

District Test Coordinator (DTC) Handbook: Spring 2019

This DTC Handbook is a compilation of the information that was presented in the PowerPoint shared at the annual DTC regional trainings. This Handbook was created in response to feedback received during training for an easily accessible reference document for staff involved in NJSLA assessments. All information in this DTC Handbook was included in the DTC training sections. The only new information included below is the *Helpful Questions and Answers* section at the end of the document, which captures key questions that were asked during the training.

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Important Information Links for Spring 2019 Administration

- [Spring 2019 Statewide Assessments Testing Schedule](#)
- [Key Spring Dates—ELA/Math 2019](#)
- [Key Spring Dates - Science 2019](#)
- [Unit Test Times for ELA/Mathematics/Science](#) – Updated for Spring 2019

Scheduling Test Units and the Testing Site

Scheduling Test Units

Follow the guidance below for scheduling test units:

- Utilize any school day during the 30-day testing window; districts are encouraged to start testing as soon as possible to ensure completion of the assessment.
- Multiple groups of students can be scheduled in a single day (i.e., AM Group 1: 2 units; PM Group 2: 2 units).

- Administer no more than two units per day per individual student. Administering back to back units is permitted; however, students must have a supervised break between units.
- Units within a content area must be administered in sequence (i.e., Science Unit 1, followed by Unit 2, followed by Unit 3, followed by Unit 4).
- There is no special order by grade (i.e., grades 3, 4, 5 or grades 6, 7, 8 or grades 4, 6, 8) or by content area (i.e., Math followed by ELA).
- Grades may be combined for the same content area if unit test times and read aloud test directions are the same.
- Students with extended time accommodation (i.e., Individualized Education Plan or IEP, Section 504, or EL) should begin testing in the morning and complete a given unit by the end of that school day.
- Absent students can resume testing with assigned group and be assigned to make-up sessions for units missed.

Afterhours Testing

Afterhours testing is available for adult and alternative high school programs. For afterhours testing, the District Test Coordinator (DTC) must request Delivery Schedule Override for test sessions prior to the start of the testing window.

Emergency Closing and Scheduling Problems

For a delayed opening or anticipated early release, proceed with testing only if there is adequate time to complete the unit(s); DO NOT start testing if adequate time to complete the unit(s) is in doubt.

If testing is cancelled for the day, follow the steps outlined below:

- Reschedule the cancelled unit by either pushing the entire schedule forward or rescheduling the cancelled units for make-up testing
- Complete an Irregularity Report (IR) form
- Upload the IR to PearsonAccess^{next} (PAN)
- Email the confirmation number to the NJDOE State Assessment Coordinator

Handling Incomplete, Interrupted, Early Release or Power Outage Problems

If students are unable to complete a started unit, the Test Administrator must take the following steps:

- Guide students to log out of TestNav on the testing devices
- Confirm that no students display as actively testing in PAN
- Lock all unlocked units in PAN
- Secure all testing devices and secure test materials according to district's Security Plan
- Document the time remaining on the clock at the time of interruption
- Reschedule incomplete unit for next available day
- Complete Irregularity Report (IR)
- Upload the IR to PAN
- Email the confirmation number to the appropriate NJDOE State Assessment Coordinator

Testing Site Requirements

Follow the guidance below regarding testing site requirements:

- Students must be well spaced with ample surface area.
- Provide assigned seating for students.

- Provide good lighting and ventilation in the testing rooms.
- Use clock and chart to display time remaining.
- Never leave students unattended.
- Supervise students at all times, including during restroom breaks.
- Assign monitors to keep hallways quiet and testing rooms undisturbed.
- Post “Testing Do Not Disturb” signs on testing room doors (see Appendix C of the Test Administrator Manual [TAM]).
- No coats, backpacks, or purses are permitted in the testing rooms.
- No instructional displays should be present in the testing rooms.
- No buzzers, bells, or non-emergency announcements or interruptions should occur during testing.
- No cell phones, MP3 players, or any unauthorized electronics are permitted in the testing rooms.
- No food or beverages (except if by IEP or 504) are permitted.
- No unauthorized materials should be present in the testing rooms.

Who Must Test

All students currently enrolled in tested grades/course in the state’s public-school system are expected to participate in statewide assessment [*N.J.A.C. 6A-8-4.1(d)*]. This includes:

- Students in general education.
- Students who are newly arrived English Learners (ELs) must take the Math and Science assessment. ELs in grades 3-8 are exempt from the ELA state assessment.
 - As a reminder, according to the federal *Every Student Succeeds Act (ESSA)*, any student who entered the United States after June 1 of the previous school year, including high school students, is also exempt from taking the NJSLA-ELA.
- Students with disabilities EXCEPT those with the most significant cognitive disabilities who qualify for the DLM. These students who are exempt from taking the general assessment must participate in the DLM assessments in ELA, mathematics, and science as specified in their IEP.
 - Detailed Information & Decision Guidelines for DLM are available on the [NJDOE website](#) and [the NJ DLM webpage](#).

Students with Individual Education Programs (IEPs)

Students with IEPs that are exempt from passing are required to take all appropriate statewide assessments once, but are not required to pass statewide assessments, alternate graduation assessments, or participate in the appeals process.

Middle School Math

Follow the guidance below for testing middle school students enrolled in the following math courses:

- Students enrolled in a one-year Algebra I or Geometry course must take the Algebra I or Geometry assessment instead of the grade 7 or grade 8 math assessment.
- Students enrolled in a two-year Algebra I or Geometry course must take their grade level math assessment in the first year of the course (grade 7 or 8 math) then take the Algebra I or Geometry assessment in the second year of the two-year course.
- Students enrolled in multiple high school level mathematics courses (Algebra I, Geometry, Algebra II) will take only one math assessment – Algebra I or Algebra II.

High School Math

High school students not enrolled in a tested math course do not take the test. NJDOE, in consultation with the State Board of Education, will not require districts to administer end-of-course statewide assessments in ELA and mathematics to students in grade 11 (Spring 2019). However, districts may administer the NJSLA-ELA 11 or NJSLA-Math in Algebra I, Algebra II, or Geometry assessments to grade 11 students during the spring 2019 administration if necessary to meet the first graduation assessment pathway outlined in the New Jersey High School Assessment Graduation Requirements or to support already planned student performance data collection plans.

Follow the guidance below for testing high school students in grades 9 and 10 enrolled in the following math courses:

- Students enrolled in an Algebra I, Geometry, or Algebra II course must take the corresponding state assessment unless they are repeating the course but have previously passed the assessment associated with the course.
- Students enrolled in multiple mathematics courses will take only one state mathematics assessment per assessment administration, that being Algebra I or Algebra II.
- Students enrolled in an integrated math course that is prerequisite for an Algebra I or Geometry course do not take the Algebra I or Geometry assessment while enrolled in the integrated course. These students must wait until they are enrolled in the Algebra I or Geometry course to take the test.
- Students enrolled in an integrated math course that serves as an alternative to an Algebra I or Geometry course must take the Algebra I or Geometry assessment.

High School ELA

High school students not enrolled in a tested ELA course do not take the test. Grade level ELA course/credit assignment determines participation in statewide assessments, not grade level homeroom assignment. Follow the guidance below for testing high school students in ELA courses:

- High school students enrolled in tested courses or grades must take the assessment regardless of the type of ELA course they are currently enrolled in. **However**, students repeating a course who have previously passed the assessment associated with that course are not required to re-take that assessment.
- English learners (ELs) enrolled in English as a Second Language (ESL) (i.e., beginner, intermediate, or advanced level) must take the ELA assessment associated with their course equivalent/credit assignment and not the level of the ESL course.
- Students enrolled in multiple ELA courses will take only one ELA assessment as deemed appropriate by the school district, unless one of the multiple courses is Grade 10 ELA. In that case, these students must take the Grade 10 ELA assessment.

Adult High School Students

Adult high school students enrolled in a currently assessed course must take the associated statewide assessment unless they have taken any past statewide graduation test (i.e. MBS, HSPT 9, HSPT 11, SRA, HSPA, AHSA). Adult high school students who passed any historical statewide assessment will have their passing scores banked and counted toward their graduation testing requirement and do not take state tests. Adult high school students who took, but did not pass, the historical statewide assessments must meet the graduation testing requirement via the alternative pathways or the portfolio appeal process. HSPA cohort students do not take the test regardless of course enrollment. Students who did not pass the HSPA/ASHA in a content area must rely on the alternative pathways or portfolio appeals.

Science

All students enrolled in grades 5, 8, and 11 must take a state science assessment. For high school students in grade 11, requirement for participation in the assessment is determined by credit total and not homeroom assignment.

Accessibility Features and Accommodations

Accessibility Features for All Students

Features noted with an asterisk must be identified for usage in advance.

- Answer Masking*
- Audio Amplification
- Bookmark
- Color Contrast*
- Blank Scratch Paper
- Eliminate Answer Choices
- General Administration Directions Clarified
- General Administration Directions Read Aloud and Repeated as Needed
- Highlight Tool
- Headphones or Noise Buffers
- Line Reader Mask Tool
- Magnification/Enlargement Device
- Notepad
- Pop-up Glossary
- Redirect Students to the Test
- Spell Check or External Spell Check Device
- Student reads Assessment Aloud to Self*
- Text-to-Speech for Mathematics/Science*
- Human Reader/Human Signer for Mathematics/Science*
- Writing Tool

Administrative Considerations for All Students

Follow the below guidance for administering the assessment to all students:

- Small Group Testing
- Time of Day
- Separate or Alternate Location
- Specified Area or Setting
- Adaptive and Specialized Equipment of Furniture
- Frequent Breaks

Accommodations for Students with Disabilities

IEP or Section 504 Plan teams are responsible for making all accommodation decisions.

Accommodations must be documented in an approved IEP or Section 504 Plan; students should have prior experience using the accommodation routinely during classroom instruction and locally-administered assessments.

Presentation Accommodations for Students with Disabilities

- Assistive Technology
- Screen Reader Version
- Refreshable Braille Display with Screen Reader Version for ELA
- Hard Copy Braille Edition (provided in Unified English Braille)
- Tactile Graphics
- Large Print Edition (provided in 18-point font on paper sized 14"x18")
- Paper-Based Edition (must have a valid IEP or Section 504 Plan)
- Closed Captioning of Multimedia on ELA
- American Sign Language (ASL) Video for Mathematics/Science
- Human Signer for Test Directions
- ELA Assessment accommodations, including items, response options, and passages

- Text-to-Speech
- American Sign Language (ASL) Video
- Human Reader/Human Signer

Response Accommodations for Students with Disabilities

- Assistive Technology (Non-Screen Reader)
- Braille Notetaker
- Braille Writer
- Calculation Device (on Calculator Section of Mathematics Assessment)
- Calculation Device and Mathematics Tools (on Non-Calculator Sections of Mathematics Assessment)
- ELA Selected Response Options, ELA Constructed Response Options and Math/Science Response Options
 - Speech to Text
 - Human Scribe
 - Human Signer
 - Assistive Technology Device
- Monitor Test Response
- Word Prediction External Device

Speech to Text – New Guidance for Spring 2019

Students receiving Speech to Text as an accommodation may now use a third-party web-based product that requires the use of the internet to initiate the product, if the product is used routinely by the student during classroom instruction.

If this accommodation is utilized, the student must test one to one (i.e., test administrator and student), the Test Administrator must monitor the student and a proctor is strongly recommended in the testing room. The TC must then verify that a third-party device was not used to access the internet outside of its original purpose. The speech to text guidance form must be uploaded to PAN.

Timing and Scheduling Accommodation for Students with Disabilities

Students who are allowed Extended Time through their valid IEP or Section 504 Plan have until the end of the school day to complete a single test unit administered during the prescribed testing window.

Students receiving this testing accommodation should be tested in a separate setting to minimize distractions to other students and should be scheduled for testing in the morning to allow adequate time to complete a test unit.

Accommodations for English Learners (ELs)

EL teams are responsible for making all accommodation decisions, and the accommodations must be documented. Students should have prior experience using the accommodation routinely during classroom instruction and locally-administered assessments. Students classified as ELs whose parent/legal guardian has refused language support services, are eligible to receive EL testing accommodations as deemed appropriate.

Newly arrived ELs, in grades 3 through 8 only, who are enrolled in United States schools after June 1 of the prior school year, may be excluded from taking the ELA assessment in the current school year.

However, these students must take the math and science assessments. These students must take the Access for ELs.

Accommodations for ELs include:

- Extended Time
- Word to Word Dictionary (English/Native Language)
- Mathematics/Science Response Speech-to-Text or Human Scribe
- General Administration Directions Read Aloud and Repeated in Student’s Native Language (see note)
- General Administration Directions Clarified as Needed in Student’s Native Language
- Online Trans-adaptation of the Mathematics/Science Assessment in Spanish
- Paper-Based Edition of Mathematics/Science Assessment in Spanish
- Large Print Edition of the Mathematics/Science Assessment in Spanish
- Text-to-Speech or Human Reader for the Mathematics/Science Assessment in Spanish

Note: Read aloud directions are available in the following languages: Arabic, Bengali, Chinese Mandarin, Gujarati, Haitian Creole, Korean, Portuguese, Russian, Spanish, Urdu. Science translation available in Spanish only.

Tools and Materials

Calculators

Usage of calculators is permitted only on “Calculator Section” of math units; for math, calculators are **not permitted** for grade 3 through 5 except when IEP or 504 specified, and **not permitted** for Non-Calculator Sections except when IEP or 504 specified. For Science testing, the grade-appropriate calculator is permitted on all units.

Calculators utilized during testing may **not** be tablet, laptop (PDA) or phone-based, and should not have a QWERTY keyboard. Those with built-in Computer Algebra Systems (CAS) are also prohibited.

For Computer Based Testing (CBT), a calculator is automatically provided on TestNav platform during Calculator Sections. Students must have prior experience with TestNav-provided calculator; practice tests and tutorials are available on TestNav. Districts may provide CBT students with hand held calculators as permitted. For Paper Based Testing (PBT), hand-held calculators must be used. Examiners must have extra calculators if hand held calculators are required by IEP or 504 Plan.

All hand-held calculators must meet grade/course specific calculator requirements (see below). Hand held calculators must be distributed & collected as specified in the Test Administrator Manual (TAM). Students may use their own calculator as permitted. Instructional manuals and function reference sheets of hand-held calculators should be removed before testing. Memories and programs of all hand-held calculators must be cleared before and after testing.

Grade/Course Specific Calculator Requirements:

- Grades 3 through 5 mathematics students
 - No calculators except for students with IEP or 504 calculator accommodation.
- Grade 5 science students will utilize the four-function calculator.

- Grades 6 and 7 mathematics students will utilize the four-function calculator with square root and percentage functions.
- Grade 8 mathematics/science students will utilize a scientific calculator.
- Students taking Algebra I, Geometry, Algebra II, and grade 11 science will utilize a graphing calculator (with functionalities consistent with TI -84 or similar models).

Calculator Accommodations

For students who meet the guidelines for a calculation device, this accommodation allows a calculator to be used on non-calculator sections of any mathematics assessment. The following are allowable calculators for the accommodation on non-calculator sections:

- Grades 3-5: Four-function with square root and percentage functions
- Grades 6-7: Four-function with square root and percentage functions
- Grade 8: Scientific calculators (Student may also bring a four-function with square root and percentage functions in addition to grade-level calculator.)
- High School: Graphing calculators with functionalities consistent with TI-84 or similar models. (Student may also bring a scientific calculator or a four-function with square root and percentage functions.)

If a student needs a calculator as part of an accommodation in the non-calculator section, the student will need a hand-held calculator because an online calculator will not be available. If a student needs a specific calculator (e.g., large key, talking), the student can also bring his or her own, provided it is specified in his or her approved IEP or 504 Plan.

Note: Only IEP/504 students are permitted to use a lower-level version of their specified calculator. These students must be provided with both the grade/course specified calculator, either hand-held or TestNav provided, and an additional hand held lower-level calculator. See the state's [Calculator Policy](#).

Initial Materials Shipment

All orders are shipped to the district's central office. Material quantities are derived from information provided via Student Registration/Personal Needs Profile File Upload (including 5% overage per school). Initial materials shipment will arrive in district two weeks prior to official testing window start date. The materials are packaged by school and are shipped to district office address as indicated in PearsonAccess^{next}.

The initial materials include:

- List of Test Coordinator Kit (in resealable plastic bag)
- Paper bands (1 per 20 students)
- Color coded Pearson Scorable and Non-Scorable Return Labels (1 each per 25 students)
- UPS Ground Return Labels (1 per 25 students)
- Pre-Printed/Pre-Gridded Used Test Booklets/Return School Headers (1 per grade/subject testing)
- Student ID labels and roster
- Return instructions sheet
- Shipping carrier return instructions

List of Other Materials

- Packing List and Chain of Custody forms
- Test Coordinator Manuals (1 per school)

- Test Administrator Manuals (1 per 25 students)
- Paper-based test booklets and answer documents
- Mathematics Reference Sheets (1 per paper-based test grade 5 – 8), Rulers and Protractors
- Periodic Tables (For Science)
- Large Print Kits
- Braille Kits
- Read Aloud Kits

Auditing Test Materials

Upon receipt of test materials, the DTC must:

- Remove the packing list, Chain of Custody form and Test Coordinator Kit from box 1.
- Inventory materials immediately to verify that all materials have been included and are not damaged or missing.
- Count through the shrink wrap without opening it (do not open shrink wrapping until two school days before testing).
- Secure materials in locked storage with limited access.
- Keep the shipping boxes to return Scorable and Non-Scorable materials to Pearson (Math/ELA) or Measurement Incorporated (NJSLA-Science) after testing is completed. **Please do not mix up these shipments; send to the appropriate vendor as indicated.**
- Report any contaminated, damaged, or missing materials using the District Return Form. Also, please contact the vendor Helpline immediately regarding any missing/damaged materials: 888-705-9416 (follow phone prompts).
- Order additional materials, if necessary.
 - Only users with the STC and DTC roles can order additional test materials. Do not submit additional orders prior to verifying and inventorying initial shipment of test materials.
 - Additional orders will be reviewed by NJDOE. If approved, please allow for three to five business days for arrival.
 - Additional orders are packaged by school for ELA and math. All science will be at the district-level only.

Test Materials

- Paper-Based Test materials
 - Test Booklet (pack of five)
 - Answer Document (pack of five)
 - Consumable Test Booklet for grade 3 only (pack of five)
 - Paper version of Mathematics Reference Sheets for grades 5 through high school
- Computer-Based Test materials
 - Student Testing Tickets for Computer-Based Testing
 - Student Pre-ID labels for Paper-Based Testing
 - Headphones or ear buds
 - Required for ELA for all students
 - Required for mathematics/science if student is receiving Text-to-Speech
 - Headphones may be used as noise buffers (accessibility feature)
 - Headsets with Microphones (Used by students who will have testing accommodation “Speech-to-Text”)
- Other Materials
 - Blank Scratch Paper – graph, lined or unlined paper
 - Pencils – wooden No. 2 with erasers
 - Periodic Table for science
 - [Calculator Policy](#)
 - [Math Tools Policy](#)

- Approved external devices may not access the internet nor store/save information
- Timing device
- Flip chart or board
- Door sign – see Appendix C in the TAM
- Leisure reading materials – see Appendix C in the TCM

Mathematics Reference Sheets

Mathematics Reference Sheets are based on the state’s standards for mathematics, and are required for grade 5 through 8, Algebra I, Geometry, and Algebra II only. For online test takers, the Mathematics Reference Sheets are part of the online platform; schools may download and print copies for computer-based testers.

Non-Calculator Mathematics Tools

Geometry tools such as tracing paper, reflection tools, straight edge, and compass are optional and allowable materials for the grade 8 mathematics and Geometry assessments. Hard copy rulers and protractors for paper-based assessments for certain grade levels are provided. For computer-based testing, the required tools are provided through the TestNav platform.

Periodic Table

Periodic Tables will be shipped with paper-based test materials. The Periodic Table is available as part of the online platform for computer-based test takers. The Periodic Table is also available online to download and print from the [NJ Pearson support site](#).

Student Registration and Assessment Administration

Student Registration/Personal Needs Profile (SR/PNP)

Please follow the guidance below regarding SR/PNP:

- Single Combined SR/PNP data file upload with separate records for ELA and for Math.
- SR/PNP must be uploaded prior to the preparation of test sessions.
- SR/PNP can be updated up until a test starts but test session preparation must be repeated
- Beware of natural progressions (i.e. accountable school [i.e., responsible school], changes from middle school to high school or from K8 school to regional high school) and the need to update student information in the district data system (i.e. Genesis, PowerSchool, Realtime) prior to NJ SMART and SR/PNP imports.
- Beware of students attending ORP & ODP placements. Coding for Accountable/Responsible School & Testing School must be accurate.
- **Science SR/PNP must be uploaded separately, directly to PAN – not through NJ SMART.**
 - The testing site must upload their student data and include the accountable district and school codes for each student.
 - Single SR/PNP data file upload with a separate record for science.

Out-of-Resident Placement (ORP) Sending and Receiving

An out-of-resident placement is established when a student attends a school other than the one they would have attended, **in their respective district**, due to program services offered (i.e., English Learner or special education program). Follow the guidance below:

- State Assessment Testing Site District code and State Assessment Accountable District code: Same six-digit code (County and District).

- State Assessment Testing Site School code: Three-digit code of the school that is testing the student.
- State Assessment Accountable School code: Three-digit code of the school the student would normally attend if the school could provide his or her educational services/programs.

If the student attends an out-of-district placement facility for programs/services **not offered in their district** (i.e., approved private, public receiving, or special services commission), follow the guidance below:

- State Assessment Testing Site District Code: Six-digit code of the county and district that is testing the student.
- State Assessment Testing Site School Code: Three-digit code of the school that is testing the student.
- State Assessment Accountable District Code: Six-digit code of the county and district the student resides.
- State Assessment Accountable School Code: Three-digit code of the school the student would normally attend if the school could provide his or her educational services/programs.

School Choice Placement

School Choice is not an Out-of-District placement; NJDOE's Inter-District Public School Choice Program allows approved choice districts to enroll students who do not reside within their districts without cost to their parents. Students who attend a choice school **must not** be identified as sending and receiving. Districts that accept students under "School Choice" must identify themselves as the accountable district and school.

Charter School

Students attending a charter school, regardless of the charter school's location, are not considered Out-of-District or Out-of-Resident Placements. Charter schools are the accountable district and school.

Homebound, Bedside, and Non-Testing Out-of-District Placements

Students receiving homebound, bedside, and non-testing ODP may be tested via paper-based version or online. Students should be tested during the hours they normally receive instruction. Students should have prior experience using the accommodation routinely during classroom instruction and locally-administered assessments.

Homebound or Bedside Placements

Students receiving homebound or bedside instruction must be tested unless they meet the definition of medical emergency. **A medical emergency is the occurrence of a severe medical or psychiatric condition or episode that requires medical attention or supervision during which time the student is not able to participate in state assessments.**

Non-Testing Out-of-District Placements

Students attending an Out-of-District Placement that will not administer the ELA, math, or science test must either:

- Return to their home district to be tested, or
- The home district must send a Test Administrator to the student's ODP site to test the student.

Note: If deemed appropriate, students may be brought back to a district office to test (i.e., in home suspension).

Test Administrators for Homebound, Bedside, and Non-Testing Out-of-District Placements (ODP)

Test Administrators for homebound/bedside/non-testing ODP must fulfill the following qualifications and requirements:

- Be a licensed professional employed by the district
- Be trained by the district or school test coordinator
- Sign appropriate chain-of-custody forms and test security agreement
- Maintain test security at all times
- Have access to the technology coordinator and test coordinator for support and guidance
- Return all secure testing materials to school test coordinator or district test coordinator as soon as possible after testing is completed

Guidance and conditions that must be adhered to in order to administer the assessment to homebound, bedside, and non-testing ODP students are available on the [NJDOE District Resources page](#).

Test Security

Security is a district responsibility [*N.J.A.C. 6A:8-4.1 (e)*]. There should be absolutely no reproduction or transmittal by any means of test items, passages, or other secure items or materials. All district and school personnel should be informed of security procedures prior to test administration, and all should be made aware that security breaches may have financial consequences for the district, professional consequences for staff, and/or disciplinary consequences for students.

Mandatory Turnkey Training

District Test Coordinators must schedule a mandatory training session for all School Test Coordinators and District Technology Coordinators. School Test Coordinators must schedule a mandatory training session for all Test Administrators, Proctors and School Technology Coordinators. Please refer to Appendix C in the Test Coordinator Manual (TCM) for required staff qualifications.

Training Staff

Turnkey Training by the District Test Coordinator (DTC) is required for all staff involved in testing. Training guidelines can be downloaded from the [NJ Pearson support site](#).

During training, responsibilities of School Test Coordinator (STC), Technology Coordinator (TC), Test Administrators (TA) and Proctors must be clearly delineated. Only Test Administrators may handle secure test materials, while Proctors (1 per 25 students) can handle non-secure materials only. All staff involved in testing must sign the Security Agreement.

Districts are strongly encouraged to hold a special training for accommodated testing (i.e., Scribes, Small Group Testing, One on One, English Learners or ELs, etc.).

District Security Plan

Districts should have a District Security Plan which must cover, but is not limited to, the following:

- **Mandatory turnkey training**
- Locked storage of secure testing materials
- Delivery problems
- Technology problems

- Missing secure testing materials
- Reporting breaches and testing irregularities
- Damaged or contaminated testing materials
- Chain of command
- Disruptive or sick students
- Fire or emergency procedures
- Inclement weather
- Sample security plan is available on the [NJDOE District Resources page](#)

For further information please refer to Section 2.0 of the TCM available for:

- [ELA and Mathematics](#)
- [Science](#)

Test Security: Unauthorized Electronic Devices

Unauthorized devices are not permitted in any testing room any time before, during, or after testing with **no exceptions**.

Districts should have a written policy that includes district approved sanctions for violations and parental notification procedures. The policy should also include procedures for handling cell phones and other devices each day prior to testing, as well as procedures to have all violations immediately reported up the chain of command. Districts should notify parents, students and staff of device-ban policy and district- approved sanctions well in advance of testing.

If there is an issue during administration regarding an unauthorized electronic device, contact the appropriate grade level NJSLA state coordinator immediately.

Test Security: Computer-Based Testing (CBT)

All computers and other testing devices must have the required software to support computer-based testing, access to broadband, and secure internet connectivity. A Chain of Custody form, NJDOE provided template or district-designed, must be used to track distribution and collection of Student Testing Tickets.

Test Security: Paper-Based Testing (PBT)

Test Booklets must always be stored in a secure location when not in use, and should never be accessible to personnel not responsible for testing. Each school must have a designated secure location with locked and restricted access to store secure test materials. Test Coordinators and Test Administrators must use all provided Security Forms to document test booklet distribution and test booklet return.

Security Forms

Security Agreement/Form to Report Contaminated, Damaged, or Missing Materials/ Post Test Certification Form are available on the [NJ Pearson support site](#).

District Receipt & District Return Forms for Paper Based Tests, Chain of Custody Forms, and the Form to Report a Testing Irregularity or Security Breach are available on the [NJDOE District Resources page](#).

Security Forms – Handling Protocol

The following forms must stay in district (find the forms on the [NJDOE District Resources webpage](#)):

- * Security Agreements
- * Chain-of-Custody forms for PBT
- * Chain-of-Custody forms for CBT
- * File copy of any form(s) emailed to NJDOE or uploaded to PAN

The following forms must be uploaded to PAN:

- * District Receipt Form for PBT
- * District Return Form for PBT
- * Guidance for Speech-to-Text
- Irregularity Reports documenting routine refusals and minor irregularities
- * Form to Report Contaminated, Damaged, or Missing Materials
- * Post Test Certification form

The following forms must be uploaded to PAN and the Support Request (i.e., confirmation number) emailed to the grade level state coordinator:

- [Intra-District School to School Chain of Custody form for Transferred Paper Based Testing Materials](#)
- [District to District Chain of Custody Form for Transferred Paper Based Testing Materials](#)
- [New Jersey Irregularity and Testing Security Breach Form](#)

If utilizing any of the forms above, DTCs must immediately contact the Office of Assessments as specified in Appendix C of the TCM. **Until further notice, security forms that are required to be transmitted to the Office of Assessments must be uploaded directly to PAN, not emailed.** Once the form is uploaded, email the support request confirmation number (provided upon successful upload) to the appropriate grade-level NJSLA state coordinator. Include the name of the form, CDS Code, and school and district names in the subject line. **No student PII should be present in the email;** do include student initials and NJSMART ID. Relevant test information such as subject and grade should also be included.

Directions for uploading to PAN can be found on the [NJ Pearson support site](#).

Security Agreement

The following staff involved in state testing must sign the Security Agreement before each testing window to document that they have been sufficiently trained:

- District Test Coordinators
- School Test Coordinators
- District Technology Coordinators (including those contracted to provide technology services)
- School Technology Coordinators (including those contracted to provide technology services)

Inter-District Transfer Work Request for CBT

Districts no longer contact NJDOE to transfer CBT students between districts. Please follow the steps outlined below:

- In PAN the District Test Coordinator of the new district will use the Work Request feature to request the transfer. Review the Transfer Student CBT Guidance located on the [NJ Pearson support site](#).
- In PAN the District Test Coordinator of the former district will use the Work Request feature to approve the transfer request.
- If a new student enters your district after initial SR/PNP, please refer to page 2 of the Transfer Student CBT Guidance document.

- If a student leaves your district after initial SR/PNP, please refer to page 9 of the Transfer Student CBT Guidance document.
- If a student leaves your district before testing begins you should unregister, unassign all tests, and unenroll the student from your organization.

Note: Do not request a Work Transfer from any student who has completed all testing in their previous district and has moved into your district.

Reporting Testing Irregularities and Security Breaches Contaminated, Missing, and Damaged Materials

The STC must report any incident to the DTC immediately. The DTC must then email the appropriate NJSLA state coordinator as soon as possible after receiving notice from the STC; no student PII should be included in the email. The STC must complete appropriate form documenting the incident and provide completed form to DTC; the DTC must then upload form to PAN within five school days and provide NJDOE with the support request confirmation number.

Handling Secure and Non-Secure Test Materials

Scorable Secure Test Materials to Be Returned

The Scorable Secure Test Materials that need to be returned include the following:

- Used by student – grade 3 test booklets
- Transcribed by scribe – grade 3 test booklets
- Used by student – grade 4 through high school answer documents
- Transcribed by scribe – grade 4 through high school answer documents

Preparing Secure Test Materials for Return

Please follow the guidance below in preparing shipments to return secure test materials:

- DTC receives materials from STC.
- Scorable Test Booklets or Answer Folders must include a Student ID Label or hand-gridded student demographic data.
- Transcribe Large Print and Braille responses into answer documents. All responses from Large Print and Braille forms must be transcribed by staff into regular version answer document. Districts are required to follow the directions for transcribing student test responses found in Appendix C of the AFA Manual.
- Complete School Header Sheets for each grade level and subject.
- Scorable and non-scorable materials must be packaged separately in the boxes in which they were delivered. Do not overfill boxes.
- Place one return shipping label on the top of each box.
- Indicate the sequence of boxes on each return shipping label.
- Schedule pickups at least 24 hours in advance and no later than one week after the completion of testing.
- Contact UPS at 1-800-823-7459 to schedule pickup of ELA and math test materials for return to Pearson.
- Contact FedEx at 1-800-GoFedEx (1-800-463-3339) to schedule pickup of science test materials.
- UPS and FedEx customer service is available 24/7. Tell UPS or FedEx you are calling about a pickup request for Pearson or Measurement Incorporated as appropriate and will be using their return service.
- Once pickup is confirmed, keep a record of the confirmation numbers you receive from UPS or FedEx in case any question arises.

Packaging Scorable Secure Test Materials for Return

Please refer to the TCM for full instructions on returning secure test materials. Please follow the guidance below to package secure test materials for return:

- Place a single scorable materials return shipping label on top of each box
- Count the total number of scorable boxes.
- On the line that reads “SCH: BOX _ OF _” fill in the sequence of scorable boxes being returned for the school.
- Do **not** write anything else on the labels.
- Do **not** include your non-scorable box count with your scorable box count.

Non-Scorable Secure Test Materials to Be Returned

The Non-Scorable Secure Test Materials that need to be returned include the following:

- Unused answer documents for grade 4 through high school
- Unused grade 3 test booklets
- Grade 3 test booklets marked “Do Not Score”
- Answer documents marked “Do Not Score” for grade 4 through high school
- All test booklets for grade 4 through high school
- All Large Print test booklets
- All Braille test booklets
- All Human Reader Scripts (ELA and mathematics only)
- All Tactile Graphics

Packaging Non-Scorable Secure Test Materials for Return

Please follow the guidance below to package non-scorable secure test materials for return:

- Place a single non-scorable materials return shipping label on top of each box.
- Count the total number of non-scorable boxes.
- On the line that reads “SCH: BOX _ OF _” fill in the sequence of non-scorable boxes being returned for the school.
- Do **not** write anything else on the labels.
- Do **not** include your scorable box count with your scorable box count.

Packaging Secure NJSLA-Science Test Materials for Return to Measurement Incorporated (MI)

For full instructions on how to return secure science test materials to MI please refer to the Science DTC. Please follow the guidance below in packaging shipments to return secure NJSLA-Science test materials:

- Package Scorable and Non-scorable Secure Test Materials in separate boxes.
- If you are a DTC with more than one school, you do not need to use separate boxes for each school.
- Place one scorable or nonscorable return label on the **side** of each box.
- On the line that reads “BOX _ OF _” fill in the sequence of boxes being returned.
- Do **not** write anything else on the labels.
- All materials are returned together to a single location and all boxes should be numbered 1 through XX sequentially and returned in a single shipment. Begin your numbering with the boxes that contain scorable test materials.
- Place one FedEx Return Shipping label on the **top** of each box, covering the previous shipping label (May also remove or mark out the previous shipping label).

Not-Tested Codes and Void Codes

Not-Tested Codes

Non-tested codes are to be used when a student has never logged into TestNav, in instances such as:

- Absence
- Medical emergency
- Other (refusal)

Void Codes

Void Codes are to be used when a student has logged into TestNav but did not complete testing, in instances such as:

- Student Cheating
- Security Breach
- Other (refusal, wrong form, off-grade level, off-course, accommodation/ accessibility feature provided or not provided in error)

Note: A student who starts a test but does not complete it due to being absent for make-up testing cannot be voided. The student's test must be submitted by marking it complete.

Data Clean-Up

It is the responsibility of the accountable district and school to ensure data clean-up is completed. Accountable schools should run the operational report titled "Students Where Responsible District/School is Different from Testing District/School." Incorrect responsible district and school codes on student records should be updated via User Interface, SR/PNP file, or Student Test Update file.

For paper-based testing, once test booklets and answer folders have been returned for scanning and processing, Not-Tested and/or Void Codes may be applied.

Important Links and Contact Information

Important Links

- [NJSLA-ELA and Math Information and Practice Tests](#)
- [PearsonAccess^{next}](#)
- [PearsonAccess^{next} Training](#)
- [Technology Setup](#)
- [Download TestNav](#)
- [Security Forms](#)
- [NJSLA-Science Information & Practice Tests](#)

NJDOE Contact Information

For questions regarding New Jersey's Statewide Assessment Program, please contact the Office of Assessments at 609-376-3960 or assessment@doe.nj.gov. Please be sure to include your name, district/school, and a phone number, with extension. Do not include student personally identifiable information (PII) when contacting the Office of Assessments via email. Any references to students should be made using the Student Identification (SID) number.

Additional NJDOE Contacts

For questions regarding Annual Progress Targets, Student Accountability and Title 1, contact the Office of Supplemental Education Programs at 609-376-9080.

For questions regarding English Language Learners and ACCESS for ELLs 2.0, contact the Office of Supplemental Education Programs Bureau of Bilingual/ESL Education at 609-376-9080.

For questions regarding Students with Disabilities, contact the Office of Special Education Policies and Procedures at 609-376-9060.

Vendor Support Contacts

Customer Support for Math, ELA and Science to reach Pearson or Measurement Incorporated (MI) is available at **888-705-9416**. Please follow the recorded telephone prompt:

- **Press '1' for assistance with NJSLA-Science**
 - Then, Press '1' for assistance with online testing (CBT - PEM) or Press '2' for assistance with paper-based testing (PBT – MI)
- **Press '2' for assistance with Math and/or ELA**
 - Then, Press '1' for assistance with issues involving live testing or Press '2' user/password assistance for PearsonAccess^{next} (PAN)

Helpful Questions and Answers (Q and A)

Q: Can Bluetooth headphones be used during testing?

A: Bluetooth headphones are not recommended for use during testing. For usage as an accommodation, please email the Unique Accommodation form to the assessment@doe.nj.gov for review.

Q: How is “small group” testing defined?

A: The size of a “small group” is determined by the school administration (principal, DTC etc.) based on the testing needs of a group of students such as students with similar accessibility and accommodations needs. Small group is an accessibility feature and therefore it is not restricted to only students with disabilities or IEPs. The size of a small group for students with special needs is determined by the students' IEPs and must be determined in consultation with the Child Study Team. The general rule for students with disabilities with “small group” in their IEPs is, the group must not exceed the instructional group size for the particular classification. The small group must consist of students who are able to work at approximately the same pace.

Q: Do secure and unsecure practice test forms differ from each other?

A: No, secure and unsecure forms include identical content.

Q: Are users who are granted access to the PAN live site automatically granted access to the PAN training site?

A: No, the PAN live and Pan training sites are independent of one another. An account must be created separately, but the same password will work for both sites.

Q: Can former English learner students receive English learner (EL) testing accommodations?

A: No, students who have exited out of English language services and are now part of the general education population, are not eligible to receive EL testing accommodations.

Q: Can students whose parent have refused language services receive English learner (EL) testing accommodations?

A: Yes. After the evaluation process is completed and it is determined that the student qualifies for English language services, yet the parents have refused services, the student is eligible to receive EL testing accommodations.

Q: If a student starts a test but comes back the next day with a parental refusal, what steps should be taken?

A: Mark the remaining units of the test complete and void the test using void code #3 (Other). Complete an irregularity report and upload it to PAN, emailing the confirmation number to the grade level NJSLA state coordinator. For further instructions, refer the “Security Forms” section of this handbook.

Q: Are students who refuse to test shown as failed?

A: The student will not receive a score. As per section 5.2.5 in the TCM, a student who refuses to test should be marked Void with code 3 (Other) by following the policy guidance in Appendix C.

Q: What constitutes a medical emergency?

A: A medical emergency is the occurrence of a severe medical or psychiatric condition or episode that requires medical attention or supervision during which time the student is not able to participate in state assessments.

Q: Does a medical emergency count against participation rates?

A: Medical emergencies will not count against participation rates.

For CBT (as per section 4.1.3 in the TCM), the student should remain in the test session and should be restarted when able.

For PBT (as per section 4.2.3 in the TCM), the student can resume testing when they have returned.

Q: What should I do if a student becomes ill or leaves the testing environment due to an emergency and does not return to complete the unit during the allotted time?

A: If a student becomes ill or leaves the testing environment due to an emergency and will not return to complete testing during that unit time, the student may resume testing during the district's or school's make-up calendar. The test administrator must note the exact amount of remaining time the student had before leaving the testing environment. The student may resume testing during the make-up window; however, the student may not under any circumstances go back to previously answered or viewed test items. The student must resume testing where they left off. The test administrator must remind the student that they cannot go back to any previously answered or viewed test items. The test administrator must always monitor the student's activity via their school or district provided device to ensure test security.

Q: Will reports go to both sending and receiving schools?

A: The Responsible/Accountable school is the organization that is accountable for the student and, unless otherwise indicated, is where Student Reports will be sent.

If there is a "Ship To" organization listed in the data file or on the interface, the reports will be sent to the "Ship To" organization and not the Responsible/Accountable organization.

Q: Is there a post-test certification form that needs to be completed for the Science assessment?

A: Yes, there is a Spring 2018-2019 Post-Test Certification form for Science. It is available in Appendix E for the NJSLA-S Spring Test Coordinator Manual available on the [New Jersey Pearson support site](#).