



New Jersey Department of Education



Fall Block 2021 District Test and District Technology Coordinator Virtual Training

Office of Assessments

Division of Teaching and Learning

Welcome





Your Contribution and Impact



- Turnkey training is a vital component to ensuring that students are supported through the assessment process and data is secure and accurate.
- District test coordinators (DTCs) are responsible for ensuring that all district and school personnel involved in the administration of New Jersey state assessment programs have been trained.
- State assessment coordinators are available to support districts in ensuring the statewide assessment program is implemented with fidelity.
- Thank you for your tireless efforts and leadership in supporting New Jersey's students.



New Jersey Department of Education (NJDOE) Office of Assessments: Program Coordinators



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Additional NJDOE Contacts



- **Annual Progress Targets, Student Accountability and School Performance Reports**
 - Office of Performance Management
 - Phone Number: 609-376-3509
 - reportcard@doe.nj.gov
- **ELLs, Bilingual Education, and McKinney-Vento Support**
 - Office of Supplemental Educational Programs
 - Phone Number: 609-376-9080
 - ELL@doe.nj.gov
- **Students with Disabilities**
 - Office of Special Education
 - Phone Number: 609-376-9084
 - OSEinfo@doe.nj.gov





Vendor Support Contacts



New Jersey Student Learning Assessments (NJSLA) Customer Support for English Language Arts (ELA) and Mathematics

888-705-9416

Pearson

Press “2” for assistance with ELA and/or Mathematics.

- Press “1” for assistance with issues involving live testing.
- Press “2” user/password assistance for PearsonAccess^{next} (PAN).
- For all other questions, stay on the line.

Scheduling



Unit Test Times for ELA and Mathematics



ELA

Grade	Unit 1	Unit 2	Total Test Time
Grade 9	90 min.	90 min.	3 hours

Mathematics

Course	Unit 1	Unit 2	Total Test Time
Algebra I, Geometry, Algebra II	90 min.	90 min.	3 hours

Note: Unit times do not include the recommended 25 to 30 minutes for logging students on, reading directions from the Test Administrator Manual (TAM) and logging students off.





Scheduling Test Units: Requirements



- Two units maximum per day per student.
- Units within a content area must be administered in sequence (i.e., Mathematics Unit 1, followed by Unit 2).
- Students with an extended time accommodation, as specified by their Individualized Education Program (IEP), 504 plan, or English Language Learner (ELL) Plan, should begin testing in the morning and complete a given unit by the end of that school day.



Scheduling Test Units: Flexibilities



- Testing may be scheduled for any school day during the testing window.
- Absent students can resume testing with their assigned group and be assigned to make-up sessions for units missed.
- No special order is required for administration by grade or content area (i.e., mathematics followed by ELA or ELA followed by mathematics).
- Back-to-back units are permitted; students must have a supervised break between units.
- Multiple groups of students can be scheduled in a single day (i.e., AM Group 1 takes two units; PM Group 2 takes two units).
- If necessary, grades may be combined for the same content area if unit test times and read-aloud test directions are the same.





Emergency Closing and Scheduling Problems



- In the event of a delayed opening or anticipated early release, proceed with testing only if there is adequate time to complete the unit(s).
- If testing is cancelled for the day:
 - 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 PAN.
 - Email the upload confirmation number to the appropriate state assessment coordinator.



Incomplete, Interrupted, Early Release or Power Outage Problems



If students are unable to complete a started unit, the following steps must be taken.

The test administrator (TA) must:

- Document the time remaining on the clock at the time of interruption.
- 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.

The DTC must:

- Reschedule the incomplete unit for next available day.
- Complete IR.
- Upload the IR to PAN.
- Email the upload confirmation number to the appropriate state assessment coordinator.

Testing Requirements





General Administration (1 of 2)



- The NJDOE will be offering the following assessments for fall block 2021: ELA Grade 9, Algebra I, Geometry and Algebra II.
- The following students are eligible for testing:
 - Students in grade 9 enrolled in the course for the first time during the fall block semester schedule.
 - Students in the class of 2022 who have not yet met the graduation assessment requirement in ELA and/or mathematics may participate in testing; however, it is not required.



General Administration (2 of 2)



- Students who started a two-year Algebra I or Geometry course starting in grade 9 must take the corresponding assessment in grade 10.
- Middle school students enrolled for the first time in a one-year Algebra I, Geometry, or Algebra II course on a fall semester schedule must take the corresponding assessment.
- Most students in grades 10 through 12 are not required to take NJSLA for ELA or mathematics this year.



High School ELA



- Grade 9 students must take the grade level specific ELA assessment regardless of the ELA course in which they are currently enrolled.
- **Exception:** Students repeating a course who have previously passed the associated assessment are not required to re-take that assessment.
- The NJDOE no longer offers the ELA 10 assessment.
- Grade-level ELA course/credit assignment determines participation in statewide assessments, not the grade-level homeroom assignment.



High School Mathematics (1 of 2)



- Grade 9 students currently 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.
- Grade 9 students enrolled in multiple mathematics courses will take only one state mathematics assessment per assessment administration. A student must take Algebra I in cases where student is taking Algebra I and Geometry. In cases where a student is taking Algebra II and Geometry, NJDOE recommends taking the Geometry assessment.
- High school students in grade 9 not enrolled in a tested mathematics course will not take a state assessment in grade 9. These students will be required to take an assessment in grades 10-12.



High School Mathematics (2 of 2)



- Grade 9 students enrolled in a pre-algebra course that is a prerequisite for an Algebra I course must wait until they are enrolled in the Algebra I course to take the NJSLA-Algebra I.
- Students enrolled in a two-part Algebra I course (two semesters or two years) must wait until the second part of the course to take the NJSLA-Algebra I.
- Grade 9 students enrolled in an integrated mathematics course that includes Algebra I or Geometry and is an alternative to an Algebra I or Geometry course, must take the Algebra I or Geometry assessment.





Graduation Assessment Requirement



- The NJSLA fall block assessment administration offers students in the class of 2022 who have not yet met the high school graduation assessment requirement, another opportunity to meet this requirement.
- The NJDOE strongly encourages districts to provide instructional support to the students if they are not enrolled in a tested course.
- Districts must decide which test a student should take based on the student's need to meet the graduation assessment requirement.
- Districts are reminded that the second (substitute competency tests) and third (portfolio appeals) pathways are also available for students to meet the graduation assessment requirement.



English Language Learners (ELLs)



- All ELLs must take the New Jersey state assessments.
- Students who are newly arrived ELLs must take the mathematics assessments. Newly arrived ELLs in grades 3 through 9 are exempt from taking the ELA state assessment for their first school year.
 - **Note:** Students are considered newly arrived if they **enroll for the first time in a U.S. school** on or after June 1 of the prior academic year. ELLs from Puerto Rico are eligible for this exemption.
- ELLs enrolled in English as a Second Language (ESL) (beginner, intermediate, or advanced level) must take the ELA assessment associated with their course equivalent/credit assignment, not the level of the ESL course.




Students with Disabilities



- All students, including students with disabilities, are administered statewide assessments.
 - Most students with disabilities will take the NJSLA with appropriate accommodations and accessibility features.
 - Students with disabilities whose IEPs specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirement set forth in their IEPs.
- IEP teams should reserve the exemption of the statewide graduation assessment requirement for students with significant intellectual disabilities and for students with disabilities who have made repeated unsuccessful attempts to meet statewide graduation assessment requirement through the available pathways, including the portfolio appeals process.
- Questions about IEP components concerning the graduation assessment requirement should be directed to the Office of Special Education at oseinfo@doe.nj.gov.



 *Share with your CST staff.*



Adult High School Students



- Adult high school students enrolled in a currently assessed course (Algebra I, Geometry, Algebra II) are not required to take the associated statewide assessment.
- Adult high school students who passed any historical statewide assessment (HSPT, HSPA, etc.) will have their passing scores banked and counted toward their graduation assessment requirement. These students do not take the current state assessments.
- Adult high school students who took, but did not pass, any historical statewide assessments must meet the graduation assessment requirement via the alternative pathways or the portfolio appeal process.

Note: Students who did not pass a historical statewide assessment in any one content area (ELA or mathematics) must rely on the alternative pathways or portfolio appeals process to meet the graduation assessment requirement for that content area.



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



- Districts are required to test students receiving homebound or bedside instruction, as well as students in an out-of-district placement.
- Students should be tested during the hours they normally receive instruction.
- Any accommodation(s) specified for state assessments should be in alignment with those routinely used by students during classroom instruction and locally-administered assessments.





Testing Site Requirements (1 of 2)



- Students must be:
 - Well-spaced with ample surface area.
 - Provided assigned seating.
 - Provided good lighting and ventilation.
- TAs must:
 - Use clock and chart to display time remaining.
 - Never leave students unattended.
 - Always supervise students including during restroom breaks.
- DTCs and school test coordinators (STCs) must:
 - Ensure hallways are monitored to keep testing rooms undisturbed.
 - Post “Testing Do Not Disturb” signs on testing room doors.





Testing Site Requirements (2 of 2)



The following behaviors and materials are not permitted in testing rooms:

- Coats, backpacks, or purses.
- Instructional displays.
- Buzzers, bells, or non-emergency announcements or interruptions during testing.
- Cell phones, MP3 players or any unauthorized electronics.
- Food or beverages (except if permitted by IEP or 504 plan).

Note: This list is not exhaustive.



Accessibility Features and Accommodations



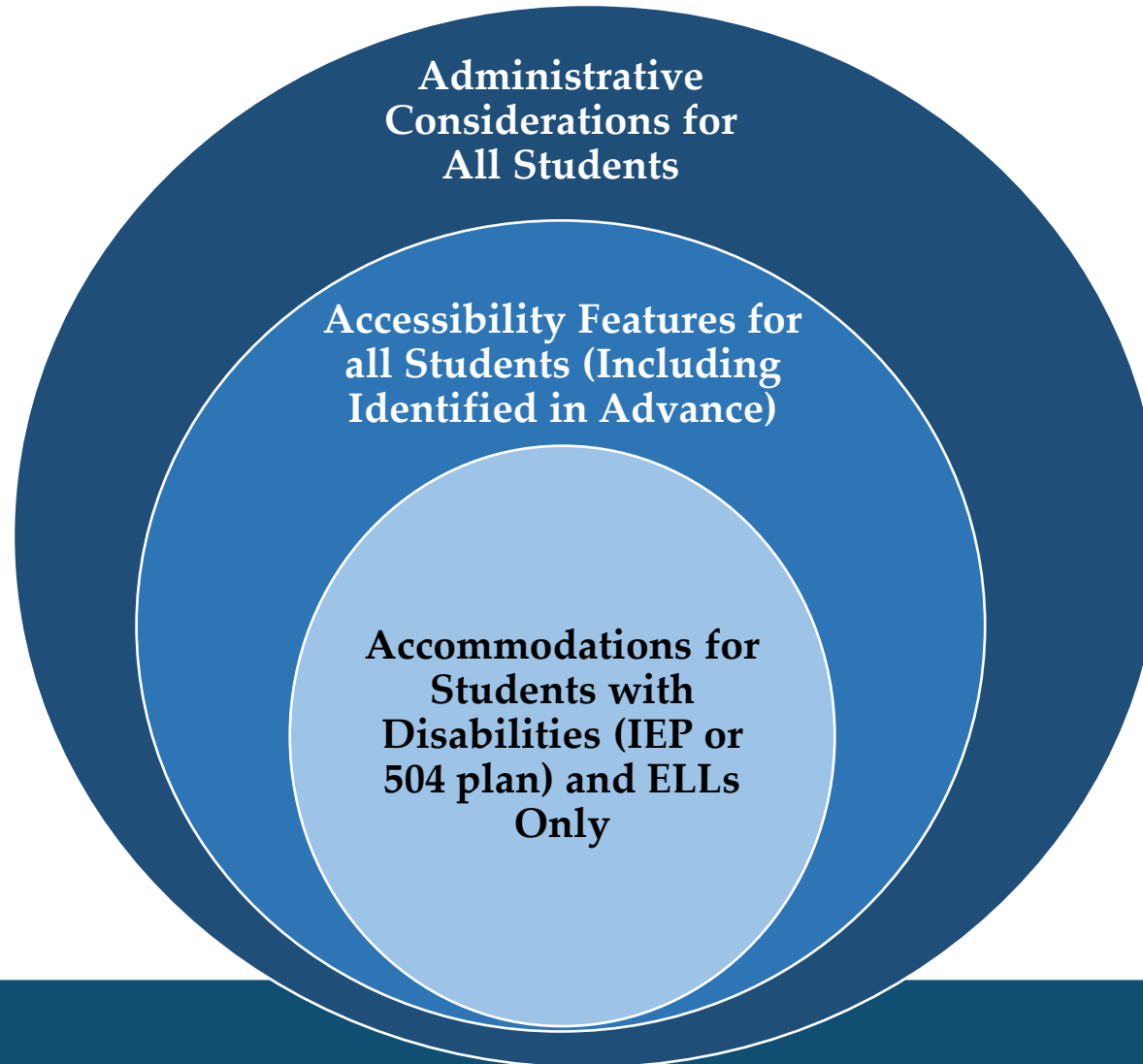


Accessibility Features: Overview



- The purpose of administrative considerations, accessibility features, and accommodations is to remove barriers to accessing the assessment content for all participating students.
- These features do not provide advantages to student performance; they enable students with specific needs to access the assessment content to demonstrate their proficiency.
- Some features are readily available for student use, and some must be identified in advance and enabled in a student's Student Registration/Personal Needs Profile (SR/PNP) data file.
- Use student data and set planning meetings with teachers and special education support staff to ensure students receive the supports they need.

Accessibility Features and Accommodations





Administrative Considerations for All Students



Some administrative considerations for all students include:

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



Accessibility Features for All Students



Some accessibility features for all students include:

- 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.*
- Human Reader/Human Signer for Mathematics.*
- Writing Tool.

* = Must be identified in advance.





Accommodations for Students with Disabilities



- IEP or 504 teams are responsible for making all accommodation decisions.
- Accommodations must be documented in an approved IEP or 504 plan.
- Students should have prior experience using the accommodation routinely during classroom instruction and on locally-administered assessments.



Presentation Accommodations for Students with Disabilities



Presentation accommodations for students with disabilities include:

- 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" x 18")).
- Paper-Based Edition (must have a valid IEP or 504 plan).
- Closed Captioning of Multimedia on ELA.
- ELA Assessments, including items, response options, and passages:
 - Text-to-Speech.
 - American Sign Language (ASL) Video.
 - Human Reader/Human Signer.
- Human Signer for Test Directions.
- American Sign Language (ASL) Video for Mathematics.

Response Accommodations for Students with Disabilities



Response accommodations for students with disabilities include:

- Assistive Technology (Non-Screen Reader).
- Electronic Braille Response:
 - Braille Note-taker.
 - 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** Mathematics Response Options:
 - Speech-to-Text.
 - Human Scribe.
 - Human Signer.
 - Assistive Technology Device.
- Monitor Test Response.
- Word Prediction External Device.





Speech-to-Text Guidance



- If the product is used routinely by the student during classroom instruction, students receiving Speech-to-Text as an accommodation may use a third-party web-based product that requires the use of the internet to initiate the product.
- Student must test one-to-one (i.e., TA and student).
- The TA must monitor the student.
- The technology coordinator must verify third-party device was not used to access the internet outside of its original purpose.



Text-to-Speech Guidance



- The text-to-speech feature needs to be turned on for each student in the SR/PNP. Considerations should be made during assignment, as these supports must mirror the supports students receive during their regular classroom instruction.
- For ELA, text-to-speech is an accommodation. Students must have a valid IEP or 504 plan to access this feature.
- For mathematics, text-to-speech is an accessibility feature. IEPs and 504 plans are not necessary to use this feature for mathematics; however, it should not be administered to all students simply because it is available.
- Students using text-to-speech should be familiar with the functionality of the tool prior to using it on a state assessment.

Timing and Scheduling Accommodation for Students with Disabilities



Students receiving the extended time accommodation:

- Must have a valid IEP or 504 plan.
- Have until the end of the school day to complete a single test unit administered during the prescribed testing window.
- Should be tested in a separate setting to minimize distractions to other students.
- Must be scheduled for testing in the morning to allow adequate time to complete a test unit.





Accommodations for ELLs (1 of 2)



- ELL teams are responsible for making all accommodation decisions.
- Accommodations for ELLs must be documented in the student's ELL plan.
- Students should have prior experience using the accommodation routinely during classroom instruction and locally-administered assessments.
- Newly arrived ELLs, in grades 3 through 9, who are enrolled in United States schools on or after June 1 of the prior school year, may be excluded from taking the ELA assessment in the current school year.
- Students classified as ELLs whose parent/legal guardian has refused language support services are eligible to receive ELL testing accommodations as deemed appropriate.

Accommodations for ELLs (2 of 2)



Accommodations for ELLS include:

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

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



Test and Information Security





Information Security Overview



- In addition to test security, districts are responsible for ensuring that student information, including personally identifiable information (PII), remains secure.
- Districts are responsible for controlling who has access to the statewide assessment administration platforms.
- Districts must establish a process within their district security plans for managing user permissions and access, including disabling unnecessary user accounts.



Information Security: Account Management



- Districts are responsible for controlling who has access to PAN and at what level.
- User accounts must be reviewed regularly to ensure that those who need access have it and those who do not need access are not listed.
- Inactive accounts are automatically set to expire annually on December 31 of each year.
- Districts should regularly review the PAN User Role Matrix to ensure that permissions are assigned correctly.



Information Security: PII



- PII is defined as information that can be used to distinguish or trace an individual's identity either directly or indirectly through linkages with other information.
 - Examples of PII include a combination of a student's first name, last name, date of birth, gender, or race.
- When communicating with the Office of Assessments via email, only the PAN session name and the **last four digits** of a student's State Identification Number (SID) should be provided.
 - Data files and screenshots containing PII should never be transmitted to the Office of Assessments via email.
 - When additional student information is required, the state assessment coordinator will arrange for communicating such information via secure methods.





Information Security: Handling Student Information



- Security forms that are required to be transmitted to the Office of Assessments must be uploaded directly to PAN.
- Once the form is uploaded, email the support request confirmation number (provided upon successful upload) to the appropriate state assessment coordinator. Include the name of the form, CDS Code, and school and district names in the subject line.
- If you need to send sensitive information via email, contact a state assessment coordinator to establish encrypted communications. When sending this request, **do not include PII** until the state assessment coordinator has responded with further instructions.



Test Security Overview



- Test security is a critical component of New Jersey's Statewide Assessment Program.
- The security protocols outlined in this presentation, and in the Test Coordinator Manuals (TCM) and TAMs, are intended to ensure that students have a fair and standardized opportunity to demonstrate their proficiency on statewide assessments.
- Districts are required to incorporate the security protocols outlined in this training into their own district security plans and provide security training to all staff members who will participate in the administration of statewide assessments.
- The implementation of these security protocols by your school district is mandatory and will support our efforts to deliver a high-quality assessment and experience for all students.



Test Security



- Security is a district responsibility per N.J.A.C. 6A:8-4.1 (e).
- Reproduction or transmittal of test items, passages, or other secure items or materials is prohibited.
- All district and school personnel must be informed of security procedures prior to test administration.
- Please refer to Section 2.0 of the TCM for more information.



Note: District and school personnel must recognize that security breaches may have consequences.



District Security Plan



A district security plan must address, but is not limited to, the following:

- Mandatory turnkey training.
- Management of user permissions and access.
- Locked storage of secure testing materials.
- Delivery problems.
- Technology problems.
- Missing secure testing materials.
- Reporting breaches and testing irregularities.
- Damaged or contaminated testing materials.
- Incident response chain of command.
- Disruptive or sick students.
- Fire or emergency procedures.
- Inclement weather.




Training Staff



- Turnkey training by the DTC is required for all staff involved in testing.
- Districts are strongly encouraged to hold a special training for accommodated testing (i.e., Scribes, Small Group Testing, One on One, English Learners or ELLs, etc.).
- Responsibilities of STCs, technology coordinators, TAs and proctors must be clearly delineated.
- Only TAs may handle secure test materials.
- Proctors (one per 25 students) can handle non-secure materials only.
- All staff involved in testing must sign the Security Agreement.

See training guidelines within the NJSLA Sample District Security Plan on the [NJSLA Resource Center](#).





Test Security Requirements: Unauthorized Electronic Devices



- Districts must have a written policy prohibiting unauthorized devices in any testing room any time before, during or after testing. This policy must also include:
 - District-approved sanctions for violations and parental notification procedures.
 - Procedures for handling cell phones and other devices each day prior to testing, in accordance with district policies.
 - Procedures to have all violations immediately reported up the chain of command.
 - Contacting the appropriate state assessment coordinator immediately upon discovering an issue with the use of an unauthorized electronic device during testing.
- Parents, students and staff should be notified of the device ban policy and district-approved sanctions well in advance of testing.



Test Security: Computer-Based Testing



- All computers and other testing devices must have:
 - Required software to support computer-based testing.
 - Access to secure internet connectivity.
- A chain-of-custody form must be used to track distribution and collection of student testing tickets.
- Student testing tickets must be returned to the STC immediately after testing is completed for the day.
- Ensure that students have logged out of TestNav after testing is complete and that mobile testing devices are charged and ready to use for the next testing session.



Test Security: Paper-Based Testing



- Test booklets must always be stored in a secure location when not in use.
- Test booklets may 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.
- DTCs, STCs and TAs must use all provided security forms to document test booklet distribution and test booklet return.



Security Forms



The following forms can be found on the [NJSLA Resource Center](#):

- Intra-District School-to-School and District-to-District Chain-of-Custody for Transferred Paper-Based Testing Materials.
- Testing Irregularity and Security Breach.
- Report Contaminated, Damaged, or Missing Materials.
- Post-Test Certification.
- District Receipt and District Return for Paper-Based Testing Materials.

Security Forms – Handling Protocol



The following forms must be maintained in district for 3 years:

- Security Agreements.
- Chain-of-Custody Forms for Accommodated Tests.
- Chain-of-Custody Forms for Computer-Based Tests.
- District Receipt/Return Form for Testing Materials.
- File copy of any form(s) emailed to NJDOE or uploaded to PAN.

The following forms must be uploaded to PAN:

- IRs documenting routine refusals, minor irregularities or security breaches.
- Form to Report Contaminated, Damaged or Missing Materials.
- Post-Test Certification Form.



Note: Do not fax or email forms that contain student PII.





Security Agreement



- Upon completion of annual mandatory district turnkey training, the following staff involved in state testing must sign a new Security Agreement to document that they have been sufficiently trained:
 - DTCs.
 - STCs.
 - District technology coordinators (including those contracted to provide technology services).
 - School technology coordinators (including those contracted to provide technology services).
 - TAs.
 - Proctors.
- The NJSLA Security Agreement form is available on the [NJSLA Resource Center](#).



Note: Schools must maintain the original signed versions of the Security Agreements for three years.



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



The following steps must be taken in the event of a testing irregularity, security breach, or contaminated, missing and damaged materials:

- STC must report any incident to the DTC immediately.
- DTC must then email the appropriate state assessment coordinator as soon as possible after receiving notice from the STC.
- STC must complete appropriate form documenting the incident and provide completed form to DTC.
- DTC must upload form to PAN within five school days and provide NJDOE with support request confirmation number. Be sure to upload to appropriate assessment administration scope within PAN (NJSLA-ELA/Math Fall Block 2021).





Not-Tested Codes and Voids



- **Not Tested** codes are to be used when a student has never logged into TestNav:
 - Reason code 1—Absent.
 - Reason code 2—Medical Emergency.
 - Reason code 3—Other (refusal).
- **Void** codes are to be used when a student has logged into TestNav but did not complete testing:
 - Void code 1—Student Cheating.
 - Void code 2—Security Breach.
 - Void code 3—Other (refusal, wrong form, off-grade level, off-course, accommodation/ accessibility feature provided or not provided in error).

Note: When a student **starts a test but does not complete it** due to being absent for make-up testing, that test **cannot be voided**. Instead, the student's test must be submitted by marking it complete.



Data Clean-Up (1 of 2)



- It is the responsibility of both the accountable and testing districts and schools to ensure student data is accurately reflected in PAN before, during and after testing.
- Data clean-up, including the application of Not Tested and Void codes, should begin as soon as testing is completed and should include a review of the County District School (CDS) codes that were submitted via the SR/PNP file upload for student accountability.
- To verify student accountability, the following operational reports, located under the **Students & Registrations** reporting category, should be run:
 - (For Responsible Organization) Students where Responsible District/School is different from Testing District/School – for use by accountable districts.
 - Students where Responsible District/School and/or Ship Report to District/School is different from Testing District/School – for use by testing districts and schools.



Data Clean-Up (2 of 2)



- Incorrect student accountability records must be updated using one of the following methods:
 - Edit student records directly in PAN.
 - Upload an updated SR/PNP file through the Student Registration Import (before/during testing).
 - Upload an updated Student Test Update (STU) file through the Student Test Update Import (after testing) OR use an SR/PNP file with the “Don’t modify student tests” option selected.
- For paper-based testing, Not Tested and/or Void codes may be applied once test booklets and answer folders have been returned for scanning and processing.
- All data cleanup **must** be completed no later than one week after the end date of the testing window.

Student Registration





Student Registration Overview



- The submission of accurate Student Registration/Personal Needs Profile (SR/PNP) data plays a crucial role in ensuring that:
 - Students have the correct assessments.
 - Students have the accessibility features and accommodations that they need.
 - District and school assessment data are reflected accurately for reporting and accountability purposes.
- **Note:** For the fall block administration, districts must upload the SR/PNP file directly into PAN.



Student Registration/Personal Needs Profile (1 of 5)



- Districts review and update the SR/PNP data in PAN and manage test sessions.
- SR/PNP data can be updated until a test starts, but test session preparation must be repeated if changes are made to the test(s) assigned to students.
- Districts are reminded to ensure that:
 - Natural progressions (changes from middle to high school or vocational/technical school, and from K to 8 school to a regional high school) are accurately reflected in student information systems when determining students' accountable schools and districts when preparing SR/PNP files.
 - The accountable school and testing school codes for students attending In-District and Out-of-District Placements are accurate to avoid incorrect district and school accountability.

Student Registration/Personal Needs Profile (2 of 5)



An in-district placement is established when, due to program services offered (ELL or special education program, etc.), a student attends a school other than one they would have normally attended in their district.

The table below provides guidance to assist schools in accurately recording data for students attending an in-district placement.

Data Field in SR/PNP	Appropriate Code to Use
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 their educational services/programs



Student Registration/Personal Needs Profile (3 of 5)



An out-of-district placement is established when a student attends a facility for programs/ services not offered in their district (i.e., approved private, public receiving, or special services commission). Approved Private Schools for Students with Disabilities cannot be accountable districts or schools.

The table below provides guidance to assist schools in accurately recording data for students attending an out-of-district placement.

Location Description	Appropriate Code to Use
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 their educational services/programs





Student Registration/Personal Needs Profile (4 of 5)



- 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.
- Districts that accept students under "School Choice" must identify themselves as the accountable district and school.

For additional information, refer to [NJ SMART Reporting Responsibilities](#).





Student Registration/Personal Needs Profile (5 of 5)



- Students attending a charter school or full-time vocational-technical school, regardless of the school's location, are not considered out-of-district or in-district placements.
- Charter schools and full-time vocational-technical schools are the accountable district and school.
- The resident school district is the accountable district for shared-time vocational-technical students.

For additional information, refer to [NJ SMART Reporting Responsibilities](#).





Transferring Student Records



The Inter-District Transfer “Work Request” Process is a tool in PAN that allows authorized users to transfer student assessment data between districts to manage student transfers.

- The DTC of the new district will use this feature to request the transfer, and the DTC of the former district will use this feature to approve the transfer request.
- If a new student enters your district after initial SR/PNP upload, please refer to page 2 of the [Transfer Student Guidance](#) document.
- If a student leaves your district after initial SR/PNP upload, please refer to page 9 of the Transfer Student Guidance document.
- If a student leaves your district before testing begins, you should unregister, unassign all tests, and unenroll the student from your organization.
- Do not request a Work Transfer for any student who has completed all testing in their previous district and has moved into your district.



Materials and Tools





Ordering Test Materials



- For the fall block assessments, there is **no initial delivery** of test materials.
- Only users with the DTC roles can order additional materials.
- All materials needed for administering and returning paper test materials for scoring must be ordered directly through PAN under **Setup > Orders & Shipment Tracking**.
- Please allow three to five business days to receive materials after NJDOE reviews and approves the additional order.
- All orders are shipped to your district's central office.



Auditing Test Materials (1 of 2)



Upon receipt of test materials, the DTC must:

1. Remove the packing list, Chain-of-Custody form and Test Coordinator Kit from Box 1.
2. Inventory materials immediately to verify that all materials have been included and are not damaged or missing.
3. Count each secure paper-based test kit without opening it.

Note: Do not open shrink wrapping until **two school days** before testing.

4. Secure materials in locked storage with limited access.
5. Order additional materials, if necessary.
6. Keep the shipping boxes to return Scorable and Non-Scorable materials to Pearson (ELA/Mathematics) after testing is completed.
7. Report any contaminated, damaged, or missing materials using the District Return Form. Also, please contact the NJSLA support helpline immediately regarding any missing/damaged materials: 888-705-9416 (follow phone prompts).



Pro Tip: Save your box for returns.



Test Materials (1 of 3)



Paper-based test materials:

- Complete individual kits consisting of test booklet, answer folder, Mathematics Reference Sheet, and/or Periodic Table.
- Student Pre-ID labels.

Computer-based test materials:

- Student testing tickets.



Test Materials (2 of 3)



Headphones or Earbuds

- Required for ELA for all students.
- Required for mathematics if student is receiving text-to-speech.
- Headphones may be used as noise buffers (accessibility feature).
- Headsets with microphones **must be used** by students who will use speech-to-text testing accommodation.

Other Materials

- Blank Scratch Paper – graph, lined, or unlined paper.
- Pencils – wooden, no. 2 with erasers.

More information on calculators and mathematics tools is available on the [NJSLA Resource Center](#).





Test Materials (3 of 3)



- Approved external devices may neither access the internet nor store/save information unless authorized by NJDOE. Guidance for the [use of third-party assistive technology for speech-to-text](#) is available on the NJSLA Resource Center.
- Timing device.
- Flip chart or board.
- “Testing Do Not Disturb” signs (see Appendix C in the TAM).
- Leisure reading materials.



Calculators: Preparation (1 of 2)



- Calculators are permitted only on the “Calculator Section” of mathematics units.
- Computer-based testing:
 - A calculator is automatically provided within the TestNav platform during Calculator Sections.
 - Students must have prior experience with the TestNav-provided calculator. Practice tests and tutorials are available via the NJSLA Resource Center.
- Handheld calculators must be used for paper-based testing.
- **Note:** All handheld calculators must meet grade/course specific calculator requirements.

More information on calculators and mathematics tools is available on the [NJSLA Resource Center](#).





Calculators: Preparation (2 of 2)



- Handheld calculators must be distributed and collected as specified in the TAM.
- Districts may provide students taking computer-based tests with the appropriate handheld calculators as necessary.
- Students may use their own calculator, provided it meets all calculator policy requirements.
- Examiners must have extra calculators available if handheld calculators are required by a student's IEP or 504 plan.
- Remove instructional manuals and function reference sheets of handheld calculators before testing.
- Memories and programs of all handheld calculators must be cleared before and after testing.



Calculators Specifications



- Students taking Algebra I, Geometry and Algebra II will utilize a graphing calculator.
- Only students with an IEP or 504 plan are permitted to use a lower-level version of their specified calculator.

Note: These students must be provided with both the grade/course specified calculator (handheld or TestNav) and an additional handheld lower-level calculator.



Calculators: Restrictions



The following are **not permitted** for use during mathematics testing:

- Calculator apps on a computing device (tablet, smartphone, etc.).
- Calculators with QWERTY keyboards.
- Calculators with built-in Computer Algebra Systems (CAS).
- Calculators that are shared by students.



Mathematics Reference Sheets



- Mathematics Reference Sheets are based on the state's standards for mathematics.
- Mathematics Reference Sheets are required for Algebra I, Geometry, and Algebra II.
- For online test takers, the Mathematics Reference Sheets are provided online in TestNav.
- Mathematics Reference Sheets are available to be printed on the [NJSLA Resource Center](#).



Mathematics Tools



- Geometry tools such as tracing paper, reflection tools, straight edge and compass are optional and may be provided by districts for the Geometry assessments.
- Rulers and protractors are allowable for use on the high school mathematics assessments.
 - If these tools will be used by students during the assessments, schools must provide them.
 - This applies to both computer-based and paper-based assessments.

Paper-Based Materials





Ordering Paper-Based Materials



- For the fall block assessments, there is **no initial delivery** of test materials. All materials needed for administering and returning paper test materials for scoring must be ordered directly through PAN under **Setup > Orders & Shipment Tracking**.
- Only users with the DTC roles can order additional materials.
- Secure paper-based test materials will now be shipped in individual kits instead of packages of test booklets and answer documents. No overages will be included.
- Please allow three to five business days to receive materials after NJDOE reviews and approves the additional order.
- All orders are shipped to your district's central office.



Pro Tip: Save your box for returns.



Preparing Secure Test Materials For Return (1 of 2)



- DTC receives materials from STC.
- Scorable Test Booklets or Answer Folders must include a Student ID Label or hand-gridded student demographic data.
- Large print and braille responses must be transcribed into answer documents.
- Complete School Header Sheet for each grade level and subject.
- For ELA and mathematics, scorable and non-scorable materials must be packaged separately in the boxes in which they were delivered – do not overfill.
- Place one return shipping label on the top of each box.
- Sequence of boxes is indicated on each return shipping label.



Preparing Secure Test Materials For Return (2 of 2)



- Pickups must be scheduled 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 mathematics test materials for return to Pearson.
- Tell UPS you are calling about a pickup request using Pearson return service. UPS customer service is available 24/7.
- Once pickup is confirmed, keep a record of the confirmation numbers you receive from UPS.



Scorable Secure Test Materials to be Returned (ELA/Mathematics)



- Scoreable secure test materials that must be returned to Pearson are:
 - High school answer documents used by the student.
 - High school answer documents transcribed by the scribe.

Reminders:

- All responses from large print and braille forms must be transcribed by staff into a regular version answer document.
- Districts are required to follow the directions for transcribing student test responses found in [Appendix C of the AFA Manual – Ninth Edition](#).



Packaging Non-Scorable ELA/Mathematics Secure Test Materials



- 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 “BOX _ OF _” fill in the sequence of non-scorable boxes being returned.
- Do not write anything else on the labels.
- Do not include your nonscorable box count with your scorable box count.



Sample Materials Return Shipping Labels



Scorable

PA00001452 S-00003

INT DOD 222222
1 MAIN DR
NEWARK, 07102-8521


SCHOOL: _____

BOX _____ OF _____

NJ ELA/MATH 2019 SCORABLE

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

NJSLA ELA/MATH 2019 SCORABLE TEST MATERIALS



700-332-NJ1 1001872587 ANS

Nonscorable

PA00001451 S-00003

INT DOD 222222
1 MAIN DR
NEWARK, 07102-8521


SCHOOL: _____

BOX _____ OF _____

NJ ELA/MATH 2019 NONSCORABLE

PEARSON
7405 IRISH DRIVE SW
CEDAR RAPIDS, IA 52404-8964

NJSLA ELA/MATH 2019 NONSCORABLE TEST MATERIALS



700-332-NJ2 1001872589 SEC





Thank You!



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