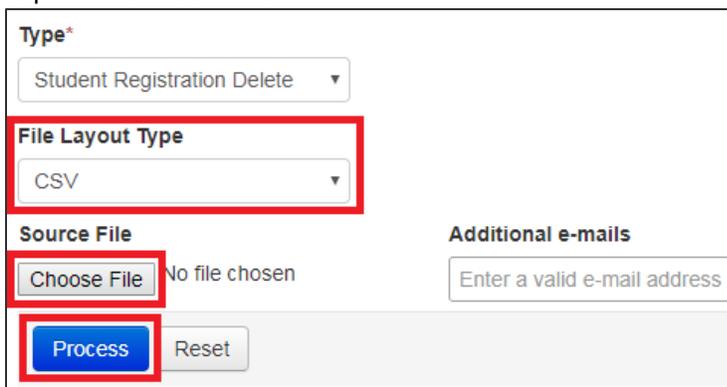To export the SR/PNP file from PearsonAccess^next, complete steps 1-3 on page 186, then:

4) Select **Student Registration Export** from the **Type** drop-down menu.
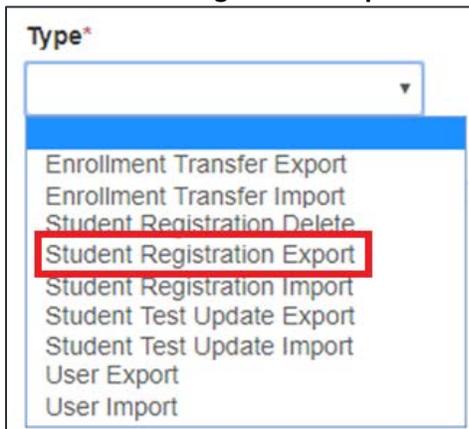
5) Select parameters on which to run the file export, then select **Process**.
   a. **File Layout Type** – options are CSV and fixed – CSV is recommended if no option is preferred
   b. **Test Status Filter** – options are assign (online tests not yet taken, paper tests), testing (online tests in prepared/started online sessions), and attempt (online – completed tests, paper tests returned to vendor and scanned)
   c. **Grade Level When Assessed** – options are third, fourth, fifth, sixth, seventh, eighth, and eleventh grades – leave blank (default) to export all grade levels
   d. **Subject** – options are CSLA, ELA, math, science, and social studies – leave blank (default) to export all content area assessments
   e. **Include tests with Void Test Score Code** – if selected, tests that are voided appear in the exported data

6) A blue banner appears at the top of the screen confirming the file is queued for processing. Select the refresh button (🔄) until the file is available for download; otherwise, PearsonAccess^next sends a notification to the user's e-mail address when the file is ready. Select **Exit Tasks** to access the **File Information** at a later time.

7) A green banner appears at the top of the screen when the file is available. Select **Download File** to view the file. The **parameters** on which the export was run appear below the **file information**.

8) Save the file locally. Locate the file to indicate updates to import back into PearsonAccess^next.

Import the Student Registration File into PearsonAccess^{next}

To import an updated SR/PNP file into PearsonAccess^{next}, complete steps 1-3 on page 186, then:
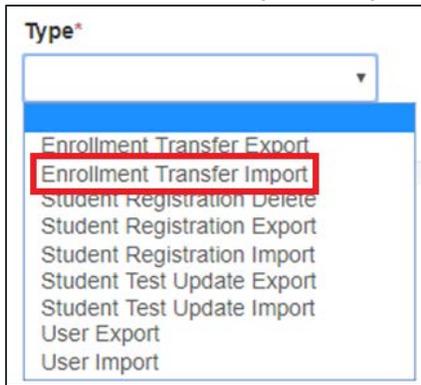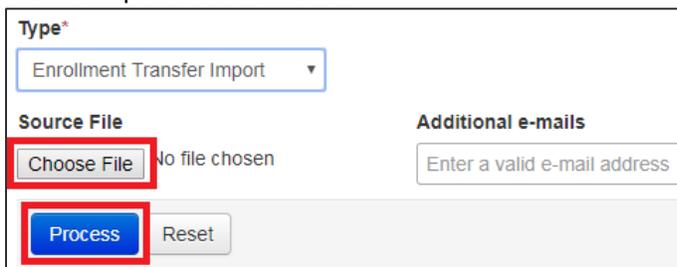
4) Select **Student Registration Import** as the **Type**.
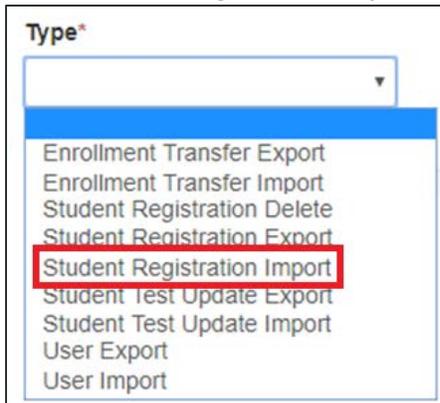
Type*

Enrollment Transfer Export
Enrollment Transfer Import
Student Registration Delete
Student Registration Export
Student Registration Import
Student Test Update Export
Student Test Update Import
User Export
User Import

5) Select the appropriate **File Layout Type** (the file type of the locally saved SR/PNP file, either CSV or Fixed). Select **Choose File** under **Source File**, then locate the locally saved file on your computer. Include any e-mail addresses in the **Additional e-mails** field for anyone who should also receive notifications regarding the status of the file import. Select **Process**.

   a. **File Layout Type** – options are CSV and fixed – CSV is recommended if no option is preferred
   b. **Don't auto-create Test Sessions for online testing** – If this box is selected, online test sessions will not be automatically created based on the Session Name (field AK) when the file is processed. It is recommended that this option **is selected** until the Session Name field is finalized for all records in the imported file.
   c. **Don't modify student tests** – If this box is selected, only student demographic data will be updated (fields A through AJ); test data will not be updated (fields AK through BQ).
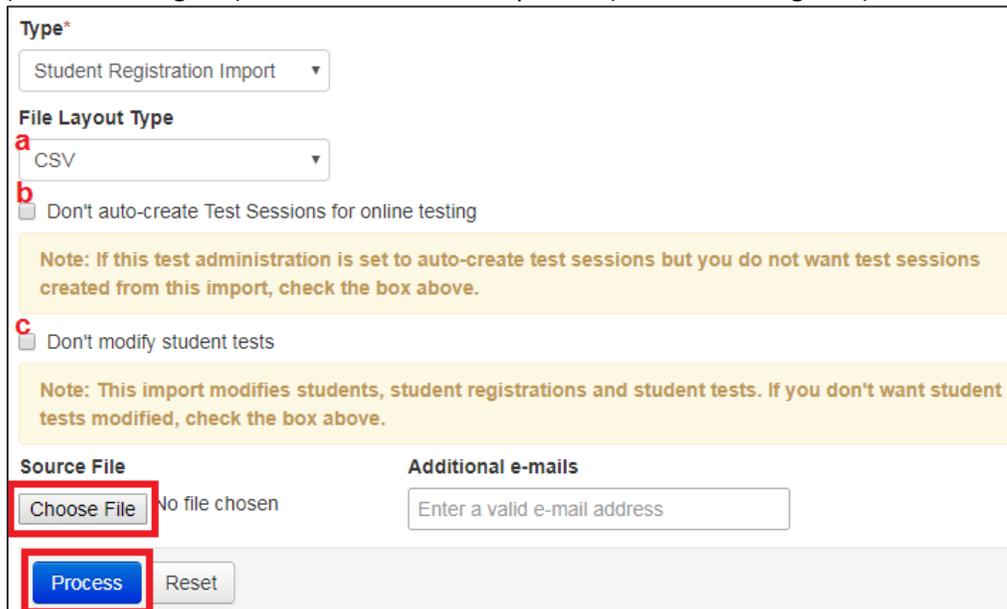
Type*

Student Registration Import

File Layout Type
a
CSV

b
☐ Don't auto-create Test Sessions for online testing

Note: If this test administration is set to auto-create test sessions but you do not want test sessions created from this import, check the box above.

c
☐ Don't modify student tests

Note: This import modifies students, student registrations and student tests. If you don't want student tests modified, check the box above.

Source File   **Additional e-mails**

| Choose File | No file chosen | Enter a valid e-mail address |

| Process | Reset |

6) A blue banner appears at the top of the screen confirming the imported file is queued for processing. Select the refresh button (⟳) until the file is processed; otherwise, PearsonAccess^{next} sends a notification to the user's e-mail address when the file import is complete. Select **Exit Tasks** to access the **File Information** at a later time.

7) Review the file details. If errors are present, resolve the data causing the errors in the locally saved SR/PNP file and repeat steps 2-6.

Load the Student Registration Delete File into PearsonAccess^next

To use the SR/PNP file to delete test assignments in PearsonAccess^next, complete steps 1-3 on page 186, then:

4) Select **Student Registration Delete** as the **Type**.

5) Select the appropriate **File Layout Type** (the file type of the locally saved SR/PNP file, either CSV or Fixed). Select **Choose File** under **Source File**, then locate the locally saved file on your computer. Include any e-mail addresses in the **Additional e-mails** field for anyone who should also receive notifications regarding the status of the file import. Select **Process**.

6) A blue banner appears at the top of the screen confirming the imported file is queued for processing. Select the refresh button (⟳) until the file is processed; otherwise, PearsonAccess^next sends a notification to the user's e-mail address when the file import is complete. Select **Exit Tasks** to access the **File Information** at a later time.

7) Review the file details. If errors are present, resolve the data causing the errors in the locally saved SR/PNP file and repeat steps 2-6.

Enrollment Transfer File

The Enrollment Transfer file is used to submit student transfer requests to other districts and approve student transfer requests from other districts. The Enrollment Transfer file field definition document is available at http://www.cde.state.co.us/assessment/training-cmas.

Export the Enrollment Transfer File from PearsonAccess^next

To export the Enrollment Transfer file from PearsonAccess^next, complete steps 1-3 on page 186, then:

4) Select **Enrollment Transfer Export** from the **Type** drop-down menu.
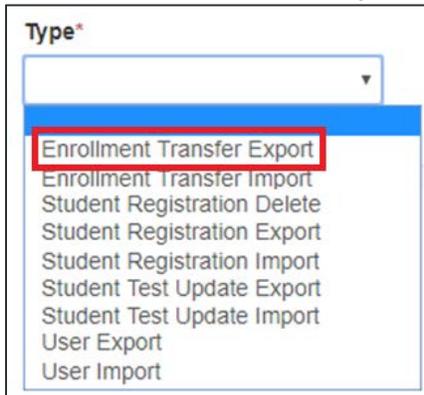
5) Select **Process**.

6) A blue banner appears at the top of the screen confirming the file is queued for processing. Select the refresh button (🔄) until the file is available for download; otherwise, PearsonAccess^next sends a notification to the user's e-mail address when the file is ready. Select **Exit Tasks** to access the **File Information** at a later time.
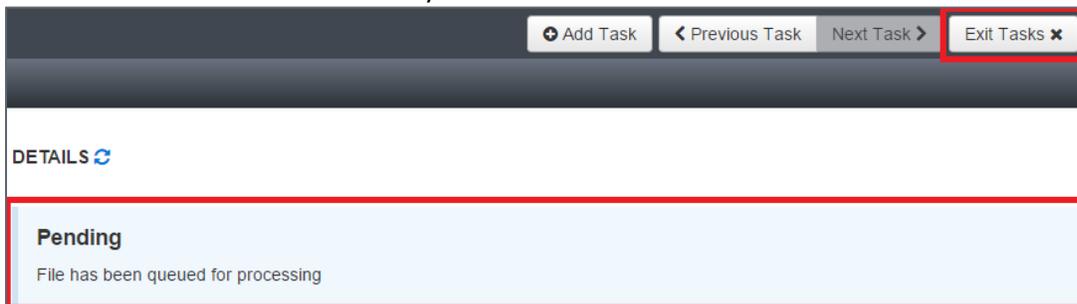
7) A green banner appears at the top of the screen when the file is available. Select **Download File** to view the file.

8) Save the file locally. Locate the file to indicate updates to import back into PearsonAccess^next.

*Import the Enrollment Transfer File into PearsonAccess^next^*

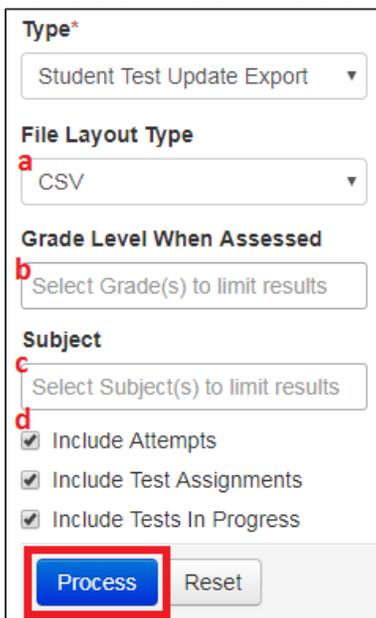To import an Enrollment Transfer file into PearsonAccess^next^, complete steps 1-3 on page 186, then:

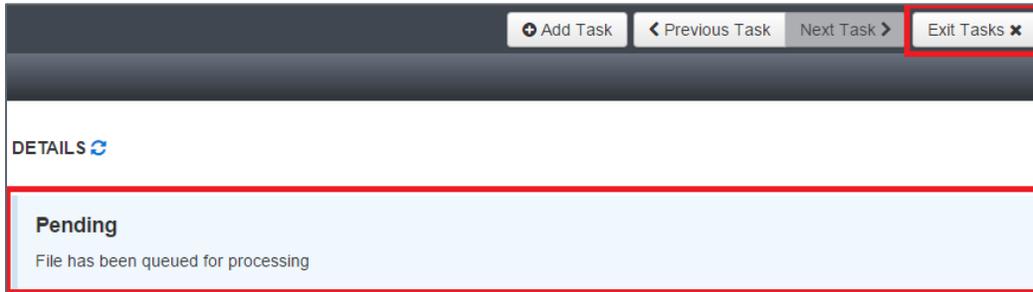4) Select **Student Test Update Import** as the **Type**.

5) Select **Choose File** under **Source File**, then locate the locally saved file on your computer. Include any e-mail addresses in the **Additional e-mails** field for anyone who should also receive notifications regarding the status of the file import. Select **Process**.

6) A blue banner appears at the top of the creen confirming the imported file is queued for processing. Select the refresh button ( ) until the file is processed; otherwise, PearsonAccess^next^ sends a notification to the user's e-mail address when the file load is complete. Select **Exit Tasks** to access the **File Information** at a later time.
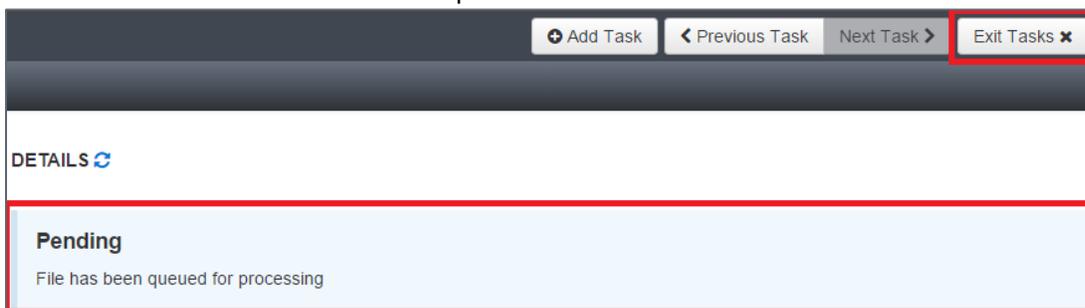
7) Review the file details. If errors are present, resolve the data causing the errors in the locally saved Enrollment Transfer file and repeat steps 2-6.

Student Test Update File

The Student Test Update (STU) file is used post-testing to update student demographic data and invalidation coding. Export the STU to work with current system data before importing updates. The STU file field definition document is available at http://coassessments.com > Data Resources.

> **Note**: Indicating a Marked Complete Reason through the PearsonAccess^next UI **does not** invalidate a test; a Void Test Score Code/Reason must be applied separately through the following steps. Not Tested Reasons/Codes should not be used if a test was marked complete through the UI.

Export the Student Test Update File from PearsonAccess^next

To export the STU file from PearsonAccess^next, complete steps 1-3 on page 186, then:

4) Select **Student Test Update Export** from the **Type** drop-down menu.

5) Select parameters on which to run the file export, then select **Process**.
   a. **File Layout Type** – options are CSV and fixed – CSV is recommended if no option is preferred
   b. **Grade Level When Assessed** – options are third, fourth, fifth, sixth, seventh, eighth, and eleventh grades – leave blank (default) to export all grade levels
   c. **Subject** – options are CSLA, ELA, math, science, and social studies – leave blank (default) to export all content area assessments
   d. **Test status inclusions** – select all boxes to include attempts, test assignments, and tests in progress
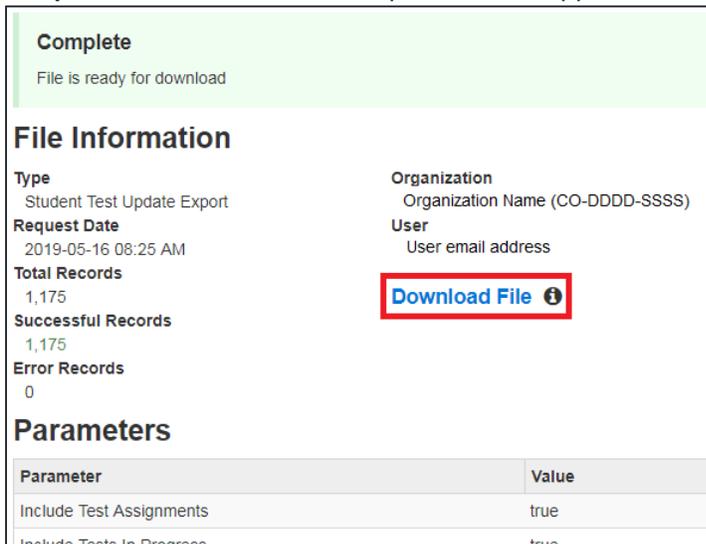
6) A blue banner appears at the top of the screen confirming the file is queued for processing. Select the refresh button (⟳) until the file is available for download; otherwise, PearsonAccess^next sends a notification to the user's e-mail address when the file is ready. Select **Exit Tasks** to access the **File Information** at a later time.

7) A green banner appears at the top of the screen when the file is available. Select **Download File** to view the file. The **parameters** on which the export was run appear below the **file information**.

8) Save the file locally. Locate the file to indicate updates to import back into PearsonAccess^next .

Importing the Student Test Update File into PearsonAccess^next

To import an updated STU file into PearsonAccess^next , complete steps 1-3 on page 186, then:

4) Select **Student Test Update Import** as the **Type**.
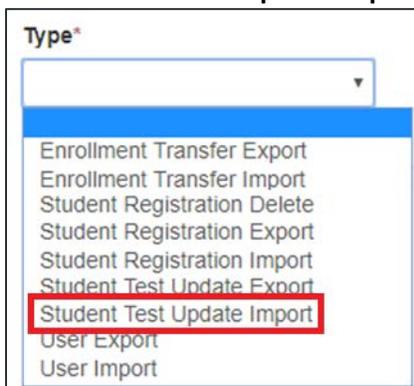
5) Select the appropriate **File Layout Type** (the file type of the locally saved STU file, either CSV or Fixed). Select **Choose File** under **Source File**, then locate the locally saved file on your computer. Use the **Additional e-mails** field to add anyone who should receive notifications regarding the status of the file import. Select **Process**.

6) A blue banner appears at the top of the screen confirming the imported file is queued for processing. Select the refresh button ($\circlearrowleft$) until the file is processed; otherwise, PearsonAccess[next] sends a notification to the user's e-mail address when the file import is complete. Select **Exit Tasks** to access the **File Information** at a later time.

7) Review the file details. If errors are present, resolve the data causing the errors in the locally saved STU file and repeat steps 2-6.

BOCES and Out of District Testing Sites

BOCES

BOCES are involved in state assessments in several different ways. Some BOCES operate schools and are responsible for testing students enrolled in their schools. Other BOCES operate programs but serve as testing sites for students. This section groups BOCES into three basic scenarios and describes the processes that are followed for the CMAS science, social studies, math, ELA/CSLA and CoAlt science and social studies assessments.

Scenario 1: BOCES that operate schools that have a 4 digit CDE school codes and the school is the student's primary school of enrollment. In this situation, the BOCES follow the same procedures as a regular school district in PAnext. CDE uploads information for the BOCES as part of the pre-ID upload. In this scenario, the testing and responsible district and school are the same. In the SR/PNP layout, a student's district and school data are coded as follows:

- Testing district code: 4-digit BOCES code as it appears in Data Pipeline
- Testing district name: BOCES name as it appears in Data Pipeline
- Testing school code: School code as it appears in Data Pipeline
- Testing school name: School name as it appears in Data Pipeline
- Responsible district code: 4-digit BOCES code as it appears in Data Pipeline
- Responsible district name: BOCES name as it appears in Data Pipeline
- Responsible school code: School code as it appears in Data Pipeline
- Responsible school name: School name as it appears in Data Pipeline.

Scenario 2: BOCES that operate like programs and administer state assessments to students from ONE "Home" Colorado District. In this situation, the BOCES follow the same procedures as a regular public school located within a Colorado School District in PAnext. Using the same process used to assign school level user roles to the regular public schools in the districts, the "home" district assigns BOCES staff user roles to a BOCES School within their district. While CDE sets up a "BOCES school" within the district CDE is unable to pre-populate students enrolled in the BOCES schools based on information in Data Pipeline. Districts must move students from the primary school enrollment indicated in Data Pipeline to the BOCES school. In this scenario, the testing district and school is different from the responsible district and school. In the SR/PNP layout, a student's district and school data are coded as follows:

- Testing district code: 4-digit official CDE BOCES code
- Testing district name: BOCES name
- Testing school code: 4-digit unofficial code (BBBB) assigned by Assessment Division
- Testing school name: Official BOCES name with "testing site" added to end
- Responsible district code: "Home" district code as it appears in Data Pipeline
- Responsible district name: "Home" district code as it appears in Data Pipeline
- Responsible school code: Primary school enrollment school code as it appears in Data Pipeline
- Responsible school name: Primary school enrollment school name as it appears in Data Pipeline.

Scenario 3: BOCES that operate like programs and administer state assessments to students from MULTIPLE "Home" Colorado Districts. In this situation, the BOCES is set up as a unique district in PAnext. BOCES and "home" districts transfer students to this district through "Work Requests – Enrollment Transfer" in PAnext because CDE cannot identify the students from the information in Data Pipeline. CDE sets up a BOCES district with a school code within PAnext to use as the testing site. Districts and BOCES work together to create a list of students who need to test at the BOCES. In this scenario, the testing district and school is different from the responsible district and school. In the SR/PNP file, a student's district and school data are coded as follows:

- Testing district code: 4-digit official CDE BOCES code
- Testing district name: BOCES name
- Testing school code: 4-digit unofficial code (BBBB) assigned by Assessment Division
- Testing school name: Official BOCES name with "testing site" added to end
- Responsible district code: "Home" district code as it appears in Data Pipeline
- Responsible district name: "Home" district code as it appears in Data Pipeline
- Responsible school code: Primary school enrollment school code as it appears in Data Pipeline
- Responsible school name: Primary school enrollment school name as it appears in Data Pipeline.

Out of District Testing Sites

There are cases in which students take state assessments at locations outside of their home school districts but student scores should return to the home district. For example, a district may send special education students to a central location for testing. Or, online students may test in a district close to their residence but outside of the district of enrollment.

In situations like these, the testing site is the district code of the testing site. Testing sites and "home" districts transfer students to this district through a "Work Requests – Enrollment Transfer" in PAnext because CDE cannot identify the students from the information in Data Pipeline. Reporting and testing sites work together to create a list of students who will test at the testing site. In this scenario, the testing school is different from the responsible school; and the testing district may also be different from the responsible district. In the SR/PNP file, a student's school data and district data (if needed) are coded as follows:

- Testing district code: Testing district's 4-digit CDE district code
- Testing district name: District name
- Testing school code: Testing district's 4-digit CDE district code or 4-digit unofficial code if the site is a program
- Testing school name: Official testing school or testing program name
- Responsible district code: Official CDE "Home" district code
- Responsible district name: "Home" district name
- Responsible school code: Official CDE "Home" school code
- Responsible school name: "Home" school name.

Testing at District Run Programs

Some districts may test at program sites within their district that do not have an official CDE school code. If the students are administered tests at the program site, there are two options for districts to use to help track and test these students in PAnext.

Option 1: Assign the students to a unique testing group.

In this option, testing and responsible district and school codes are the same and represent the school of official student enrollment. In this option, set up the CMAS Test Administrator with permissions for the school of enrollment.

Option 2: Assign the students to a created/unofficial school site within the district.

In this option, testing/responsible district codes and the responsible school code represent the district and school of official student enrollment. The testing school code is an unofficial code that represents a testing site. **To get a testing school unofficial code, districts need to contact the Assessment Division.** In this option, set up the CMAS Test Administrator with permissions for the unofficial testing site.

Table 3: Within Program Student Enrollment Information

SR/PNP Field	Option 1	Option 2
Testing District Code	Official enrollment code	Official enrollment code
Testing School Code	Official enrollment code	Unofficial code provided by CDE
Testing District Name	Official enrollment name	Official enrollment name
Testing School Name	Official enrollment name	Program name provided to CDE by district
Responsible District Code	Official enrollment code	Official enrollment code
Responsible School Code	Official enrollment code	Official enrollment code
Responsible District Name	Official enrollment name	Official enrollment name
Responsible School Name	Official enrollment name	Official enrollment name

Approved Facility Schools and Division of Youth

Students placed out-of-district by a public agency (enrolled in Approved Facility Schools) and incarcerated students (Division of Youth Corrections) do not have information in Data Pipeline. Therefore, CDE cannot pre-populate student data into PAnext. DACs for Approved Facility Schools and the Division of Youth Corrections must upload the full SR/PNP file layout into PAnext (refer to SR/PNP layout documentation at http://coassessments.com > Data Resources).

Table 4: Student Enrollment Information for Eligible Facilities and the Division of Youth Corrections

SR/PNP Field	Approved Facility Schools	Division of Youth Corrections
Testing District Code	3456	8104
Testing School Code	Official school code	Official school code
Testing District Name	Approved Facility Schools	Division of Youth Corrections
Testing School Name	Official school name	Official school name
Responsible District Code	3456	8104
Responsible School Code	Official school name	Official school name
Responsible District Name	Approved Facility Schools	Division of Youth Corrections
Responsible School Name	Official school name	Official school name

Home School Students

Home school students taking the CMAS assessments need to have a record in PAnext. However, districts may limit home schooled student reporting data to the information in Table 5.

Table 5: Home School Student Enrollment Information

| SR/PNP Field Name	Home School Valid Value	Comment
Testing District Code	Testing site official district code	Testing site information is needed to assign a test to the student record.
Testing School Code	Testing site official school code	
Testing District Name	Testing site district name as it appears in Data Pipeline	
Testing School Name	Testing site school name as it appears in Data Pipeline	
Responsible District Code	Same as testing district code	The vendor sends home school student reports to the district testing site. It is the district's responsibility to distribute these reports.
Responsible School Code	HHHH	This code is used to indicate the record of a home school student. This code is used to exclude the student from state, district, and school reports.
Responsible District Name	Testing site district name as it appears in Data Pipeline	
Responsible School Name	District Home School	
SASID	SASID or district generated ID	Use a CDE-assigned SASID for the student if available. If an official SASID is not available, populate the SASID field with DDDDHHHH##, where 'DDDD' is entered as the district's code, 'HHHH' represents the home school, and ## is entered as a unique two digit number (i.e., 01 to 99) to identify the student.
Student Last Name	See SR/PNP layout	
Student First Name	See SR/PNP layout	
Student Middle Name	See SR/PNP layout	
Date of Birth	See SR/PNP layout	
Gender	See SR/PNP layout	
Grade	See SR/PNP layout	Note the grade level of the test the student is taking. For example, if a student is taking the 4th grade social studies test, enter 'grade 4' in PAnext for that student.

Importing a .csv File into Microsoft Excel

To retain the formatting of variables in a .csv file in Microsoft Excel, import all fields as text. Below are step-by-step instructions explaining how to complete this process.
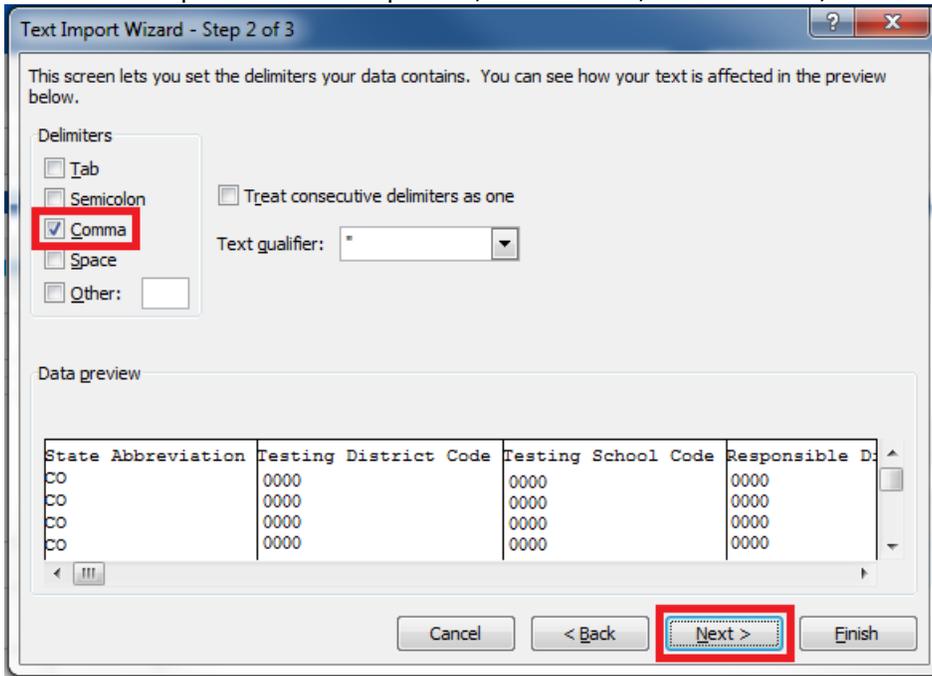
1) Open Microsoft Excel.

2) Select the Data tab, then select From Text.
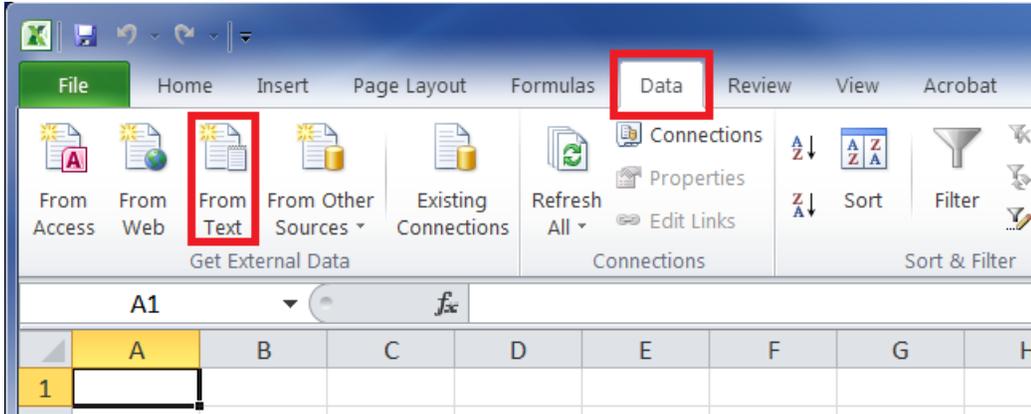
3) An Import Text File window will appear. Locate the locally saved .csv file and select Open.

4) On the Text Import Wizard – Step 1 of 3, select Delimited. Select Next.
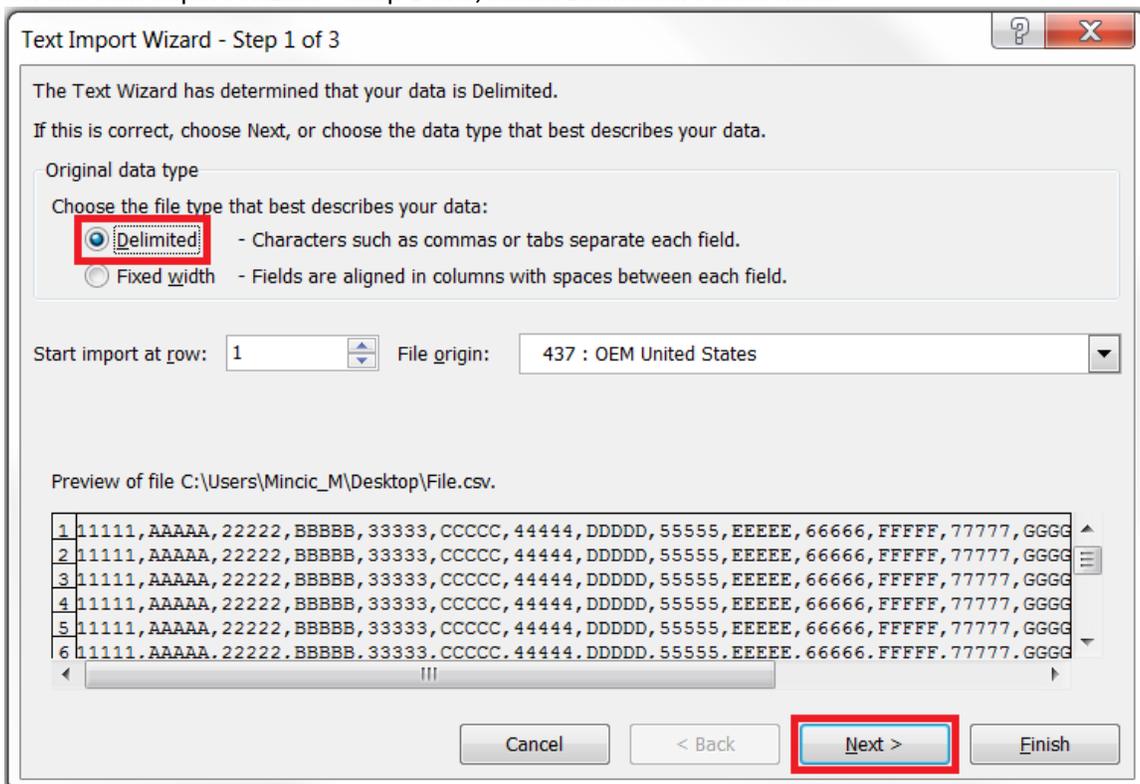
5) On the Text Import Wizard – Step 2 of 3, deselect Tab, select Comma, and then select the Next button.

6) On Text Import Wizard – Step 3 of 3,
   a. Highlight all the fields in the file. (Select the first column, hold down the Shift key on the keyboard, drag the scroll bar to the right, and select the last column to highlight all fields at once.)
   b. Once all fields are highlighted, select Text in the Column data format box.
   c. Select the Finish button.
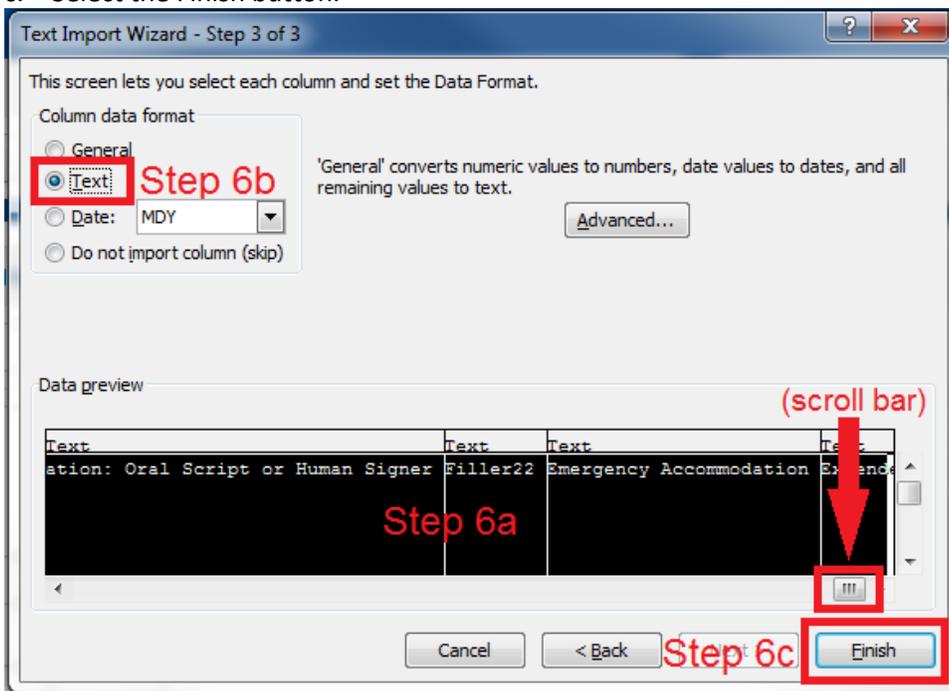
7) Save a working version of the file in Excel format.
8) Make updates to the file using the Excel format.
9) Before importing the updated file back to PAnext, save the file as .csv.
10) Import the updated .csv file into PAnext.

CDE Contact Information

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201 East Colfax Avenue Room 502, Denver, CO 80203-1899 **Fax: 303-866-6680**	
Contact	**Responsibilities**
Sara Loerzel, CMAS Assessment Administration Principal Consultant 303-866-3266; loerzel_s@cde.state.co.us	• CMAS operations and procedures • PearsonAccessnext • Contact for general accommodations
TBD, CoAlt and Special Education Specialist	• CoAlt development and operations • Contact for non-standard accommodations
Heather Villalobos Pavia, Linguistics Specialist 303-866-6119; villalobospavia_h@cde.state.co.us	• Contact for English Learner (EL) accommodations
Collin Bonner, Technology Specialist 303-866-6752; bonner_c@cde.state.co.us	• DTC Contact • PearsonAccessnext
Jasmine Carey, Psychometrician 303-866-6634; carey_j@cde.state.co.us	• Analysis and validation of procedures and data
Molly Mund, Content 303-866-6808; mund_m@cde.state.co.us	• CMAS science and mathematics content development
Nathan Redford, Content 303-866-6849; redford_n@cde.state.co.us	• CMAS social studies and ELA content development
Christina Wirth-Hawkins 303-866-6979; wirth-hawkins_c@cde.state.co.us	• Director of Assessment Development
Gina Herrera, Exceptional Student Services Unit 303-866-6605; herrera_g@cde.state.co.us	• Eligibility criteria for alternate assessments
For a complete listing of Assessment Division personnel please go to: http://www.cde.state.co.us/assessment/generalinfo-about	