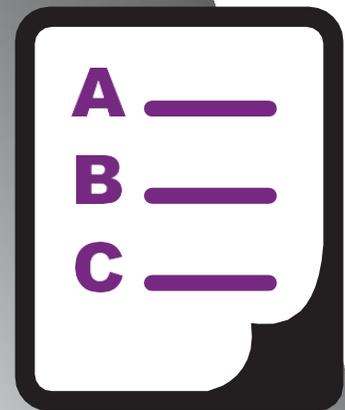




STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION



# 2021 NJSLA-ELA/Mathematics Test Administration Manual



**2021 Fall Paper-Based Testing**  
New Jersey Student Learning Assessments  
English Language Arts and Mathematics



## Table of Contents

<b>What’s New for 2021 Administration?</b> .....	<b>4</b>
<b>NJSLA Testing Platforms and Support Information</b> .....	<b>5</b>
<b>1.0 Overview</b> .....	<b>6</b>
1.1 About this Manual .....	6
1.2 Roles of Individuals .....	6
1.3 Who Must Test.....	7
<b>2.0 Test Security and Administration Policies</b> .....	<b>10</b>
2.1 Maintaining the Security of Test Materials and Content .....	10
2.1.1 Test Administrator Responsibilities for Maintaining Security .....	10
2.1.2 Security Forms .....	12
2.1.3 Security Agreement .....	12
2.2 Testing Irregularities and Security Breaches .....	12
2.2.1 Examples of Testing Irregularities and Security Breaches .....	12
2.2.2 Reporting Testing Irregularities and Security Breaches .....	14
2.3 Testing Environment .....	14
2.4 Scheduling and Testing Time.....	16
2.5 Break Policy.....	17
<b>3.0 Before Testing</b> .....	<b>19</b>
3.1 Checklist of Tasks for Test Administrators to Complete before Testing.....	19
3.2 Test Administrator Training and Preparation .....	19
3.3 Preparing to Administer Accessibility Features and Accommodations During the NJSLA- ELA/Math .....	19
3.4 Administer Practice Tests and Tutorials.....	20
3.5 Prepare the Testing Environment .....	20
<b>4.0 During Testing</b> .....	<b>21</b>
4.1 Checklist of Tasks for Test Administrators to Complete During Testing.....	21
4.2 Receive Test Materials From the School Test Coordinator (Day of Testing).....	21
4.3 Distribute Materials and Read Script (Day of Testing) .....	25
4.4 Keep Time (Day of Testing).....	25
4.5 Maintain Test Security.....	26
4.5.1 Biologically Contaminated Test Materials .....	26
4.5.2 Torn or Damaged Test Materials .....	26
4.6 Supervise Test Administration .....	27
4.6.1 Clarifying Directions During Administration .....	27
4.6.2 Redirecting Students.....	27
4.6.3 Student Misconduct.....	28
4.6.4 Item Irregularities During Testing .....	28
4.6.5 Procedures for Safety Threats and Severe Weather .....	28



4.7 Ending Each Unit .....	29
4.7.1 Collect Test Materials .....	29
4.7.2 Return Materials to School Test Coordinator .....	29
4.8 Make-Up Testing .....	29
4.9 Script for Administering Mathematics .....	30
4.9.1 High School Mathematics – Unit 1 .....	30
4.9.2 High School Mathematics – Unit 2 .....	35
4.10 Script for Administering English Language Arts (ELA) .....	40
4.10.1 English Language Arts (ELA) – All Units .....	40
<b>5.0 After Completion of Each Day of Testing .....</b>	<b>44</b>
5.1 Checklist of Tasks for Test Administrators to Complete After Testing .....	44
5.2 Return Materials to the School Test Coordinator .....	44
<b>6.0 Accessibility Features and Accommodations .....</b>	<b>45</b>
6.1 Test Administration of Accessibility Features and Accommodations .....	45
6.2 Before Testing: Preparing for Accessible Test Administration .....	47
6.2.1 Accommodated Test Kits .....	48
6.3 During Testing: Test Administration of Accessibility Features and Accommodations .....	49
6.4 After Testing: Completing Accessible Test Administration .....	50
<b>Appendix A: Glossary of Terminology .....</b>	<b>51</b>
<b>Appendix B: Forms .....</b>	<b>53</b>
<b>Appendix C: Signs .....</b>	<b>55</b>



## What's New for 2021 Administration?

New Content	Section Reference
<p>Major changes in policy or procedure in the document will be called out in this manual with a “new” icon.</p> <p><b>New</b></p>	N/A
<p>Electronic versions of the <i>Test Coordinator Manual</i> and <i>Test Administrator Manuals</i> will be posted to the NJSLA Resource Center. Manuals will not be printed.</p>	N/A
<p>The <a href="https://nj.mypearsonsupport.com/">NJSLA Resource Center</a>, <a href="https://nj.mypearsonsupport.com/">https://nj.mypearsonsupport.com/</a>, has been reorganized to make it easier for New Jersey Test Coordinators, Technology Coordinators, and Test Administrators to locate NJSLA information.</p>	N/A
<p>The <a href="https://nj.digitalitemlibrary.com">Digital Item Library</a>, <a href="https://nj.digitalitemlibrary.com">https://nj.digitalitemlibrary.com</a>, which provides access to released items from the NJSLA– ELA/Math assessments, is available as a new resource for educators, students, and parents. The Digital Item Library allows users to search for specific items by grade/course and content area, as well as sort by evidence statement or standard. The test items are displayed online and allow users to interact with the items in the same way as students.</p>	N/A
<p>There is now a single version of the <i>Test Coordinator Manual</i>, to be used for all content areas, and all administrations in 2021.</p>	<b>Section 1.1 TCM</b>
<p>Regular-print paper tests are now packaged in individual kits for a single student to use. A regular test kit will include the test booklet, answer document (if applicable) and ancillary materials (mathematics tools and reference sheets). This means that shrink packs of test booklets, answer documents, mathematics tools and mathematics reference sheets are no longer available to order.</p>	<b>Section 4.2</b>
<p>Spanish test kits will no longer include an English test booklet.</p>	<b>Section 6.2</b>
<p>Tactile Graphic Kits will be included in the initial shipment of test materials for NJSLA–ELA/Math, based on the students registered by the deadline.</p>	<b>Section 3.2.1 TCM</b>
<p>For NJSLA–ELA/Math, School Test Coordinators will return test materials to their District Test Coordinator instead of directly to the vendor.</p>	<b>Section 5.4.1 TCM</b>



## NJSLA Testing Platforms and Support Information

Key Point	Details
Platform for Test Coordinators and Test Administrators	<p>PearsonAccess<sup>next</sup> (PAN) is the portal used for the registration, setup, preparation, and management of both the computer-based and paper-based formats of the NJSLA. PAN is a secure site that requires a username and password.</p> <p><a href="https://nj.pearsonaccessnext.com">PearsonAccess<sup>next</sup> Live Site</a>: <a href="https://nj.pearsonaccessnext.com">https://nj.pearsonaccessnext.com</a> <a href="https://trng-nj.pearsonaccessnext.com">PearsonAccess<sup>next</sup> Training Site</a>: <a href="https://trng-nj.pearsonaccessnext.com">https://trng-nj.pearsonaccessnext.com</a></p> <p>Within PAN, the NJSLA administrations will appear as a scope (e.g., NJSLA–ELA/Math Fall Block 2021). Make sure you have the correct scope selected when working within PAN.</p>
Where to go for more Information	<p>The <a href="https://nj.mypearsonsupport.com">NJSLA Resource Center</a>, <a href="https://nj.mypearsonsupport.com">https://nj.mypearsonsupport.com</a>, is your one-stop shop to access all NJSLA resources. From practice tests and technology setup to downloadable forms, testing tools, and manuals, this website has you covered.</p>
Support within the document	<p>Look for icons within this document that call out information specific to administrations and content areas (See table 1.0 in section 1.1 below for examples)</p>
Assessment Vendors	<p>NJSLA–ELA/Math materials are shipped from and returned to Pearson.</p>



## 1.0 Overview

The New Jersey Student Learning Assessments (NJSLA) will be administered in either computer-based (CBT) or paper-based (PBT) format. English language arts (ELA) assessments will focus on writing effectively when analyzing text. Mathematics assessments will focus on applying skills and concepts and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools.

Each assessment comprises multiple units, and additionally, one of the mathematics units is split into two sections: a non-calculator section and a calculator section. Refer to **Section 2.4** for additional information about the number of units for each assessment.

### 1.1 About this Manual

This manual provides instructions applicable to Test Administrators (TAs) necessary for the paper-based administration of the NJSLA-ELA/Math. It includes the procedures and protocols for the TA to complete before, during, and after test administration. This manual also contains the protocols that TAs and proctors must follow related to test security and test administration. Definitions for terms used in this manual can be found in **Appendix A**.

This manual refers to documents on the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>.

When administering the paper-based NJSLA-ELA/Math assessments to students, TAs should turn to the page that contains the script (i.e., student directions that are read aloud during testing) for the unit they are administering. All administration instructions are contained within each script. In addition to English, the scripts are translated into the following languages: Arabic, Bengali, Chinese (Mandarin), Gujarati, Haitian Creole, Korean, Portuguese, Russian, Spanish, and Urdu. The translated scripts are available at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Educator Resources > Test Administration Resources > Test Administration Scripts**.

### 1.2 Roles of Individuals

The **District Test Coordinator (DTC)** is the individual at the district level who is responsible for the overall coordination of the test administration. When testing issues arise, the DTC is the main point of contact with the NJSLA Program Coordinators and the NJSLA Customer Support Center.

The **School Test Coordinator (STC)** is the individual at the school level who is responsible for the overall coordination of test administration. The role may be taken on by the principal or a designee, such as an administrator, teacher, child study team member, or guidance counselor. The STC is responsible for coordinating test administration at their school. The STC is also responsible for all post-testing procedures (e.g., stopping all test sessions or returning of all secure materials to the DTC).

**All DTCs and STCs** must hold a valid New Jersey Teacher Certificate. Examples include, but are not limited to, the following: New Jersey Teacher Certification, New Jersey School Leader Certification, Educational Services Professional Certification, or Career and Technical Education Certification.

A **Test Administrator (TA)** is an individual at the school who is responsible for administering the assessment to students.

In general, the following individuals may serve as a TA:

- Individuals employed by the district as teachers



- District- and school-level administrators
- Other certified educational professionals, such as child study team members.

A TA must hold one of the endorsements required for DTCs and STCs listed above. Paraprofessionals may only serve as TAs if they hold one of these endorsements. Long-term substitutes may only serve as TAs if they hold one of the endorsements listed above **and** have had contractual employment at the testing site for more than 20 consecutive school days **prior** to the start of the testing window and will have additional continual uninterrupted employment at the school during the prescribed testing window for NJSLA.

Parents/legal guardians may not serve as a TA for their own child. In addition, a student teacher may not serve as a TA.

A **proctor** is an individual who may be called on to help a TA monitor a test unit under the supervision of the TA. A TA must be in the room at all times during testing if a proctor is used. Student teachers may serve as proctors who assist the TAs. Proctors do not need to hold any endorsement; however, they must be under the direct supervision of a TA or STC at all times and they may not provide testing accommodations or handle secure materials at any time.

Proctor responsibilities include but are not limited to:

- Meeting with your STC to review test security and administration protocols
- Reviewing policies and instructions in the Test Administrator Manual (TAM)
- Assisting in the preparation of the testing environment
- Assisting in the supervision of test administration during each unit

### 1.3 Who Must Test

The Fall Block assessments are offered for districts that operate the semester block schedule, for students in grade 9 who are enrolled ELA 9, Algebra I, Geometry, or Algebra II for the first time.

Students in the class of 2022 who have not yet met the graduation assessment requirement in English language arts and/or mathematics are strongly encouraged to participate in testing during the fall block assessment administration window.

**Table 1.0: NJSLA Tested Grades**

Content Area	Grades
<b>ELA</b>	9
<b>Math</b>	Algebra I, Geometry, Algebra II

#### High School ELA

Grade 9 students must take the grade level specific ELA assessment regardless of the ELA course they are currently enrolled in. **Exception:** Students repeating a course who have previously passed the associated assessment are not required to re-take that assessment. Grade-level ELA course/credit assignment determines participation in NJSLA, not grade-level homeroom assignment.

English language learners (ELLs) enrolled in English as a Second Language (ESL) (beginner, intermediate, or advanced level) must take the NJSLA–ELA associated with their grade level course or credit equivalent and not the level of the ESL course.



### High School Mathematics

The following applies only to high school students in grade 9:

Students enrolled in an Algebra I, Geometry, or Algebra II course must take the corresponding NJSLA unless they are repeating the course and have previously passed the assessment associated with the course. Students enrolled in an integrated mathematics course that is a prerequisite for an Algebra I course do not take the Algebra I assessment while enrolled in the integrated course. These students must wait until they are enrolled in the Algebra I course to take the corresponding assessment. Students enrolled in an integrated mathematics course that serves as an alternative to an Algebra I course must take the Algebra I assessment. Grade 9 students enrolled in multiple math courses will take only one state math 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.

The following applies only to high school students in grade 10 through 12:

Students in grades 10 through 12 who have not yet registered for or taken a high school math assessment may be required to test.

Students who did not take Algebra I in middle school who and are enrolled in Algebra I for the first time must take the Algebra I assessment. Students who took Algebra I in middle school who are enrolled in either Geometry or Algebra II for the first time must take the corresponding assessment. Students who started a two-year Algebra I or Geometry course starting in grade 9 must take the corresponding assessment in grade 10.

### Students with Individualized Education Programs

The Individualized Education Programs (IEPs) of students with disabilities will address whether the student must meet the passing score on the state assessments or demonstrate proficiency through an alternate pathway. Students with disabilities whose IEPs specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs. IEP teams should reserve the exemption of the statewide assessment graduation requirement for students with significant intellectual disabilities and for students with disabilities who have made repeated unsuccessful attempts to meet statewide assessment requirements through the available pathways, including the portfolio appeals process.

### Homebound Students

Students receiving homebound or bedside instruction are required to take the NJSLA unless they are undergoing a medical emergency as described under **Students who are exempt from taking the NJSLA**. Districts have the option of administering either the paper-based tests or the computer-based tests using a district-supplied portable electronic device and mobile hotspot. The mode of testing (paper or computer) should be based on individual student need, and the content area being assessed. Detailed procedures and guidance are included in the *Homebound Testing Procedures* document available at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Educator Resources > Test Administration Resources > Testing Resources**.

### Out-of-District Placements

Students attending an Out-of-District Placement (ODP) where tuition is paid by the sending district must take the NJSLA unless they are exempt due to one of the reasons listed under **Students who are exempt from taking the NJSLA**. If the Out-of- District Placement will not administer the NJSLA, the student must return to their home district to be tested or the home district must send a TA to the student's ODP site to test the student.

### Adult High School Students

Adult high school students who passed any historical high school statewide assessment will have their passing scores banked and counted toward their graduation testing requirement; therefore, they are not required to participate in



additional state assessments. Adult high school students who took, but did not pass, any of the historical high school statewide assessments must meet the graduation testing requirement via the alternative pathways. For additional information regarding the alternative pathways, please refer to the [New Jersey High School Graduation Assessment Requirements](#).

Students who previously participated in the High School Proficiency Assessment (HSPA) should not take the test regardless of course enrollment. Students who did not pass the HSPA or Alternative High School Assessment (AHSA) in a content area must rely on the alternative pathways (see hyperlink above).

### **Students who are exempt from taking the NJSLA**

Students who fall into the following categories are exempt from taking the NJSLA.

1. Newly arrived English language learners (ELLs) in grades 3 through high school, who are enrolled in United States schools after June 1 of the prior school year, may be excluded from taking the NJSLA–ELA in the current school year, but not from taking the NJSLA–Math and NJSLA–Science.
2. Students undergoing a medical emergency are exempt from taking the NJSLA. 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.

Students who are full-time home-schooled or full-time at a private or parochial school are not eligible to take any statewide assessment. Students with disabilities who attend an approved private school for the disabled and whose tuition is **not** the financial responsibility of the district are also not eligible to take any statewide assessment.



## 2.0 Test Security and Administration Policies

### 2.1 Maintaining the Security of Test Materials and Content

The administration of the NJSLA is a secure testing event. Maintaining the security of test materials before, during, and after the test administration is crucial to obtaining valid and reliable results.

Students may not have access to secure test materials before testing. For a full list of testing materials, refer to **Section 4.2**. The following test materials are secure:

- Test booklets, including Spanish, large print, and braille editions
- Answer documents (grades 4-high school)
- Large print and braille test booklets
- Mathematics reference sheets written on by students
- Scratch paper written on by students
- Human Reader scripts for mathematics (if applicable)
- Tactile graphics (if applicable)
- Spanish test booklets

Follow the security plan developed by your STC and/or principal for your school. Contact your STC with any questions about the school security plan.

Make sure to follow your school's chain-of-custody protocol at all times. Failure to follow proper chain-of-custody requirements may result in test invalidations. The handling of test materials must be documented before, during, and after test administration in order to maintain their security.

#### 2.1.1 Test Administrator Responsibilities for Maintaining Security

##### 1. Receive training in administering test units properly and securely.

- Review the TAM and all relevant test security requirements before administering test units.
- Attend any training session(s) led by the STC or designee before test administration.
- Understand and follow the protocols related to administering accessibility features and accommodations, if applicable.

##### 2. Administer all tests according to appropriate protocols.

- Administer tests during the NJSLA testing window and administer units in the prescribed order.
- Follow the directions and read the scripts in the TAM verbatim to students. TAMs translated scripts are available at the [NJSLA Resource Center](https://nj.mypearsonsupport.com/), <https://nj.mypearsonsupport.com/>, located under **Educator Resources > Test Administration Resources > Test Administrator Scripts**.
- Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (refer to **Section 2.3**).
- Provide students with all required test materials as listed in the TAM.
- Prevent the use of prohibited materials (refer to **Section 2.3**) during testing units. Results may be invalidated for students who use cell phones or other prohibited electronic devices during testing, including after students turn in their materials or during a break. (See exception listed in **Section 2.2.1**).

##### 3. Focus full attention on the testing environment at all times during testing.



- Monitor the testing process by continually moving about the room in a way that does not disturb students or attract attention. While monitoring the classroom during paper-based testing, a TA may view students' test booklets and answer documents for the sole purpose of confirming that students are working in the correct unit. **TAs may not review answer documents and/or confirm whether a student has responded to all test items.**
  - Ensure that students are supervised during testing, including during breaks.
  - Ensure students are working only on the unit being administered. If a TA observes a student working in the incorrect unit of the test or reviewing the incorrect unit of a test, this is a testing irregularity that must be reported to your STC. See **Section 2.2.2** for instructions on how to report these situations.
- 4. Ensure that students do not participate in any form of cheating.**
- Ensure that students do not consult notes, textbooks, or other teaching materials.
  - Ensure that students do not share test questions with other students.
  - Ensure that students do not consult other students, school personnel, or anyone else during testing.
  - Ensure that students are not able to see content on other students' test materials or on other students' testing devices.
  - If a TA observes a student participating in any form of cheating, refer to the following procedure to handle the situation.
    - The incident must be reported to your STC immediately.
    - If follow-up documentation is required by your DTC or NJLSA Program Coordinator, complete any additional documentation.
- 5. Do not provide unauthorized assistance to students that could impact their answers.**
- At any time during a test session, a TA may repeat a portion of the TAM script, if necessary, for clarification.
  - However, TAs must not assist a student during testing or alter or interfere with a student's response in any way that would impact their answers. Examples of unauthorized assistance include, but are not limited to:
    - Providing answers to a student
    - Indicating that a student has answered a question incorrectly or left a question blank
    - Defining words or providing synonyms
    - Spelling words
    - Influencing a student's response by offering verbal or non-verbal hints, clues, or cues
    - Altering, explaining, simplifying, or paraphrasing any test question, stimulus, prompt, or answer option
    - Suggesting that a student write more on a question, check their work, or review or reconsider a response to a question
- 6. Follow proper test security procedures for providing accessibility features or accommodations.**
- Ensure that students are **only** provided accommodations that are listed specifically for use during NJSLA-ELA/Math testing in an approved IEP or a 504 plan, and an ELL plan for English language learners.
  - Follow guidelines on proper administration of accommodations or accessibility features as prescribed in the *NJSLA Accessibility Features and Accommodations (AF&A) Manual* and the *NJSLA Decision-Making Process Manual* available at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources.**



## 7. Follow chain-of-custody requirements to return all test materials after testing each day

### 2.1.2 Security Forms

In the event of a testing irregularity or a test security breach, TAs must be prepared to provide their STC or DTC with information needed to complete the security forms.

#### Security Forms for TAs to sign or initial:

- Security Agreement (see **Section 2.1.3**)
- Chain-of-Custody forms - 2 versions: pre-printed School Chain-of-Custody Form and Generic *Chain-of-Custody Form for Computer-Based Testing Materials*

#### Chain-of-Custody Forms:

- Pre-printed School Chain-of-Custody Form  
Accommodated materials such as mathematics human reader scripts and tactile graphic kits are shipped with a pre-printed *School Chain-of-Custody Form*.
- Generic *Chain-of-Custody Form for Computer-Based Testing Materials*  
For computer-based testing, the transfer of secure materials, such as student testing tickets, used scratch paper, and mathematics reference sheets must be recorded on a generic *Chain-of-Custody Form for Computer-Based Testing Materials* or an equivalent tracking log.

#### Follow chain-of-custody requirements to return all test materials after testing each day.

### 2.1.3 Security Agreement

After training and before each testing window, DTCs, STCs, Technology Coordinators, TAs, proctors, and authorized observers must complete the *Security Agreement* found in **Appendix B** or at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Educator Resources > Test Administration Resources > Forms** and keep a copy for their records. STCs should collect the original forms for their schools and submit them to the DTC. Districts must retain signed forms for three years. Do not submit *Security Agreement* forms to PAN and do not include them when returning secure test materials.

## 2.2 Testing Irregularities and Security Breaches

Any action that compromises test security or score validity is prohibited. These may be classified as testing irregularities or security breaches. **Section 2.2.1** contains examples of activities that compromise test security or score validity (note that these lists are not exhaustive). STCs must discuss these and other possible testing irregularities and security breaches with TAs during training. Refer to **Section 2.2.2** for information on reporting testing irregularities and security breaches.

### 2.2.1 Examples of Testing Irregularities and Security Breaches

Examples of test security breaches and irregularities include but are not limited to:

- **Test Administration Irregularities**
  - Student reviewing or working on the wrong unit of the test; if the student completes the wrong unit of a test, the DTC must **immediately contact** the appropriate NJSLA Program Coordinator for directions.
  - Student receiving an accessibility feature or an accommodation they are not intended to have, or a student not receiving an accessibility feature or an accommodation they are required to be provided.
- **Electronic Devices Irregularities**



- Using a cell phone or other prohibited electronic device (e.g., smartphone, iPod®, smart watch, or eReader) while secure test materials are still distributed, while students are testing, after students turn in their test materials, or during a break.
  - Exception: Test Coordinators, Technology Coordinators, TAs, and proctors are permitted to use cell phones in the testing environment **only** in cases of emergencies or when timely administration assistance is needed. Districts may set additional restrictions on allowable devices as needed.
  - Exception: Certain electronic devices may be allowed for medical or audiological purposes during testing. Refer to the *NJSLA Decision-Making Process Manual*, available at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources**, for specific information.
- **Test Supervision Irregularities**
  - Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test
  - Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing
  - Leaving students unattended without a TA for any period of time while secure test materials are still distributed or while students are testing (proctors must be supervised by a TA at all times)
  - Deviating from testing time procedures as outlined in **Section 2.4**
  - Allowing cheating of any kind
  - Providing unauthorized persons with access to secure materials
  - Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
  - Allowing students to test before or after the test administration window without NJDOE approval
- **Test Materials Irregularities and Breaches**
  - Losing a student test booklet or answer document
  - Losing tactile graphics booklets
  - Losing human reader scripts
  - Leaving test materials unattended or failing to keep test materials secure at all times
  - Reading or viewing the passages or viewing the stimuli or test items before, during, or after testing
    - Exception: Administration of a human reader/signer accessibility feature for mathematics or accommodation for ELA which requires a TA to access passages or test items
  - Copying or reproducing (e.g., taking a picture of) any part of the test or any secure test materials or test forms
  - Revealing or discussing passages, stimuli or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication
  - Removing secure test materials from the school building or removing them from locked storage for any purpose other than administering the test
- **Testing Environment Irregularities**
  - Failing to follow administration directions exactly as specified in the TAM
  - Displaying any resource (e.g., posters, models, displays, or teaching aids) that defines,



explains, or illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing

- Allowing preventable disruptions such as talking, making noises, or excessive student movement around the classroom
- Allowing unauthorized visitors in the testing environment
  - Unauthorized Visitors - Visitors, including parents or guardians, school board members, reporters, and school staff not authorized to serve as TAs or proctors, are prohibited from entering the testing environment.
  - Authorized Visitors - Observation visits by the principal, monitors from the NJDOE Office of Assessments, monitors from the district, and NJDOE-authorized observers are allowed as long as these individuals do not disturb the testing process. Contact your STC for details about observation visits.

### 2.2.2 Reporting Testing Irregularities and Security Breaches

For a list of security breaches and irregularities that must be reported and documented, refer to **Section 2.2.1** and contact your STC with any questions. If an incident must be reported, follow this procedure:

- The incident must be reported to your STC immediately.
- If follow-up documentation is required by the DTC, complete any additional documentation.

## 2.3 Testing Environment

The testing environment is defined as the location in which students are actively testing (e.g., classroom or computer lab). It is important to establish procedures to maintain a quiet testing environment throughout testing. When setting up the testing environment, the following should be taken into consideration:

- Some students may finish testing before others, and the expectations for what those students may do must be established in advance of the testing day. Contact your STC for information on what students may do after testing.
- Unauthorized visitors are prohibited from entering the testing environment as described in **Section 2.2.1**.
- The testing sign located in **Appendix C** must be posted on the outside of the room door.
- Prohibited classroom resources (described in “Materials Prohibited in Testing Environment”) must be removed or covered.

### Administration Considerations for Students

With the support of the school administration, the STC has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual. Accordingly, STCs may determine that any student may require one or more of the following test administration considerations, regardless of the student’s status as a student with a disability or as an English Language Learner (ELL):

- Small-group testing
- Time of day
- Separate or alternate location
- Specified area or seating
- Adaptive and specialized equipment or furniture
- Frequent breaks



For more information on administrative considerations that are available for **all** students, refer to Table 2 of the *NJSLA AF&A Manual* and the *NJSLA Decision-Making Process Manual* available at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources**.

### **Materials Prohibited in the Testing Environment**

Prohibited materials can compromise test security and violate the construct being measured by the assessment, thus producing invalid results. Prohibited materials must be covered or removed from the testing room.

The following are materials that may **not** be used at any time during a unit, including after students have completed testing (e.g., have turned in their test booklets and answer documents) or during a break. Students, TAs, proctors, or other authorized persons in the test environment may not possess these or any other materials.

- All personal electronic equipment not related to testing (e.g., cell phones, iPods®, eReaders, electronic pens, or smart watches; refer to **Section 2.2.1** for exceptions)
- Any resource (e.g., books, posters, models, displays, teaching aids) that defines, explains, or illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing. Refer to the *AF&A Manual* for additional information on approved resources for a student with a disability or an English Language Learner.
- Mathematical formulas, number lines, and conversion tables other than the grade- or course- specific, NJSLA mathematics reference sheets
- Any manipulative not approved through a unique accommodation request prior to testing (contact your STC for more information)  
\*May be allowable if listed in the student's IEP or 504 plan according to NJDOE policy
- The Unique Accommodation Request Form is available in Appendix G of the *NJSLA AF&A Manual* available online at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources**.

Follow the general rule that if the material in question may help the student answer or find an answer or to post or copy secure materials, it is not allowed in the testing environment.

Prior to testing, TAs should instruct students to place all prohibited materials out of reach during testing (e.g., place in a locker). No coats, backpacks or purses are permitted in the testing rooms. Food and beverages are not permitted, unless an exception is specified in a student's IEP or 504 plan. If a student is found to have any prohibited materials in their possession upon arrival for testing, the TA must instruct the student to hand in the materials or follow local policy. As a reminder, if a student is found to have prohibited materials (including cell phones) during live testing, the test may be invalidated.

The **only** time that students are permitted to read recreational books (unrelated to content being assessed) is after a student has completed testing (e.g., submits the computer-based test or turns in the test booklet and answer document). Contact your STC for specifics.

### **Exceptions for Test Accommodations**

A student with a disability or who is an English Language Learner may be allowed to use certain tools or materials that are otherwise prohibited during testing if the need for these accommodations is documented in the student's Individualized Education Program (IEP), 504 plan, Unique Accommodation Form, or ELL plan. Refer to the *NJSLA AF&A Manual* and the *NJSLA Decision-Making Process Manual* for details.



## 2.4 Scheduling and Testing Time

### Administration Dates

All test units, including make-up testing (refer to **Appendix A** for definitions of session and unit), must be completed during the NJSLA testing window. Contact your STC with any questions about the testing dates.

### Testing Time

NJSLA tests are strictly timed. No additional time may be permitted (with the exception of an extended time accommodation specified in an approved IEP, 504 plan, or ELL plan). TAs are responsible for keeping time during testing.

**Administration Time** is the total time that schools should schedule for each unit. It includes the unit testing time and the approximate times for administrative tasks such as reading instructions to students, answering questions, distributing test materials, closing units, and collecting test materials (shown in **Table 2.0**).

Example: When the unit testing time is 75 minutes, schools might schedule a total of 100 minutes: 15 minutes for reading directions + 75 minutes of testing + 10 minutes for closing the unit.

Test administration times are shown in **Table 2.0** (note that times vary by content area, unit and grade/course). In planning the school’s NJSLA schedule, STCs should plan for the entire unit testing time for each unit.

**Table 2.0: Administration Time—Guidelines for Scheduling**

Task	Administration Time
1. Pre-administration tasks, including reading instructions to students and answering questions	10 minutes
2. Distribution of test materials to students	5 minutes
3. Administration of unit	Refer to Unit Testing Time in Tables 2.1 to 2.3 (45 or 60 minutes)
4. End-of-unit activities, including closing units and collecting test materials	5 to 15 minutes

**Unit Testing Time** is the amount of time that must be provided to every student to complete the unit. **Table 3.0** shows the amount of time for each unit. TAs are responsible for keeping track of time during testing. Please note, the total unit testing time for Unit 1 Mathematics includes the time for both non-calculator and calculator sections.

If all students have completed testing before the end of the unit testing time, the unit may end. Once the unit testing time has been reached, the unit must end, except for students with extended time accommodations. Contact your STC for information on what students may do if they complete a unit prior to the end of the unit testing time.

**Table 3.0: Unit Testing Times for High School**

Test	Unit	Section	Unit Testing Time (Minutes)
ELA Grade 9	Unit 1 Unit 2	N/A	90



Algebra I	Unit 1	Non-calculator/Calculator	90
Geometry	Unit 2	Calculator	90
Algebra II			

### Make-Up Testing

Ensure that your STC knows who is absent on testing day so that make-up testing can be scheduled. Students must complete all units within the district testing window.

If any student starts a unit and leaves the testing environment (e.g., due to illness or family emergency) without finishing that unit, they may be allowed to complete that unit on a different day. TAs must note the exact place in the unit where the student stopped and the amount of time remaining. Students are not allowed to alter any previously entered or written responses. They must resume testing exactly where they left off and be provided with the remaining time noted at the time testing was interrupted.

For security purposes, each unit (e.g., Unit 1 or Unit 2) must be completed by all students within the same grade/course **on the same school day**—with the exceptions of make-up testing and students with an extended time accommodation (refer to **Section 6.2**).

**Note:** Make-up test sessions must reflect the original test session (e.g., a test session with a Human Reader will need a make-up test session with a Human Reader).

### Breaks

Speak with your STC to clarify local procedures for breaks.

## 2.5 Break Policy

STCs must determine and discuss procedures for breaks with TAs prior to testing day. For breaks during testing, there should not be conversations among students, and students are not permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test. Students must be supervised at all times during breaks, including short breaks between units.

TAs are responsible for ensuring that students are not able to see content on other students' test materials or on students' testing devices.

The TA should ensure the security of students' test booklets, answer documents, scratch paper, and hard copies of mathematics reference sheets. Policies for breaks follow.

**Restroom breaks during a unit:** During a unit, individual restroom breaks may be provided at the discretion of the TA. It is recommended that no more than one student at a time be allowed to use the restroom and that students be supervised. Unit time may not be adjusted for restroom breaks, and students should be encouraged to use the restroom prior to the beginning of the testing unit.

**Classroom stretch break during a unit:** At the discretion of the TA, a classroom may take one "stand- and-stretch" break of up to three minutes during testing, and the TA may adjust unit time by no more than three minutes.

**Breaks between units:** If administering two units back-to-back, a scheduled break is highly recommended between units. During the break, students are permitted to go to the restroom, stretch, and get a drink, if needed.

**Frequent breaks:** Frequent breaks may be offered as an administration consideration for any student. Administrative



considerations must be identified for the student in the Student Registration/Personal Needs Profile (SR/PNP); refer to the *NJSLA AF&A Manual* for additional information. TAs should not “stop the clock” for students with frequent breaks. For students with disabilities or English language learners who may require frequent breaks, it is highly recommended that schools consider the extended time accommodation.



### 3.0 Before Testing

This section describes activities the TA must complete before the first day of testing. Since **Section 3.1** provides only a checklist of tasks, refer to **Sections 3.2-3.5** for more details.

### 3.1 Checklist of Tasks for Test Administrators to Complete before Testing

Completing tasks during the timelines in this checklist is strongly recommended.

**Table 4.0: Tasks to Complete before Testing**

Checkbox	Task	Reference
<input type="checkbox"/>	Review policies and instructions for test administration in this manual.	<i>PBT TAM</i>
<input type="checkbox"/>	Complete any required training with your STC to review test security, administration protocols and plans, and testing day activities.	<i>TCM Section 3.3.1</i>
<input type="checkbox"/>	Review the <i>NJSLA Security Agreement</i> . Sign and submit it to your STC.	<b>Appendix B</b>
<input type="checkbox"/>	Review all accessibility features and testing accommodations to be administered for students and develop a plan to monitor their use. For a list of accessibility features and accommodations, refer to <b>Sections 6.1</b> and <b>6.2</b>	<b>Section 3.3</b>
<input type="checkbox"/>	Strongly Recommended: Administer the Paper-Based Testing Practice Tests and Tutorial.	<b>Section 3.4</b>

**Table 5.0: Task to Complete at Least One Day before Testing**

Checkbox	Task	Reference
<input type="checkbox"/>	Prepare the testing environment.	<b>Section 3.5</b>

### 3.2 Test Administrator Training and Preparation

After attending one of the mandatory training sessions led by the NJDOE Office of Assessments, DTCs must provide training to all STCs and District Technology Coordinators. STCs are then responsible for training all TAs, School Technology Coordinators, proctors, and all other staff with access to secure materials.

TAs must meet with the STC to prepare for test administration and review responsibilities.

### 3.3 Preparing to Administer Accessibility Features and Accommodations During the NJSLA-ELA/Math

Your STC will provide TAs with a list of all required accessibility features and accommodations for applicable students. If a test with an accessibility feature or accommodation is being administered, be sure to receive the proper training and see the *NJSLA AF&A Manual* and the *NJSLA Decision-Making Process Manual*, which are available online at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources**. Refer to **Section 6.0** of this manual for additional information about accessibility features and accommodations. It is critical to ensure that students have the appropriate accessibility features and accommodations prior to



testing. The TA may check students’ accessibility features and accommodations by completing the steps in the *Personal Needs Profile Guidance: Managing Incorrect Accessibility Features and Accommodation PNP Data* document at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Educator Resources > Test Administration Resources > PearsonAccess<sup>next</sup> Resources**. Check with your STC for additional information.

### 3.4 Administer Practice Tests and Tutorials

Administering the tutorials and practice tests is an important preparation step for both administration staff and students. It is highly recommended students have an opportunity to become familiar with the NJSLA using both the tutorials and practice tests available online at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, under **Educator Resources**.

### 3.5 Prepare the Testing Environment

Every assessment setting should have good lighting and ventilation and a comfortable room temperature and should be as free as possible from noise and other interruptions. Chairs should be comfortable and tables at an appropriate height with sufficient room for approved testing materials. Confirm that each student will have adequate work space and be sufficiently separated from other students to support a secure testing environment. Check that all needed materials and equipment are available and in good working condition.

Before students enter the test environment:

- Cover or remove from the testing environment all materials containing content in the subject area being tested, including any materials listed in **Section 2.3**.
- Post a “Testing—Please Do Not Disturb” sign (refer to **Appendix C** of this manual) on the outside of the door of the testing room.
- Post examples of the “Stop” and “Go On” signs (refer to **Appendix C** of this manual) on the board.
- Display a timing box on the board; refer to the example in Figure 1.0.
  - Write the number of the unit you are administering on the unit number line in the timing box on the board.
  - Using the unit testing time in **Tables 2-3** of this manual for reference, write the unit testing time on the correct line in the timing box on the board.
  - Do not fill in the Starting Time or Stopping Timelines until instructed to do so in the scripts.

Figure 1.0 Timing Box Example

Unit Number: _____
Unit Testing Time: _____
Starting Time: _____
Stopping Time: _____
Number of Sections: _____



## 4.0 During Testing

### 4.1 Checklist of Tasks for Test Administrators to Complete During Testing

This section describes activities TAs must complete during the day of testing.

**Table 6.0: Tasks to Complete on the Day of Testing**

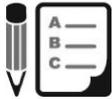
Checkbox	Task	Reference
<input type="checkbox"/>	Receive test materials from the STC and track receipt using the Chain-of-Custody Form.	<b>Section 4.2</b>
<input type="checkbox"/>	Distribute test materials to students and administer the NJSLA assessment according to the directions in this manual and using the appropriate administration script.	<b>Section 4.3</b>
<input type="checkbox"/>	Monitor testing time.	<b>Section 4.4</b>
<input type="checkbox"/>	Supervise test administration and provide breaks (if applicable).	<b>Section 2.5 and 4.6</b>
<input type="checkbox"/>	Return all testing materials to your STC.	<b>Section 4.7.2</b>
<input type="checkbox"/>	Complete any documentation necessary for reporting any testing irregularity or security breach.	<b>Section 2.2.2</b>

### 4.2 Receive Test Materials from the School Test Coordinator (Day of Testing)

The STC will distribute test materials to and collect materials from the TAs each test administration day. To maintain the security of these materials, they must **not** be stored in classrooms prior to or following the day of administration. Keep all test materials in centrally located, locked storage with limited access until the materials are distributed to the TAs.

**New**

**Table 7.0: Changes to Paper-Based Test Materials**

Test Format	Description
	Regular-print paper tests are now packaged in individual kits for a single student to use. A regular test kit will include the test booklet, answer document (if applicable) and ancillary materials (mathematics tools and mathematics reference sheets—if applicable).  This means that shrink-wrapped packs of test booklets, answer documents, mathematics tools or mathematics reference sheets are no longer available to order.

- **Vendor-supplied materials**

- TAMs; electronic versions of the manuals can be viewed at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Educator Resources > Test Administrator Resources > Test Administration Manuals**.
- Mathematics human reader scripts (if necessary)



- Paper-based Test Kits: one kit per student, per test. Kits include Test Booklet(s), answer document(s), and applicable resources: reference sheet, ruler, and protractor.
- **School-supplied material**
  - Wooden No. 2 pencils with eraser(s)
    - **Note:** Mechanical pencils must not be used; students should bring No. 2 pencils on the day of the test, but a supply should also be available.
  - Blank scratch paper
    - Students must be provided with one sheet of blank scratch paper at a time. If a student requires an additional sheet of blank scratch paper, the Test Administrator must collect the used scratch paper before providing the student with a new one.
    - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units.
    - TAs are responsible for collecting **all** scratch paper, which is to be securely destroyed. Scratch paper must be securely shredded if it has been used. Schools may reuse unused scratch paper only if paper is completely blank.
  - Calculators, (see Calculators section for more information)
  - Optional Mathematics tools for administration (see Mathematics Tools for Administration section for more information)
  - Headphones (see **Headphones** section for more information)
  - Materials necessary for the administration of accommodations or accessibility features (for a full list, see Accommodated Materials in **Section 6.2.**)
  - Timing device such as a clock or watch to keep track of time during testing (if one is not clearly visible within the testing room)
  - “Testing—Please Do Not Disturb,” “Go On,” and “Stop” signs to post on the doors of the testing rooms or the board (copies of the signs are available in **Appendix C** of this manual)

### **Accommodated Materials for Paper-Based Testing**

See the list of accommodated materials in **Section 6.2.**

### **Calculators**

Usage of calculators is permitted only in certain units or sections of units in the mathematics assessment.

Students must only use calculators that are allowable for their grade or course assessment. Allowing the use of a calculator that is designated for a lower or higher grade-level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Only students with a specific calculator accommodation may use calculators outside of their grade level.

TAs should not administer a unit requiring a calculator to a student for whom a grade-appropriate calculator is not available. If a student does not have a grade-appropriate calculator and one cannot be obtained on that day, that student should test in a make-up unit with a grade-appropriate calculator. TAs should have calculators available during testing. During units that include both a non-calculator section and a calculator section, students will be prompted to raise their hands to ask for a calculator.

Additionally, schools must adhere to the following additional guidance regarding calculators:

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablets, laptops, personal digital assistants (PDAs), or phone-based calculators are allowed during the NJSLA–ELA/Math.
- Students are **not** allowed to share calculators with another student during a test unit.



- TAs must confirm that the memory on all calculators has been cleared before and after the testing sessions.
- Instructional manuals and function reference sheets for hand-held calculators should be removed before testing.
- Calculators with “QWERTY” keyboards are **not** permitted.
- If districts or schools permit students to bring their own hand-held calculators for NJSLA purposes, STCs or TAs must confirm that the calculators meet NJSLA–ELA/Math requirements as defined above.
- If any student needs a specific calculator (e.g., large key, talking), the student can also bring their own, provided it is specified in their approved IEP or 504 Plan.

**Table 8.0: Hand-Held Calculators by Grade for Mathematics**

Grades	Policy
High School	For high school mathematics assessments, students may use only graphing calculators (with functionality consistent with the TI-84 or a similar model) for the calculator sections/units.

**Table 9.0: Calculator Policy for Paper-Based Testing**

Test Format	Calculator Policy
	<p>Hand-held calculators must be used. Hand-held calculators must be distributed and collected as specified in the TAMs.</p> <p>Districts will determine who is responsible for providing hand-held calculators (e.g., school, student).</p>

**Mathematics Tools for Administration**

Certain tools listed below are optional for students who use them in daily instruction and who may find them useful during administration. If the tools are provided to students during administration, it is recommended that students have ample opportunity to practice with the practice tests or sample items using these tools.

**Table 10.0: Mathematics Tools Policy for Paper-based Testing**

Tools	Paper-based Testing Mathematics Tools for Administration Policy
Rulers and Protractors	<p>The vendor will provide required rulers and protractors for paper-based assessments at certain grade levels, as outlined in Table 11.0.</p> <ul style="list-style-type: none"> <li>• Required tools will be included in test kits.</li> <li>• Students are not permitted to use outside rulers or protractors if these tools are vendor-supplied for use on their grade level assessment.</li> </ul> <p>Protractors are an optional tool for all high school mathematics courses. Rulers are an optional tool for high school mathematics courses. The vendor will not provide these materials.</p>



Mathematics Reference Sheets	<p>For paper-based testing, mathematics reference sheets are vendor-supplied for high school.</p> <ul style="list-style-type: none"> <li>• Mathematics reference sheets will be included in test kits.</li> <li>• The copies must be free of any writing or notes. Do not distribute copies with student writing.</li> <li>• If additional copies are needed, schools may locally print the approved copies available at the <a href="http://nj.mypearsonsupport.com">NJSLA Resource Center</a>, <a href="http://nj.mypearsonsupport.com">http://nj.mypearsonsupport.com</a>, located under <b>Educator Resources &gt; Test Administration Resources &gt; Testing Resources</b>.</li> <li>• If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that unit.</li> </ul>
Geometry Tools	Tracing paper, reflection tools, straight edges, and compasses are optional for the Geometry assessments. Geometry tools are not allowed for Algebra I and Algebra II.

**Table 11.0: Mathematics Tools by Grade & Course**

Grades/Course	Required (Vendor-supplied)	Allowable (Not supplied by Vendor)
Algebra I	High School mathematics reference sheet	<ul style="list-style-type: none"> <li>• Ruler (1/8 inch)</li> <li>• Protractor</li> </ul>
Algebra II	High School mathematics reference sheet	<ul style="list-style-type: none"> <li>• Ruler (1/8 inch)</li> <li>• Protractor</li> </ul>
Geometry	High School mathematics reference sheet	<ul style="list-style-type: none"> <li>• Protractor</li> <li>• Tracing paper</li> <li>• Reflection tool</li> <li>• Straight edge</li> <li>• Compass</li> </ul>

If these tools are used, place the materials in a predetermined location in the testing room. If schools allow students to bring their own tools, they must be given to the STC or TA prior to testing to ensure that the tools are appropriate for testing (e.g., tools do not have any writing on them). For more clarification about Mathematics Tools, please see the *Mathematics Tools Policy* at the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, located under **Educator Resources > Test Administration Resources > Testing Resources > Math Tools Policy**.

## Headphones

**Table 12.0: Headphone Requirements**

Content Area	Requirement
 	<p>Required for students who receive the following accessibility features:</p> <ul style="list-style-type: none"> <li>• Stand-alone headphones used as a noise buffer</li> </ul>

Stand-alone headphones (i.e., headphones not connected to a device) are an accessibility feature; therefore, some students may use headphones as noise buffers to minimize distractions or filter external noise during testing. If



students use headphones for this purpose, TAs are responsible for ensuring that the headphones are not plugged into any device.

Schools have several options for ensuring they have a sufficient number of headphones. First, schools can instruct students to bring their own headphones. Second, if schools have fewer headphones than students testing at the same time, schools can separate classes into smaller numbers of students for administration. Third, schools can purchase additional device-compatible headphones.

### 4.3 Distribute Materials and Read Script (Day of Testing)

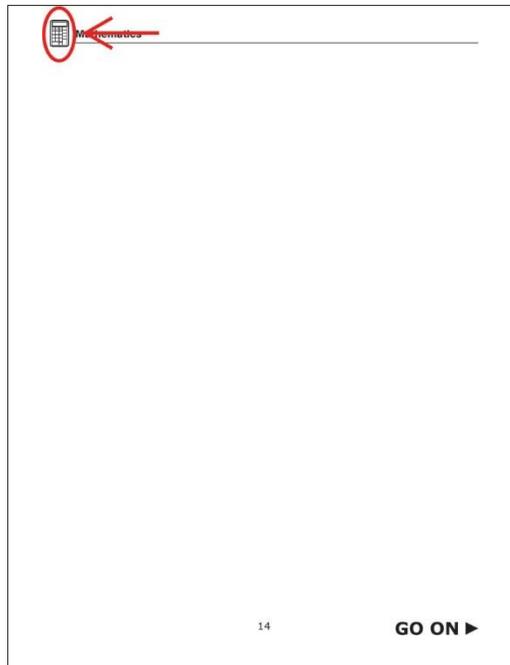
After students are seated, verify student roster and take attendance, and note absent students for make-up testing. Then, read the appropriate administration script and distribute test booklets, answer documents, and scratch paper when instructed to do so. Ensure that each student has a wooden No. 2 pencil and scratch paper.

Refer to **Table 3.0** for guidance on units where calculators may be used by students.

TAs are required to adhere to the scripts provided in this manual for administering the NJSLA. Read word-for-word the bold instructions in each **“Say”** box to students. Do not modify or paraphrase the wording in the **“Say”** boxes the first time through the directions. Some **“Say”** boxes are outlined with a dashed line and should **only** be read aloud if they are applicable to the students being tested. If, after the first reading, students still have questions, refer to **Section 4.6.1**. Text that is outside the **“Say”** boxes includes directions meant for TAs and should **not** be read to students. TAs may repeat any part of the scripted directions as many times as needed while delivering the script.

Refer to **Figure 2.0** for where to find the calculator icon on the test booklet.

**Figure 2.0 Example of Location of Calculator Icon on Test Booklet**



### 4.4 Keep Time (Day of Testing)

Keep accurate time for each test unit. Remember that failure to provide the correct amount of time may result in test invalidation. Refer to **Tables 2.0-3.0** for guidance on unit testing times.



**Note:** Students with the extended-time accommodation specified in their approved IEP, or 504 plan, or ELL plan may be provided more time to complete each unit.

## 4.5 Maintain Test Security

Adhere to the test security protocols at all times and report violations or concerns to your STC immediately. It is essential to follow security measures at all times in order to ensure the validity, reliability, and fairness of the assessment results. Tests must be administered strictly in accordance with the instructions and procedures set forth in this manual and the assessment security instructions and procedures provided by NJDOE.

If testing is interrupted at any time during the unit (e.g., safety threat, fire emergency, student becoming ill), follow the procedures in **Sections 4.5.1, 4.5.2** and **4.6**.

### 4.5.1 Biologically Contaminated Test Materials

If any test materials (e.g., test booklets or answer documents) become contaminated with bodily fluids (e.g., student becomes ill on a test booklet or answer document), follow this procedure:

1. The TA must immediately:
  - a. Stop testing for the student or group, as needed.
  - b. Record the amount of time remaining.
  - c. If possible, record the item number and page number where the student(s) stopped testing.
  - d. Follow the school procedure for medical emergencies.
2. Qualified school personnel must safely handle the soiled test booklet or answer document and place it in a resealable plastic bag with the security barcode label visible from the exterior. Handling materials must be done in accordance with procedures outlined in Occupational Safety and Health Administration (OSHA) regulations.
3. After the testing area is cleaned and the student(s) have returned, the TA must remind the student(s) of the amount of time remaining for the unit prior to the disruption. Testing may then resume. The affected student(s) must be provided with a replacement test booklet and/or answer document.
  - a. If the ill student returns to resume testing and the completed responses can be transcribed into a replacement answer document, the TA must provide the student with a new test booklet or answer document. The TA must ensure the student's name is recorded on the front of the replacement test booklet or answer document for proper identification.
  - b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement answer document, the student may be given the opportunity to retake those units using a replacement test booklet and answer document during make-up testing. Contact NJDOE for further guidance if necessary.
4. Your STC will take care of the contaminated materials in accordance with procedures outlined in Occupational Safety and Health Administration (OSHA) regulations.

### 4.5.2 Torn or Damaged Test Materials

If any test materials are damaged (e.g., ripped pages or incorrectly applied labels), the following procedures must be followed:

1. The test booklet or answer document must be replaced. After testing but within the test window, the student's answers must be transcribed into a replacement answer document. Answers must be transcribed following the guidelines for transcribing student responses.



If a student's responses must be transcribed after test administration is completed, follow this procedure:

- a. At least two authorized staff members must be present during any transcription of student responses. One will serve as the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be the DTC or STC.
  - b. The student's responses must be transcribed verbatim into the answer document. Confirm that the replacement and original answer documents are for the same grade. Refer to **Appendix C: Protocol for the Use of the Scribe Accommodation** in the *NJSLA AF&A Manual* and the *NJSLA Decision-Making Process Manual* for guidance. An example is available at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources**.
    - Mark the original answer document "Do Not Score" according to the directions in the following section.
    - Exception: Scribes for students who sign their responses in ASL will write the students' responses in English (e.g., student signs "House white live there me." Scribe writes "I live in the white house.")
  - c. Braille transcription: **only** eligible TAs who are certified Teachers of Students with Visual Impairment, including blindness, or someone working under their direct supervision may transcribe the student's responses into the standard, scorable answer document included in the braille kit. The transcriber must be able to fluently read Unified English Braille (UEB).
  - d. Any original student responses that were printed from an assistive technology device or recorded in another accommodation document, such as blank paper, must be securely destroyed.

Failure to transcribe a student's test responses in these situations will result in the student not receiving a score.
2. Damaged secure materials must be returned to the vendor. Damaged answer documents that have student responses must be marked as "Do not score" and returned to the vendor with the non-scorable materials.

## 4.6 Supervise Test Administration

During testing, TAs must always actively proctor and focus their full attention on students to confirm they are working independently. This means ensuring that students are working in the correct unit and that they are **not** in any form of cheating. Circulate around the room and check to see that students are recording their answers in their answer documents. Ensure that all student desks are free of any prohibited materials and that all prohibited aids have been removed or covered. Refer to **Sections 2.2** and **2.3** for information on prohibited activities and prohibited materials.

### 4.6.1 Clarifying Directions During Administration

- TAs are permitted to clarify **only** general administration instructions after reading the script word-for-word. **No stimuli or test items may be read or clarified.**
- If there are questions, consult your STC.
- If a TA is providing the General Administration Directions Clarified in Student's Native Language (by Test Administrator) accommodation to an English Language Learner, then these guidelines must also be followed when providing clarifications in a student's native language.

### 4.6.2 Redirecting Students



The TA or Proctor may redirect the student’s attention to the test without coaching or assisting the student in any way. Examples may include:

- Providing reminders to stay on task and focus during the assessments
- Providing a visual cue to the student to remain on task

TAs and proctors may not individually remind or encourage a student to answer all questions. TAs and proctors may not point or gesture to the student to complete a specific test item or encourage a student to select an answer choice.

#### 4.6.3 Student Misconduct

The TA has the authority to dismiss any student for misconduct according to school and/or district policy. If student misconduct warrants dismissal, collect the student’s test materials. The student will then be dismissed from the testing environment. The student may be eligible to continue testing in another location (e.g., guidance counselor’s office) according to local policy. The school or district must submit a *Testing Irregularity and Security Breach Form* in **Appendix B** of this manual within five school days unless otherwise directed by the DTC or the NJSLA–ELA/Math Coordinator. Contact your STC for additional guidance on dismissing students for misconduct.

If a student is observed with any of the prohibited items listed in **Section 2.3** during testing or during breaks, the TA must collect the prohibited materials and immediately report the incident to your STC. The school or district must complete the *Testing Irregularity and Security Breach Form*.

#### Cell Phone and Unauthorized Electronics

All incidents involving student possession of a cell phone or other unauthorized electronic device **must be** immediately reported via email to the NJSLA–ELA/Math Program Coordinator.

#### 4.6.4 Item Irregularities During Testing

If, during testing, a student alerts a TA to a possible unanswerable or misprinted test item during testing, follow these steps:

- Instruct the student to proceed with the test.
- Note the content area, course and grade level, item number, test format (paper), and a brief description of the issue and provide that information to your STC to complete the *Testing Irregularity or Security Breach Form*. Actual wording from the question should never be included either verbally or in writing.
- Test Administrators may **not** read or review a test item unless absolutely necessary to resolve problems preventing a student from testing or when it is the Human Reader accommodation.

#### 4.6.5 Procedures for Safety Threats and Severe Weather

In all instances of safety and severe weather threats, consult the local evacuation policy. In the event that there is a building evacuation, lockdown, or school closure that occurs before the start of a unit, follow the protocol outlined below:

- Proceed with testing only if the unit can be completed that day.
  - If the unit cannot be completed, schedule the unit during make-up testing.
- Document the situation, noting the event, date and time, students affected, and any other specific details regarding the situation.
- Report the event or incident to your STC immediately. Contact your STC for information about



reporting a testing irregularity.

If a building evacuation, lockdown, or school closure occurs during the unit, follow the protocol outlined below:

- If possible, note the time of the disruption so that the remaining time for the unit can be calculated.
- If leaving the test environment, take necessary steps to ensure the security of the test materials, if time permits.
- Upon returning to the testing room, prepare students for the continuation of the unit.
  - Inform students how many minutes remain for the unit.
  - Write the updated start time and stop time of the unit on the board.
- Document the situation using the *Testing Irregularity or Security Breach Form*.
- Report the event or incident to your STC immediately. Contact your STC for information about reporting a testing irregularity.

## 4.7 Ending Each Unit

### 4.7.1 Collect Test Materials

Collect test booklets, answer documents, scratch paper, mathematics reference sheets (if applicable), and accessibility and accommodations tools (as needed) from students. Make sure all students have written their names on their test booklets and answer documents. Count the materials to make sure all students have returned their test booklets, answer documents, scratch paper, and testing tools.

**Note:** Follow the local chain-of-custody procedure to ensure that all materials have been collected.

### 4.7.2 Return Materials to School Test Coordinator

The following materials must be returned to your STC:

- Test booklets
- Answer documents
- Accommodated test materials (inform your STC of any tests needing transcription)
- Calculators
- Used and unused scratch paper and mathematics reference sheets

Test booklets and answer documents are considered used in any instance when a student has tested, including incomplete or partially complete test booklets and answer documents.

## 4.8 Make-Up Testing

If a student starts a unit and leaves the testing environment (e.g., due to illness, family emergency, or natural disaster) without finishing that unit, the student may be allowed to complete that unit on a different day. If there are concerns about a student completing a unit, do **not** allow the student to begin. If a student leaves during a unit, note the exact place in the unit where the student stopped and the time remaining, and then contact your STC.

Students are **not** allowed to alter any previously recorded responses. They must resume testing exactly where they left off and be provided with the remaining time noted at the time testing was interrupted. TAs must closely monitor make-up testing to ensure students do not alter any previously written responses.

Multiple test sessions and/or units may be tested together as long as the testing time and administration script are the same. It may be useful to review **Testing Multiple Grades Together** in **Section 2.4.2** of the *NJSLA Test Coordinator Manual*.



## 4.9 Script for Administering Mathematics

### 4.9.1 High School Mathematics – Unit 1

The administration script under **Section 4.9.1** will be used for Unit 1 of the High School mathematics test. Refer to **Section 4.9.2** for the administration script for Unit 2. On the first read through, TAs are required to adhere to the scripts provided in this manual for administering the NJSLA-ELA/Math. Read word-for-word the bold instructions in each **“Say”** box to students. Do not modify or paraphrase the wording in the **“Say”** boxes. Some of the **“Say”** boxes are outlined with a dashed line and should be read aloud only if they are applicable to your students testing. Some directions may differ slightly by unit and are noted within the administration script.

**Table 13.0: High School Mathematics Unit 1**

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
1. Unit 1: Non-Calculator Section 2. Students <b>Go On</b> 3. Unit 1: Calculator Section	<ul style="list-style-type: none"><li>High School: 90 Minutes</li></ul>	<ul style="list-style-type: none"><li>Test booklets</li><li>Answer documents</li><li>Mathematics reference sheets</li><li>Pencils</li><li>Scratch paper</li><li>Calculators (Calculator Section Only)</li></ul>		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to **Section 3.3** for further instructions on how to check accessibility features and accommodations.



## Instructions for Preparing to Test



**Today, you will take the Mathematics assessment.**

**You may not have any unapproved electronic devices at your desk. Making calls, texting, taking pictures, and browsing the internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.**

If a student raises their hand, collect the electronic device (or follow the school/district policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator immediately if there are questions regarding electronic devices.



**Please sit quietly while I distribute the test materials.**



**Write your first and last name at the top of your test booklet and answer document in Box A.**

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility and accommodations tools, if needed, for certain students. Then, distribute test booklets, answer documents, and mathematics reference sheets.

Make sure all students have written their names on the test booklet and answer document. If necessary, assist students with making sure they are using the test booklet and answer document that belong to them.

## Instructions for Administering Unit 1



**Using the labels on the edge of the page, open your test booklet to the first page of Unit 1 and follow along while I read the directions.**

**Today, you will take Unit 1 of the New Jersey Student Learning Assessment-Mathematics (NJSLA-M) Test. Unit 1 has two sections. In the first section, you may not use a calculator. In the second section, you may use a calculator. You will not be allowed to return to the first section of the test after you start the calculator section. You must complete both the non-calculator and calculator sections of Unit 1 within the time allowed.**

**Follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Only answer you provide in your answer document will be scored. Do not make any pencil marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.**



**Say**

If a question asks you to show or explain your work, you must do so to receive full credit. Write your response in the space provided in your answer document. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. When you finish the first section, you may review your answers and any questions you did not answer in this section only. Once you have reviewed your answers, continue to the calculator section. When you are ready to go on to the calculator section, raise your hand to receive your calculator.

Turn to the next page while I continue to read the directions. Directions for Completing the Answer Grids

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.
4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.
5. Do not fill in a circle under an unused box.
6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.

See below for examples on how to correctly complete an answer grid.

(Pause)

This is the end of the directions in your test booklet.

When you see a “Go On” sign in your test booklet, you may go on to the next page. When you reach a “Stop” sign in your test booklet, do not go on until you are told to do so.

Examples of the “Go On” and “Stop” signs are posted on the board.

If you finish early and have completely checked your work in the calculator section, raise your hand and I will collect your test materials. Once I have collected your materials you cannot get them back.



Read from OPTION A, B, or C based on your local policy (Contact your STC with any questions).

 <b>Say</b>	<ul style="list-style-type: none"><li>• Option A: <b>After I have collected your test materials, please sit quietly until the unit has ended.</b></li><li>• Option B: <b>After I have collected your test materials, I will dismiss you.</b></li><li>• Option C: <b>After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.</b></li></ul>
--	--

 <b>Say</b>	<b>Do you have any questions?</b>
--	-----------------------------------

Answer student questions.

If students are testing with extended time accommodations, it may be necessary to adjust the amount of time students will have to complete this unit. Refer to the student’s accommodations.

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example). Actively proctor while students are testing.

- Redirect students as necessary (**Section 4.6.2**).
- Collect test materials as students complete testing (**Section 4.7.1**).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to **Section 4.6.4**.

 <b>Say</b>	<p>High School Units: <b>90 minutes</b></p> <p><b>You will have 90 minutes to complete both the non-calculator and calculator sections of this unit. When there are 20 minutes of testing time left, I will remind you to move on to the calculator section if you have not already done so. I will let you know when you have 10 minutes of testing time left.</b></p> <p><b>Turn to the next page. You may begin working now.</b></p>
--	---

### Instructions for Taking a Break During Testing

The following are permitted during test administration at the discretion of the TA:

- One stretch break of up to three minutes is allowed for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks are allowed during testing (do not adjust stop time).



The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets and answer documents must be closed or covered.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are **not permitted** to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand-and-stretch break during the unit:

**Say** Please stop testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three-minute stretch break. No talking is allowed.

After taking a classroom break, ensure students open their test booklets and continue testing where they left off.

**Say** Open your test booklet and answer document and continue testing.

#### Instructions for When 20 Minutes of Unit Time Remain

When 20 minutes of unit time remain:

**Say** You have 20 minutes remaining. As a reminder, both the non-calculator and calculator sections must be completed within this time.

Continue to actively proctor while students are testing.

#### Instructions for When 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain:

**Say** You have 10 minutes remaining.

#### Instructions for Ending the Unit

When the unit time is finished, read the following optional “Say” box if there are students still actively testing.

**Say** Stop working. Testing time has now ended. Close your test booklet and answer document.  
Check that your name is written on your test booklet and answer document. I will collect your test materials.



- Collect all test materials.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

If more than one unit is being administered in the same day, allow students to take a short break (e.g., restroom break or stretch break) or an extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next unit.

#### 4.9.2 High School Mathematics – Unit 2

The test administration scripts for high school mathematics Unit 2 are covered in 4.9.2.

**Table 14.0: High School Mathematics – Unit 2**

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 2	High School: 90 Minutes	<ul style="list-style-type: none"> <li>• Student testing tickets</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to **Section 3.3** for further instructions on how to check accessibility features and accommodations.

#### Instructions for Preparing to Test

<b>Say</b>	<p><b>Today, you will take the Mathematics assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, taking pictures, and browsing the internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
------------	---

If a student raises their hand, collect the electronic device (or follow the school/district policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator immediately if there are questions regarding electronic devices.

<b>Say</b>	<p><b>Please sit quietly while I distribute the test materials.</b></p>
------------	---

Remember that students wrote their names on their test booklets and answer documents in the previous unit. Distribute scratch paper, wooden No. 2 pencils, and approved accessibility and accommodations tools, if needed for certain students. Then, distribute all test booklets, answer documents, mathematics reference sheets, calculators,



and rulers.

 <b>Say</b>	<p><b>Check to make sure your name is written at the top of your test booklet and answer document.</b></p> <p>(Pause.)</p> <p><b>Please raise your hand if your name is not at the top of your test booklet or answer document.</b></p>
--	---

Make sure all students have received their own test booklet and answer document. If necessary, assist students with making sure they are using the test booklet and answer document that belong to them.

### Instructions for Administering Each Unit

 <b>Say</b>	<p><b>Using the labels on the edge of the page, open your test booklet to the first page of Unit ___ (fill in the appropriate unit) and follow along while I read the directions.</b></p> <p><b>Today, you will take Unit ___ (fill in the appropriate unit number) of the ___ (fill in the appropriate grade-level/course) New Jersey Student Learning Assessment-Mathematics (NJSLA-M) Test. You will be able to use a calculator.</b></p>
--	--



Follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Only answers you provide in your answer document will be scored. Do not make any pencil marks outside the circles in your answer document. If you need to change an answer, be sure to erase your first answer completely.

If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit only. Do not go past the stop sign.

Turn to the next page while I continue to read the directions. Directions for Completing the Answer Grids

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.
4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.
5. Do not fill in a circle under an unused box.
6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.

See below for examples on how to correctly complete an answer grid.

(Pause)

This is the end of the directions in your test booklet.

When you see a “Go On” sign in your test booklet, you may go on to the next page. When you reach a “Stop” sign in your test booklet, do not go on until directed to do so.

Examples of the “Go On” and “Stop” signs are posted on the board.

If you finish early and have completely checked your work in this unit, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.



Read from OPTION A, B, or C based on your local policy (Contact your STC with any questions).

<b>Say</b>	<ul style="list-style-type: none"><li>• Option A: <b>After I have collected your test materials, please sit quietly until the unit has ended.</b></li><li>• Option B: <b>After I have collected your test materials, I will dismiss you.</b></li><li>• Option C: <b>After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.</b></li></ul>
------------	--

<b>Say</b>	<b>Do you have any questions?</b>
------------	-----------------------------------

Answer student questions.

If students are testing with extended time accommodations, it may be necessary to adjust the amount of time students will have to complete this unit. Refer to the student’s accommodations.

<b>Say</b>	<p>High School Units: <b>90 minutes</b></p> <p><b>You will have 90 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.</b></p> <p><b>Turn to the next page. You may begin working now.</b></p>
------------	--

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example). Actively proctor while students are testing.

- Redirect students as necessary (**Section 4.6.2**).
- Collect test materials as students complete testing (**Section 4.7.1**).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to **Section 4.6.4**.

### Instructions for Taking a Break During Testing

The following are permitted during test administration at the discretion of the TA:

- One stretch break of up to three minutes is allowed for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks are allowed during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.



- Test booklets and answer documents must be closed or covered.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are **not permitted** to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand-and-stretch break during the unit:

**Say** Please stop testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three-minute stretch break. No talking is allowed.

After taking a classroom break, ensure students open their test booklets and continue testing where they left off.

**Say** Open your test booklet and answer document and continue testing.

Continue to actively proctor while students are testing.

#### Instructions for When 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain:

**Say** You have 10 minutes remaining.

#### Instructions for Ending the Unit

When the unit time is finished, read the following optional “**Say**” box if there are students still actively testing.

**Say** Stop working. Testing time has now ended. Close your test booklet and answer document.  
Check that your name is written on your test booklet and answer document. I will collect your test materials.

- Collect all test materials.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

If more than one unit is being administered in the same day, allow students to take a short break (e.g., restroom break or stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next unit.



## 4.10 Script for Administering English Language Arts (ELA)

The administration script under **Section 4.10** will be used for all units for the ELA Test. On the first read through, TAs are required to adhere to the scripts provided in this manual for administering the NJSLA-ELA/Math. Read word-for-word the bold instructions in each **“Say”** box to students. Do not modify or paraphrase the wording in the **“Say”** boxes. Some of the **“Say”** boxes are outlined with a dashed line and should be read aloud **only** if they are applicable to the students testing. Some directions may differ slightly by unit and are noted within the administration script.

### 4.10.1 English Language Arts (ELA) – All Units

Table 15.0: Grades 9 All Units

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1	Grades 9: 90 Minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Answer documents</li> <li>• Pencils</li> <li>• Scratch Paper</li> </ul>		
Unit 2	Grades 9: 90 Minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Answer documents</li> <li>• Pencils</li> <li>• Scratch Paper</li> </ul>		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to **Section 3.3** for further instructions on how to check accessibility features and accommodations.

#### Instructions for Preparing to Test

<b>Say</b>	<p><b>Today, you will take the English Language Arts assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, taking pictures, and browsing the internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
------------	---

If a student raises their hand, collect the electronic device (or follow the school/district policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator immediately if there are questions regarding electronic devices.

<b>Say</b>	<p><b>Please sit quietly while I distribute the test materials.</b></p>
------------	---

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility and accommodations tools, if needed for certain students. Then, distribute test booklets and answer documents.



**Say**

If Unit 1: **Write your first and last name at the top of your test booklet and answer document in Box A.**

If Unit 2: **Check to make sure your first and last name is written at the top of your test booklet and answer document in Box A.**

Make sure all students have written their names on the test booklet and answer document. If necessary, assist students with making sure they are using the test booklet and answer document that belong to them.

### Instructions for Administering Each Unit

**Say**

**Using the labels on the edge of the page, open your test booklet to the first page of Unit \_\_\_ (fill in the appropriate unit) and follow along while I read the directions. Do not turn the page until I tell you to do so.**

**Today, you will take Unit \_\_\_ (fill in appropriate unit number) of the Grade \_\_\_ (fill in the appropriate grade) New Jersey Student Learning Assessment-English Language Arts (NJSLA-ELA) Test.**

**Follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Only answers you provide in your answer document will be scored. Do not make any pencil marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.**

**One of the questions will ask you to write a response. Write your response in the space provided in your answer document. Be sure to keep your response within the provided space. Only responses written within the provided space will be scored.**

**If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit only. Do not go past the stop sign.**

**This is the end of the directions in your test booklet.**

**When you see a “Go On” sign in your test booklet, you may go on to the next page. When you reach a “Stop” sign in your test booklet, do not go on until you are told to do so.**

**Examples of the “Go On” and “Stop” signs are posted on the board.**

**If you finish early and have completely checked your work in this unit, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.**



Read from OPTION A, B, or C based on your local policy (Contact your STC with any questions).

 Say	<ul style="list-style-type: none"><li>• Option A: <b>After I have collected your test materials, sit quietly until the unit has ended.</b></li><li>• Option B: <b>After I have collected your test materials, I will dismiss you.</b></li><li>• Option C: <b>After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.</b></li></ul>
---	---

 Say	<b>Do you have any questions?</b>
---	-----------------------------------

Answer student questions.

If students are testing with extended time accommodations, it may be necessary to adjust the amount of time students will have to complete this unit. Refer to the student's accommodations.

 Say	<b>You will have 90 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.</b> <b>Turn to the next page. You may begin working now.</b>
---	---

Write the starting time and stopping time in the timing box (Figure 1.0 Timing Box Example). Actively proctor while students are testing.

- Redirect students as necessary (**Section 4.6.2**).
- Collect test materials as students complete testing (**Section 4.7.1**).
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item seems irregular, refer to **Section 4.6.4**.

### Instructions for Taking a Break During Testing

The following are permitted during test administration at the discretion of the TA:

- One stretch break of up to three minutes is allowed for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks are allowed during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets and answer documents must be closed or covered.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are **not permitted** to use electronic devices, play games, or engage in activities that may compromise the validity of the test.



If taking a three-minute stand-and-stretch break during the unit:

**Say** Please stop testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three-minute stretch break. No talking is allowed.

After taking a classroom break, ensure students open their test booklets and continue testing where they left off.

**Say** Open your test booklet and answer document and continue testing.

Continue to actively proctor while students are testing.

### Instructions for When 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain:

**Say** You have 10 minutes remaining.

### Instructions for Ending the Unit

When the unit time is finished, read the following optional “Say” box if there are students still actively testing.

**Say** Stop working. Testing time has now ended. Close your test booklet and answer document.  
Check that your name is written on your test booklet and answer document. I will collect your test materials.

- Collect all test materials.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

If more than one unit is being administered in the same day, allow students to take a short break (e.g., restroom break or stretch break) or an extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next unit.



## 5.0 After Completion of Each Day of Testing

### 5.1 Checklist of Tasks for Test Administrators to Complete After Testing

This section describes activities TAs must complete after testing.

**Table 16.0: After-Testing Activities**

Checkbox	Task	Reference
<input type="checkbox"/>	Ensure all materials have been returned after testing.	<b>Section 5.2</b>
<input type="checkbox"/>	Complete any documentation necessary for reporting any testing irregularity or security breach.	<b>Section 2.2.2</b>

### 5.2 Return Materials to the School Test Coordinator

Upon returning test materials to the STC, make sure that all students have written their names on their test booklets and answer documents. The following materials must be returned to the STC:

- TAM (after all units are completed)
- Test booklets
- Answer documents
- Accommodated test materials
- Mathematics tools, if applicable (e.g., calculator, rulers, protractors)
- Used and unused scratch paper and mathematics reference sheets, if applicable

Notify your STC of any students who will need to make up the unit(s) tested that day.



## 6.0 Accessibility Features and Accommodations

The *NJSLA Accessibility Features and Accommodations (AF&A)* and the *NJSLA Decision-Making Process Manual* are available online at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources**. Schools/Districts must refer to the *NJSLA AF&A Manual* and the *NJSLA Decision-Making Manual* for full information about identifying and administering accessibility features and accommodations.

### 6.1 Test Administration of Accessibility Features and Accommodations

In **Sections 1** and **2** of the *NJSLA AF&A Manual*, guidance is provided for Test Coordinators and TAs on before-testing, during-testing, and after-testing activities necessary for successful administration of each accessibility feature and accommodation.

The following examples are excerpted and adapted from the *NJSLA AF&A Manual*.

**Table 17.0: Accessibility Feature Example from Section 1**

Accessibility Feature	Administration Guidelines
<p><b>Human Reader or Human Signer</b> (<i>SR/PNP Reference CE</i>)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• Identification for Student Registration/Personal Needs Profile (SR/PNP): <ul style="list-style-type: none"> <li>◦ Student’s SR/PNP must have Human Reader/Human Signer selected. For the Human Reader/Human Signer, students must be placed in a Read Aloud session type when creating test sessions.</li> </ul> </li> <li>• Materials: Read Aloud Kits, which include one copy of the student test booklet and answer document.</li> <li>• TA Training—Human Readers and Human Signers providing this accessibility feature must review: <ul style="list-style-type: none"> <li>◦ Read Aloud Kits: at least two school days prior to testing</li> <li>◦ <b>Appendix B:</b> Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics/Science Assessments</li> <li>◦ <b>Appendix I:</b> Human Signer Guidelines (signers only)</li> <li>◦ <b>NJSLA Resource Center:</b> NJSLA for Students with Visual Impairment, Including Blindness</li> </ul> </li> </ul> <p><b>During Testing:</b> A TA (human reader or human signer) reads aloud to a student. The student must be tested in an individual or small group setting. Small groups should only be used if all students are able to work at approximately the same pace. The number of students in a small group is determined at the state level.</p>



**Table 18.0: Accommodations Example from Section 2**

Accommodation	Administration Guidelines
<p><b>Large-Print Edition*</b> (SR/PNP Reference BM)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• Identification for SR/PNP: Student’s SR/PNP must have Large Print Edition selected.</li> <li>• Materials: The Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, and Test Administrator large print scripts when appropriate.</li> <li>• Test Administrator Training: TAs of students with visual impairments must review:               <ul style="list-style-type: none"> <li>◦ <b>Appendix A:</b> Accessibility Features and Accommodations for Students Taking the Paper-Based Assessments.</li> <li>◦ <b>NJSLA Resource Center:</b> NJSLA for Students with Visual Impairment, Including Blindness.</li> </ul> </li> </ul> <p><b>During Testing:</b> A large print paper-based form of each assessment is available for students with a visual impairment who are unable to take a computer-based assessment. The font size for the large-print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. TAs should refer to the TAM Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed verbatim by a TA in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a DTC or STC.</li> <li>• Refer to <b>Appendix C:</b> Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</li> </ul>

\* Distribution quantities for any paper-based accommodations and accessibility feature are derived from the student registration process. Any materials required for paper-based accommodations and accessibility features for students registered after the deadline for paper registration must be ordered via Additional Orders.



## 6.2 Before Testing: Preparing for Accessible Test Administration

If any accessibility features or accommodations will be administered, be sure to receive the proper training and materials from your STC. Ask your STC for a list of any students in the testing group receiving accessibility features and/or accommodations.

If any of the following accommodations or accessibility features are to be administered, review the corresponding documentation.

**Table 19.0: NJSLA AF&A Manual Reference**

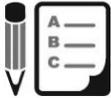
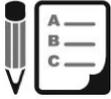
Accommodation	References
Human Reader	<p><b>Appendix B:</b> Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments and the Human Reader Accessibility Feature for Mathematics Assessments</p> <p>NJSLA ELA Audio Guidelines are used to ensure consistency in how items are read. The Audio Guidelines are no longer included in the appendix of the <i>AF&amp;A Manual</i>, and are now available on the <a href="https://nj.mypearsonsupport.com">NJSLA Resource Center</a>, <a href="https://nj.mypearsonsupport.com">https://nj.mypearsonsupport.com</a> &gt; <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features and Accommodations (AF&amp;A) Resources &gt; Resources</b></p> <p>NJSLA Mathematics Audio Guidelines are used to ensure consistency in how items are read. The Audio Guidelines are no longer included in the appendix of the <i>AF&amp;A Manual</i>, and are now available on the <a href="https://nj.mypearsonsupport.com">NJSLA Resource Center</a>, <a href="https://nj.mypearsonsupport.com">https://nj.mypearsonsupport.com</a> &gt; <b>Educator Resources &gt; Test Administration Resources &gt; Accessibility Features and Accommodations (AF&amp;A) Resources &gt; Resources</b></p>
Human Scribe	<p><b>Appendix C:</b> Protocol for the Use of the Scribe Accommodation, and for Transcribing Student Responses (used to ensure consistency of scribing and transcription)</p>
Human Signer	<p><b>Appendix I:</b> Human Signer Guidelines (used to give guidance to signers to ensure consistency in administration)</p>
Extended Time	<p><b>Appendix E:</b> Guidance for Selecting and Administering the Extended Time Accommodation</p>
Large Print and Braille	<p><b>NJSLA Resource Center:</b> NJSLA for Students with Visual Impairment, Including Blindness</p>
Assistive Technology (Screen Reader and Non- Screen Reader)	<p><b>NJSLA Assistive Technology Guidelines:</b> Available at the <a href="https://nj.mypearsonsupport.com">NJSLA Resource Center</a>, <a href="https://nj.mypearsonsupport.com">https://nj.mypearsonsupport.com</a> located under <b>Educator Resources &gt; Testing Administration Resources &gt; Accessibility Features and Accommodations (AF&amp;A) Resources &gt; Resources.</b></p>



## 6.2.1 Accommodated Test Kits

**New**

**Table 20.0 Changes to Accommodated Test Kits**

Test Format	Description
	<p>Regular-print paper tests are now packaged in individual kits for a single student to use. A regular test kit will include the test booklet, answer document (if applicable) and ancillary materials (mathematics tools and mathematics reference sheets – if applicable).</p> <p>This means that shrink-wrapped packs of test booklets, answer documents, mathematics tools and mathematics reference sheets are no longer available to order.</p>
	<p>Spanish test kits will no longer include an English test booklet.</p>

Test kits include all materials that a student needs for testing. However, if students write on their mathematics reference sheets during testing, they are considered to be secure materials and must be securely destroyed after testing that unit. Students must be provided with a new mathematics reference sheet for the next unit. Schools must print them from the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Educator Resources > Test Administration Resources > Testing Resources**.

### What is included in a Regular Test Kit?

- Regular test booklet
- Answer document (high school)
- Mathematics reference sheet (high school, mathematics only)

### What is included in a Large Print Test Kit?

- Large Print Test Administrator script
- Large Print test booklet
- Answer document (high school)
- Large Print mathematics reference sheet (high school mathematics only)

### What is included in a Read-Aloud Test Kit?

- 2 regular test booklets
- Answer document (high school)
- Human reader script (mathematics only)
- Mathematics reference sheet (high school mathematics only)

**Note:** Human readers should read aloud from one of the test booklets included in the kit.



### What is included in a Braille Test Kit?

- Braille test booklet
  - Sheets of blank braille paper
  - Braille notes/special instructions
- Braille Test Administrator script
- Standard test booklet
- Standard answer document (high school)
- Braille mathematics reference sheet (high school mathematics only)

### What is included in a Regular Spanish Test Kit? (For mathematics only)

- Spanish test booklet
- Spanish answer document (high school)
- Spanish mathematics reference sheet (high school, mathematics only)

**Note:** Regular English test booklets are no longer included in the Regular Spanish Test Kit.

### What is included in a Spanish Large Print Test Kit? (For mathematics only)

- Spanish Large Print Test Administrator script
- Spanish Large Print test booklet
- Spanish Answer document (high school)
- Spanish Large Print mathematics reference sheet (high school, mathematics only)

### What is included in a Spanish Read-Aloud Test Kit? (For mathematics only)

- 2 Spanish test booklets
- Spanish Answer document (high school)
- Spanish Human reader script (mathematics only)
- Spanish Mathematics reference sheet (high school, mathematics only)

**Note:** Spanish Human readers should read aloud from one of the booklets included in the kit.

## 6.3 During Testing: Test Administration of Accessibility Features and Accommodations

**Reference the NJSLA AF&A Manual:** Tables 1, 3, 4, 5, and 7, and the appendices in the *NJSLA AF&A Manual* outline the during-testing directions for each accessibility feature and accommodation. The following accessibility features and accommodations require actions by the TA during testing.

TAs may provide the following accessibility features to a student during testing:

- General Administration Directions Read Aloud, Repeated, or Clarified as needed
- Redirect Student to the Test
- Human Reader for the mathematics assessment (identified in advance in PAN)
- Human Signer for the mathematics assessment (identified in advance in PAN)

TAs may need to provide the following accommodations to a student with an IEP or 504 plan during testing:

- Human Reader for ELA



- Human Signer for ELA
- Human Signer for Test Directions
- Human Scribe for Dictated Responses
- Human Scribe for Signed Responses
- Extended Time
- Monitor Test Response

TAs may need to provide the following accommodations to an English Language Learner during testing:

- Extended time
- Human scribe for mathematics
- General administration directions read aloud, repeated, or clarified as needed in student's native language
  - Translated TA scripts are provided in Arabic, Bengali, Chinese (Mandarin), Gujarati, Haitian Creole, Korean, Portuguese, Russian, Spanish, and Urdu for ELA and mathematics. For other languages, a TA or other qualified interpreter may translate and read the directions to the student.
- Human reader for the mathematics assessments in Spanish

#### **Special Accommodations Circumstances during Testing**

Reference the following appendices of the *NJSLA AF&A Manual* for special circumstances regarding accommodations:

- **Appendix F: Use of an Emergency Accommodation on the NJSLA**
  - An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the NJSLA testing window (e.g., a student breaks their arm and needs a scribe).
- **Appendix H: Student Accommodation Refusal Form**
  - If a student refuses the accommodation(s) listed in their IEP, 504 plan, or ELL plan, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the test administration.

Contact your STC if either of these circumstances occurs.

#### **6.4 After Testing: Completing Accessible Test Administration**

Reference the *NJSLA AF&A Manual*: Tables 1, 3, 4, 5, and 7, and the appendices in the *NJSLA AF&A Manual* outline the after-testing activities for each accessibility feature and accommodation.

After testing, the STC may ask TAs to assist with transcription of student responses or other after-testing activities for accessibility features and accommodations. Accommodated student responses (e.g., assistive technology or scribe) are secure and must be treated as secure test materials.



## Appendix A: Glossary of Terminology

Term	Definition
<b>Accommodations</b>	<p>An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student’s disability or level of English proficiency.</p> <p>Accommodations must be listed in the student’s approved Individualized Education Program (IEP), 504 plan, or English Language Learner (ELL) plan. More information on accommodations is available in the <i>NJSLA Accessibility Features and Accommodations Manual</i> available at the <a href="https://nj.mypearsonsupport.com">NJSLA Resource Center</a>, <a href="https://nj.mypearsonsupport.com">https://nj.mypearsonsupport.com</a>, located under <b>Educator Resources &gt; Testing Administration Resources &gt; Accessibility Features and Accommodations (AF&amp;A) Resources</b>.</p>
<b>Accessibility Feature</b>	<p>Accessibility features are tools or preferences that are either built into the assessment platform or provided externally by TAs. Accessibility features can be used by any student taking the NJSLA. A small selection of accessibility features available to all students needs to be identified in advance.</p>
<b>Administration Time</b>	<p>Administration time is the total time schools should schedule for each unit, including the unit testing time and the approximate times shown in <b>Section 2.4</b> for reading directions, answering questions, distributing materials, closing units, and collecting test materials.</p>
<b>District Test Coordinator</b>	<p>The District Test Coordinator (DTC) is the individual at the district level responsible for the overall coordination of test administration.</p>
<b>IEP, 504 Plan, or ELL Plan</b>	<p>IEP refers to an Individualized Education Program plan. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services. The 504 plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. An English language learner (ELL) plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.</p>
<b>Non-secure</b>	<p>Non-secure materials are test materials that have been made available to the public, including manuals and user guides. The availability of non-secure materials does not compromise test security or score validity.</p>
<b>PearsonAccess<sup>next</sup> (PAN)</b>	<p>PAN is the website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the NJSLA. PAN requires username and password setup.</p> <p>More information about setup and operation for the NJSLA is available in the <a href="https://support.assessment.pearson.com/display/PAsup">PAN Online Support User Guide</a>, <a href="https://support.assessment.pearson.com/display/PAsup">https://support.assessment.pearson.com/display/PAsup</a>.</p>



Term	Definition
<b>Section</b>	A section is a portion of a mathematics unit. In grades 6, 7, and high school, the first mathematics unit is split into two sections: a non-calculator section and a calculator section.
<b>Secure</b>	A test item, reading passage, or test that has not been made available to the public. It also includes stimulus and student responses. For the paper-based administration, secure materials refer to test booklets and answer documents. For both the paper-based and computer-based administrations, secure materials also refer to printed ancillary testing materials written on by students, including used scratch paper and mathematics reference sheets.
<b>Session</b>	In PAN, a session is the group of students registered to test a content area together (same time and location).
<b>SR/PNP</b>	The Student Registration/Personal Needs Profile (SR/PNP) is the data file for registering students for testing, including a student's testing condition, materials, or accessibility features and accommodations that are needed to take the NJSLA.
<b>Testing Environment</b>	All aspects of the test surroundings immediately before, during, and immediately after testing. This includes what a student can see, hear, or access.
<b>TestNav</b>	TestNav is the online test delivery platform used to administer the computer-based NJSLA. It is available as a standalone application. Support is available at the <a href="https://nj.mypearsonsupport.com">NJSLA Resource Center</a> , <a href="https://nj.mypearsonsupport.com">https://nj.mypearsonsupport.com</a> , located under <b>Technology Setup</b> .
<b>Tools for Administration</b>	Mathematics tools for administration include mathematics reference sheets, and optional geometry tools such as tracing paper, reflection tools, straight edges and compasses. Mathematics tools for accommodations may include a large print ruler, braille ruler, tactile compass, or braille protractor. See the <i>NJSLA AF&amp;A Manual</i> for more information on mathematics tools for accommodations.
<b>Unit</b>	Each content area of the NJSLA comprises multiple units. Each unit has a set administration time within a session and is typically administered all at once. The tables in <b>Section 2.4</b> of this manual provide unit details. In mathematics, certain units may be comprised of more than one section.
<b>Unit Testing Time</b>	Unit testing time is the amount of time any student who needs it must be provided to complete the unit. As such, it is the amount of testing time schools must schedule for each unit. A new unit cannot be started until all students in the unit are finished or until unit testing time has expired.



## Appendix B: Forms

**Note:** Fillable PDF versions are available at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Educator Resources > Test Administration Resources > Forms**.

- Security Agreement



## New Jersey Student Learning Assessment (NJSLA) Security Agreement

The content of the NJSLA is confidential and must be kept secure at all times. Maintaining the security of test materials is critical in order to obtain valid results from the test. Accordingly, each individual authorized to administer the NJSLA or have access to test materials, including Technology Coordinators, or those authorized to observe administration, must sign this security agreement and agree to the following statements. Failure to abide by the terms of the agreement may result in sanctions including (but not limited to) score invalidation or employment and licensure consequences.

### For District Test Coordinators (DTCs) and School Test Coordinators (STCs)

- I will establish and carry out a NJSLA security plan.
- I will provide training for NJSLA test security, administration policies, and procedures to all individuals involved in test administration.
- I will establish a system for documenting the chain-of-custody of secure test materials, and I will keep all test materials locked in a secure storage area with limited access when they are **not** in use.
- I will follow all security policies and test administration protocols described in the *Test Coordinator Manual (TCM)*.

### For STCs, Technology Coordinators, Test Administrators, Proctors, and Authorized Observers

- I will not view test content or student responses except if necessary, to administer certain accommodations.
- I will not reproduce test content or student responses in any way (e.g., photographing, copying by hand, typing, texting from cell phone, or photocopying).
- I will not reveal or discuss test content or student responses before, during, or after testing.
- I will not engage in any activity that adversely affects the validity, security, or fairness of the test.
- I will promptly report any testing irregularities or concerns (as specified in the *TCM* and *Test Administrator Manual [TAM]*).
- I will follow the procedures as specified in the *TCM* and *TAM* regarding the disposition of all test materials.

### For Test Administrators and Proctors

- I will complete training necessary to understand NJSLA test security and administration policies and procedures.
- I will keep test materials under my supervision at all times, and I will not leave them unattended.
- I will prepare the testing room so that no student can view another student’s test materials or computer screen, and so that inappropriate visual aids are removed or covered before testing.
- I will supervise the students at all times and focus my full attention on the testing environment, and
  - Not allow students to talk, pass notes, cause disturbances, or communicate with each other in any way during testing.
  - Not allow students to access cell phones or other unapproved electronic devices during testing.
  - Not allow students to access notes, books, or any instructional materials during testing.
  - Ensure that students provide answers that are strictly their own and do not participate in any form of cheating.
  - Not coach students in any way or do anything to enhance, alter, or interfere with their responses.
- I will follow the chain-of-custody procedures for all test materials, including scratch paper, as specified in the *TAM* and by my STC.
- Some testing accommodations require a Test Administrator to view, read, or transcribe test content or student responses. If I am administering such an accommodation, I will not disclose any test content that I view in the course of providing the accommodation.
- I will follow all security policies and test administration protocols described in the *TAM*. I have read the NJSLA Security Agreement and understand my role in this test administration.

\_\_\_\_\_  
First Name (print)

\_\_\_\_\_  
Last Name (print)

Role:  DTC  STC  Technology Coordinator  Test Administrator  Proctor  Other: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Submit this signed form to your STC or DTC and keep a copy for your records.**

The signed agreement must be retained by the district at least three years, unless otherwise directed

## **Appendix C: Signs**

**NJSLA**

ELA/Math

---

**TESTING**

---

Please  
Do Not Disturb

**Test Direction Symbols in Test Booklets**

**GO ON ▶**



**DO NOT GO ON**

## Paper-Based Testing: Are You Ready?

- Distribute test materials to Test Administrators and track receipt using the *Chain-of-Custody Form*.
- Supervise test administration and answer questions from the Test Administrators.
- Monitor testing rooms.

## Paper-Based Testing: After You're Done

Transcribe accommodated responses  
(Braille, Large Print, and other Response Accommodations)

Collect Materials from the Test Administrators

- Test Administrator Manuals*
- Mathematics reference sheets, if applicable
- Mathematics tools, if applicable  
(e.g., calculator, rulers, protractors)
- Science Periodic Tables, if applicable
- Used and unused scratch paper

## For Computer-Based and Paper-Based Testing: After You're Done

- Complete any documentation necessary for reporting testing irregularities or security breaches
- Recycle *Test Administrator Manuals*
- Destroy used scratch paper, mathematics reference sheets, and periodic tables
- Return secure testing materials to the District Test Coordinator for return to the vendor.

Secure Materials (scorable or nonscorable) that must be returned to Measurement Incorporated (Science) or Pearson (ELA/Math):

- Test booklets (all grades)
- Answer documents (Grades 4-11)
- Human Reader scripts (Math)
- Braille test booklets
- Large Print test booklets
- Spanish test booklets
- Tactile graphic booklets (CBT)