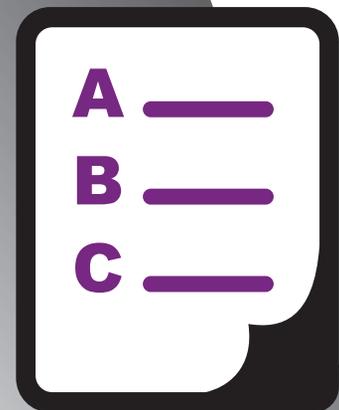




STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION



2020 NJSLA-ELA/Mathematics Test Administration Manual



Paper-Based Testing

New Jersey Student Learning Assessments
English Language Arts and Mathematics

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What’s New for 2020 Administration?

New Content	Section Reference
<p>Major changes in policy or procedure in the document will be called out in this memo with a “new” icon.</p> <p>New</p>	N/A
<p>The New Jersey Student Learning Assessment Resource Center, https://nj.mypearsonsupport.com/, 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>A new resource for educators, students, and parents, is the Digital Item Library, https://nj.digitalitemlibrary.com, which provides access to released items from the NJSLA-ELA/Math. 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 student test-takers.</p>	N/A
<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—if applicable). This means that shrink packs of test booklets, answer documents, mathematics tools and mathematics reference sheets are no longer available to order.</p>	Section 4.2
<p>Spanish test kits will no longer include an English test booklet.</p>	Section 6.2

NJSLA Overview

Key Point	Details
<p>Platform for Test Coordinators and Test Administrators</p>	<p>PearsonAccess^{next} (PAN) is the portal used for the registration, setup, preparation, and management of both the computer-based and paper-based formats of the NJSLA. PearsonAccess^{next} is a secure site that requires a username and password.</p> <p>PearsonAccess^{next} Live Site, https://trng-nj.pearsonaccessnext.com/</p> <p>PearsonAccess^{next} Training Site: https://trng-nj.pearsonaccessnext.com/</p> <p>Within PearsonAccess^{next} the NJSLA administrations will appear as two different scopes (e.g., NJSLA-ELA/Math Spring 2020 and NJSLA-Science Spring 2020). Make sure you have the correct scope selected when working within PearsonAccess^{next}.</p>
<p>Where to go for more Information</p>	<p>The NJSLA Resource Center, https://nj.mypearsonsupport.com/, is your site to access all NJSLA resources, including practice tests, technology setup, downloadable forms, testing tools, and manuals.</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 (grades 6, 7, and high school only). 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, as well as 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**.

When administering the paper-based NJSLA-ELA/Math to students, the TA should turn to the page that contains the script (i.e., student directions that are read aloud during testing) for the unit he or she is administering. All administration instructions are contained within each script. In addition to English, the scripts are translated into the following languages: Arabic, Bengali, Chinese, 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 **Manuals and Resources > Test Administrator 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. This individual is responsible for coordinating test administration at his or her school. This individual is also responsible for all post-testing procedures (e.g., 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, Educational Services Professional Certification, New Jersey School Leader 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 certifications required for DTCs and STCs listed above. Paraprofessionals may only serve as TAs if they hold one of these certifications. Long-term substitutes may only serve as TAs if they hold one of the certifications 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-ELA/Math.

Parents or 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 certification; 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 the 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

2.0 Test Security and Administration Policies

2.1 Maintaining the Security of Test Materials and Content

The administration of the NJSLA-ELA/Math 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)
- Mathematics reference sheets written on by students
- Scratch paper written on by students
- Human Reader scripts for mathematics (if applicable)

Follow the security plan developed by your STC and/or principal for your school. Contact your STC with any questions about your school’s 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 (TA) Responsibilities

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

- Review the *Test Administrator Manual (TAM)* and all relevant test security requirements before administering test units.
- Attend any training session(s) led by the STC or their 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 testing window and in the prescribed order.
- Follow the directions and read the scripts in the *TAM* verbatim to students. In addition to English, the scripts are translated into the following languages: Arabic, Bengali, Chinese, 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 **Manuals and 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. Note that results may be invalidated for students who use cell phones or other electronic devices during a test unit, including after a student turns in his or her test materials and 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.
- 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, this can be a testing irregularity that must be reported to the STC. Refer to **Section 2.2.2** for information on reporting testing irregularities and security breaches.

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.
 - Refer to **Section 2.2.2** for information on reporting testing irregularities and security breaches.

5. **Do not provide unauthorized assistance to a student that could impact his or her answers.**
 - At any time during a test unit, 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 his or her 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 responses by offering verbal or non-verbal hints, clues, or cues
 - Altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or multiple-choice answer option
 - Suggesting that a student write more on a question, check his or her 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 EL plan.
 - Follow the guidelines on proper administration of accommodations as prescribed in the *New Jersey Student Learning Assessment (NJSLA) Accessibility Features and Accommodations (AF&A) Manual* available at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Manuals and 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 should be prepared to provide their STC or DTC with information needed to complete the security forms.

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 **Manuals and Resources > Testing Resources** and keep a copy for their records. STCs should collect the original forms for their schools and submit them to the DTC.

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. In the next section, there are examples of activities that compromise test security or score validity (note that these lists are not exhaustive). It is highly

recommended that STCs 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 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.
- **Electronic Devices Irregularities**
 - Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod®, smart watch, personal scanner, eReader) while secure test materials are being distributed, while students are testing, after students turn in their test materials, or during a break.
 - Exception: DTCs, STCs, 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 *AF&A Manual* 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 New Jersey Department of Education (NJDOE) approval
- **Test Materials Irregularities**
 - Losing a student test booklet or answer document
 - Losing Human Reader scripts
 - Leaving test materials unattended or failing to keep test materials secure at all times
 - Reading or viewing the passages or test items before, during, or after testing
 - Exception: Administration of a Human Reader/Signer accessibility feature for mathematics or accommodation for English language arts, which requires a TA to access passages or test items.

- Copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials
 - Revealing or discussing passages 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’s campus 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 *Test Administrator Manual*
 - Displaying any resource (e.g., posters, models, displays, teaching aids) that defines, explains, 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 Assessment, monitors from the district, and NJDOE-authorized observers are allowed as long as these individuals do not disturb the testing process.

2.2.2 Reporting Testing Irregularities and Security Breaches

For a list of testing irregularities and security breaches that must be reported and documented, refer to your STC. If an incident must be reported according to the policy, follow the protocol outlined below.

- The incident must be reported to the STC immediately.
- If follow-up documentation is required by the STC or 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). 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 determined and established in advance of the testing day. Refer to your STC for the policy 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** should be posted on the outside of the room door.
- Prohibited classroom resources (described in **Materials Prohibited in Testing Environment**) should be removed or covered.

Refer to **Section 3.5** for steps to prepare the testing environment.

Administration Considerations for Students

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 learner. Changes to the setting, including the testing location and conditions within the testing environment can benefit students who are easily distracted in large groups or who concentrate best in small group and individual settings. The following guidance has been excerpted and adapted from Table 2 of the *AF&A Manual*.

Table 1: Testing Considerations Reference Table

Administration Consideration	Description
Small group testing	Student is tested in a separate location as an individual or with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate.
Time of day	Student is tested during a specific time of day based on their individual needs (e.g., no testing after lunch, etc.).
Separate or alternate location	Student is tested in a specifically assigned location.
Specified area or setting	Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).
Adaptive and specialized equipment or furniture	Student is provided specialized equipment or furniture needed for successful testing environment (e.g., low lighting, adaptive seat).
Frequent breaks	<ul style="list-style-type: none"> • <i>Medical Breaks</i>: Student takes a break due to pre-existing or sudden onset of a temporary or long-term medical condition. Student's testing time stops. • <i>Individual Bathroom Breaks</i>: Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop. • <i>In-Chair Stretch Breaks</i>: Student pauses and stretches. Student's testing time does not stop. • <i>Other Types of Breaks</i>: Student's testing time does not stop. • <i>Frequent Breaks</i>: Students with disabilities or English learners who may require frequent breaks may require the extended time accommodation.

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 a student has completed testing (e.g., submits section) 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®, personal document scanners, eBooks, electronic pens, smart watches; refer to **Section 2.2.1** for exceptions)

- Any resource (e.g., books, posters, models, displays, teaching aids) that defines, explains, 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 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 (refer to your STC for more information)

Follow the general rule that if the material in question may help the student answer or find an answer, post or copy 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., locker, book bag). If a student is found to have any prohibited materials in his or her possession upon arrival for testing, instruct the student to hand the materials to the TA or follow your 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.

Other materials may be permitted after a student has completed testing. Refer to your STC for policy guidance.

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., turns in the test booklet and answer document).

2.4 Scheduling and Testing Time

All test units, including make-up testing (refer to **Appendix A** for the definition of *unit*), must be completed during the appropriate testing window. Contact your STC if you have any questions about your testing dates.

Testing Time

NJSLA-ELA/Math tests are timed. Testing time is limited to the unit testing times listed in **Tables 3–5** (with the exception of an extended time accommodation as noted in **Section 6.0**).

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 directions, answering questions, distributing materials, and collecting test materials (shown in **Table 2**).

Example: When the unit testing time is 90 minutes, schools might schedule a total of 115 minutes: 15 minutes for reading directions + 90 minutes of testing + 10 minutes for closing the unit.

Test administration times are shown in **Table 2** (note that times vary by content area, unit, and grade/course). In planning the school’s NJSLA-ELA/Math schedule, STC should plan for the entire unit testing time for each unit.

Table 2: Entire Testing Time for Each Unit

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 Times below (45–90 minutes)
4. End-of-unit activities, including collecting test materials.	5 to 15 minutes

Unit Testing Time is the amount of time that must be provided to all students to complete the unit. **Tables 3–5** show the amount of time for each unit. TAs are responsible for keeping track of time during testing. Please note, in grades 6 and 7, and for high school, 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.

Table 3: Unit Testing Times for Grades 3–5

Test	Unit	Section	Unit Testing Time (Minutes)
Mathematics grade 3	Unit 1	Non-calculator	60
Mathematics grade 4	Unit 2	Non-calculator	60
Mathematics grade 5	Unit 3	Non-calculator	60
ELA grade 3	Unit 1	N/A	75
	Unit 2		75
ELA grade 4	Unit 1	N/A	90
ELA grade 5	Unit 2		90

Table 4: Unit Testing Times for Grades 6–8

Test	Unit	Section	Unit Testing Time (Minutes)
Mathematics grade 6 Mathematics grade 7	Unit 1	Non-calculator/ Calculator	60
	Unit 2	Calculator	60
	Unit 3	Calculator	60
Mathematics grade 8	Unit 1	Non-calculator	60
	Unit 2	Calculator	60
	Unit 3	Calculator	60
ELA grade 6	Unit 1	N/A	90
ELA grade 7	Unit 2		90
ELA grade 8			

Table 5: Unit Testing Times for High School

Test	Unit	Section	Unit Testing Time (Minutes)
Algebra I	Unit 1	Non-calculator/Calculator	90
Geometry	Unit 2	Calculator	90
Algebra II			
ELA grade 9	Unit 1	N/A	90
ELA grade 10	Unit 2		90
ELA grade 11			

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. Refer to **Section 4.9** for additional details.

Breaks

Speak with your STC to clarify local procedures for breaks. For more information about breaks refer to **Section 4.7**.

3.0 Before Testing

This section describes activities the TA must complete before the first day of testing. It is highly recommended that you complete these tasks no later than the timeline suggested.

3.1 Checklist of Tasks for Test Administrators to Complete before Testing

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

Table 6: Tasks to Complete before Testing

Checkbox	Task	Reference
<input type="checkbox"/>	Review policies and instructions for test administration in this manual.	This Manual
<input type="checkbox"/>	Complete any required training with the STC to review test security, administration protocols and plans, and day of test activities.	Section 3.2
<input type="checkbox"/>	Review the <i>Security Agreement</i> . Sign and submit it to the STC according to policy.	Appendix B
<input type="checkbox"/>	Review all testing accommodations to be administered for your students and develop a plan to monitor their use.	Section 3.3
<input type="checkbox"/>	Strongly Recommended: Administer the Paper-Based Testing Practice Tests and Tutorial.	Section 3.4

Table 7: Tasks to Complete at Least One Day before Testing

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

3.2 Test Administrator Training and Preparation

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

The 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. Refer to **Section 6.0** 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. If a Human Reader is administering the mathematics assessment, the Human Reader Test Script must be used and are secure test materials. TAs may check students' accessibility features and accommodations by completing the steps in the *NJSLA Personal Needs Profile Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* document available at the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, under **Manuals and Resources > PAN Resources**. Check with the 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 NJSLA-ELA/Math using the practice tests available online at the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, under **Test Preparation**.

The STC will provide you with instructions for administering the practice tests.

3.5 Prepare the Testing Environment

Every assessment setting should have good lighting and ventilation, 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**.
 - Write the name of the unit you are administering on the unit name line in the timing box on the board.
 - Using the unit testing time in **Tables 3–5** 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 Time lines until instructed to do so in the scripts.

BEFORE Testing

Figure 1: Timing Box Example

Unit Name: _____
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 8: 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 <i>Chain-of-Custody Form</i> .	Section 4.2
<input type="checkbox"/>	Distribute test materials to students and administer the NJSLA-ELA/Math according to the directions in this manual and using the appropriate administration script.	Section 4.3
<input type="checkbox"/>	Monitor testing time.	Section 4.4
<input type="checkbox"/>	Supervise test administration and provide breaks (if applicable).	Section 4.6 and 4.7
<input type="checkbox"/>	Return all testing materials to the STC.	Section 4.8.1
<input type="checkbox"/>	Complete any documentation necessary for reporting any testing irregularity or security breach.	Section 2.2.2

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. Test materials must not be stored in classrooms prior to or following the day of administration. For additional guidance, refer to your STC.

New Table 9: Changes to Paper-Based Test Materials

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 or mathematics reference sheets are no longer available to order.</p>

Test materials that must be distributed by the STC to TAs for paper-based test administration include:

- **Vendor-supplied materials**
 - *TAMs*; electronic versions of the manuals can be viewed at the [NJSLA Resource Center](https://nj.mypersonsupport.com), <https://nj.mypersonsupport.com>, located under **Manuals and 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 pencil(s) with eraser(s)
 - Blank scratch paper
 - TAs must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the unit, if needed.
 - 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 used scratch paper to be securely destroyed. 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 of materials included in accommodated kits, refer to **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” sign to post on the doors of the testing rooms or the board (a copy of the sign is available in **Appendix C** of this manual)

Calculators

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

- Grades 3–5 do not have any calculator sections or units in the mathematics assessment.
- In grades 6, 7, and high school, the first mathematics unit is split into two sections: a non-calculator section and a calculator section. The other units permit calculator usage throughout the entire unit.
- In grade 8 mathematics, calculators are not allowed in the first unit, but the remaining units permit calculator usage throughout the entire unit.

Students must only use calculators that are allowable for their grade and 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.

For students who meet the guidelines in the *Accessibility Features and Accommodations (AF&A) Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator sections of the NJSLA-Math. For more clarifications and complete guidance, refer to **Section 3 (4D and 4E)** of the *AF&A Manual* and the Calculator Policy at the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, located under **Manuals and Resources > Testing Resources**.

Table 10: Hand-Held Calculators by Grade for Mathematics

Grades	Policy
Grades 3–5	For grades 3–5, calculators are allowed for accommodation use only.
Grades 6–7	For grades 6–7, students may use only four-function calculators with square root and percentage functions for the calculator sections/units.
Grade 8	For grade 8, students may use only scientific calculators for the calculator units.
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 11: 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>

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

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop, PDA, 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 units.
- 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 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.

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 12: 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 12.</p> <ul style="list-style-type: none"> • Required tools will be included in test kits. • Students are not permitted to use outside rulers or protractors if these tools are vendor-supplied for use on their grade level assessment. <p>Protractors are an optional tool for grade 8 and 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 grades 5–8 and high school.</p> <ul style="list-style-type: none"> • Mathematics reference sheets will be included in test kits. • The copies must be free of any writing or notes. Do not distribute copies with student writing. • If additional copies are needed, schools may locally print the approved copies available at the NJSLA Resource Center, http://nj.mypearsonsupport.com, located under Manuals and Resources > Testing Resources. • 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.
Geometry Tools	<p>Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 mathematics and Geometry assessments. Geometry tools are not allowed for grades 3–7, Algebra I, and Algebra II.</p>

Table 13: Mathematics Tools by Grade & Course

Grades/Course	Required (Vendor-supplied)	Allowable (Not supplied by Vendor)
Grade 3	Ruler (1/4 inch)	N/A
Grade 4	Ruler (1/4 inch)	N/A
Grade 5	<ul style="list-style-type: none"> • Ruler (1/4 inch) • Grade 5 mathematics reference sheet 	N/A
Grade 6	<ul style="list-style-type: none"> • Ruler (1/8 inch) • Protractor • Grade 6 mathematics reference sheet 	N/A

Grades/Course	Required (Vendor-supplied)	Allowable (Not supplied by Vendor)
Grade 7	<ul style="list-style-type: none"> • Ruler (1/8 inch) • Protractor • Grade 7 mathematics reference sheet 	N/A
Grade 8	<ul style="list-style-type: none"> • Ruler (1/8 inch) • Grade 8 mathematics reference sheet 	<ul style="list-style-type: none"> • Protractor • Tracing paper • Reflection tool • Straight edge • Compass
Algebra I	High School mathematics reference sheet	<ul style="list-style-type: none"> • Ruler (1/8 inch) • Protractor
Algebra II	High School mathematics reference sheet	<ul style="list-style-type: none"> • Ruler (1/8 inch) • Protractor
Geometry	High School mathematics reference sheet	<ul style="list-style-type: none"> • Protractor • Tracing paper • Reflection tool • Straight edge • Compass

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 **Manuals and Resources > Testing Resources**.

Headphones

Table 14: Headphone Requirements

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

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)

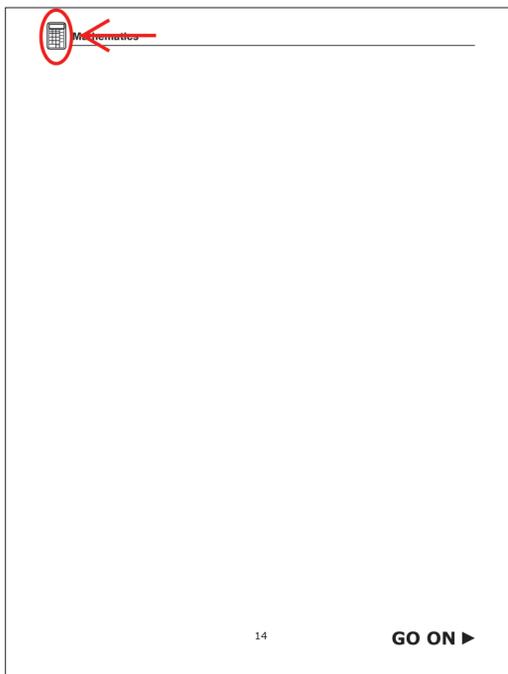
After students are seated, verify student roster/attendance and note absent students for make-up testing. Then, read the appropriate administration script and distribute test booklets, answer documents, and scratch paper when instructed to do so.

Refer to **Tables 3–5** 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-ELA/Math. Read word-for-word the bold instructions in each **“Say”** box to students. You may not modify or paraphrase the wording in the **“Say”** boxes the first time through the directions. Some of the **“Say”** boxes are outlined with a dashed line and should **only** be read aloud if they are applicable to your students. 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. You may repeat any part of the scripted directions as many times as needed while you are delivering the script.

Refer to **Figure 2** for where to find the calculator icon on the test booklet.

Figure 2 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 3–5** for guidance on unit testing times.

Note: A student with the extended time accommodation specified in his or her approved IEP or 504 plan (or EL plan, if used) 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 the DTC and STC.

If testing is interrupted at any time during the unit (e.g., safety threat, fire emergency, student becoming ill), follow the procedures in **Sections 4.6.5** or **4.9**.

4.6 Supervise Test Administration

During testing, you are expected to actively proctor and focus your full attention on students at all times to confirm they are working independently. This means ensuring students are **not** involved in questionable activities. 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 Guidance for Clarifying Directions During Administration

TAs are permitted to clarify **only** general administration instructions after reading the script word-for-word. No passages or test items may be read or clarified.

If you have questions, consult your STC.

If a TA is providing the General Administration Directions Clarified in Student’s Native Language (by the TA) accommodation to an English Learner (EL), then these guidelines must also be followed in providing clarifications in a student’s native language.

4.6.2 Guidance for 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 focused 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

If a student is observed with any of the items listed in Section 2.3 during testing or during breaks, the TA should collect the prohibited materials and immediately report the incident to the STC.

The TA has the authority to dismiss any student for misconduct according to your local policy. If student misconduct warrants dismissal, note the exact place in the test where the student stopped and the time remaining. Dismiss the student from the testing environment and immediately report the incident to the STC. The student may be eligible to continue testing in another location (e.g., guidance counselor’s office) according to local policy.

Refer to **Section 2.2.2** for information on reporting testing irregularities and security breaches.

4.6.4 Item Irregularities During Testing

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

- If the issue being experienced is with a particular item, the TA should instruct the student to bookmark the item and continue testing. At the end of testing, the TA should try to troubleshoot the issue with the remaining item by using the troubleshooting guidance available at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>.

- If troubleshooting does not resolve the issue, the TA or STC should call the NJSLA Customer Support Center at 1-888-705-9416 to report the issue.
- If a timely solution cannot be found, the TA should:
 - Instruct the student to proceed with the test.
 - Note the content area, grade/course, form ID, item number, test format (paper-based), and a brief description of the issue and provide that information to the STC. Refer to **Section 2.2.2** for information on reporting testing irregularities and security breaches.
 - Remember, school personnel may **not** read or review a test item except when necessary to provide a student accommodation.

4.6.5 Procedures for Safety Threats and Severe Weather

In all instances of safety and severe weather threats, consult your 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.

In the event that there is a building evacuation, lockdown, or school closure that 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 in the unit.
 - Write on the board the updated start time and stop time of the unit.

Follow the protocol in **Section 2.2.2** for reporting testing irregularities.

4.7 Administer Breaks

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. Refer to your STC for additional requirements regarding breaks.

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 **Section 2.3**. TAs should not “stop the clock” for students with frequent breaks. For students with disabilities or English learners who may require frequent breaks, it is highly recommended that schools consider the extended time accommodation.

4.8 Ending Each Unit

4.8.1 Collect Test Materials

Collect student test booklets, answer documents, paper, mathematics reference sheets (if applicable), and testing tools. Count the number of items to ensure each student has returned his or her student test booklet, answer document, and scratch paper. If a student loses or destroys his or her student test booklet and/or answer document, contact your STC.

Follow your local chain-of-custody procedure to ensure all materials have been collected. These materials must be returned to the STC.

4.9 Make-Up Testing

If a student starts a unit and leaves the testing environment (e.g., due to illness, family emergency, natural disaster) without finishing that unit, he or she may be allowed to complete that test 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 test where the student stopped and the time remaining, gather the student’s test materials, and then contact the STC.

For students taking a make-up test, students are **not** allowed to alter any previously entered responses. TAs must closely monitor make-up testing to ensure students do not alter any previously entered responses.

4.10 Script for Administering Grade 3 Mathematics and English Language Arts (ELA)

The administration script under **Section 4.10.1** will be used for all units of the Grade 3 Mathematics Test. Refer to **Section 4.10.2** for the administration script for all units for the Grade 3 ELA Test.

On the first read through, TAs are required to adhere to the scripts provided in this manual for administering the NJSLA assessment. Read word-for-word the bold instructions in each “**Say**” box to students. You may not modify or paraphrase the wording in the “**Say**” boxes. Some of the “**Say**” boxes are outlined with a dashed line and should **ONLY** be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

4.10.1 Grade 3 – Mathematics – All Units

Table 15: Mathematics Grade 3

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1	60 Minutes	<ul style="list-style-type: none"> • Test booklet • Ruler • Pencils • Scratch paper 		
Unit 2	60 Minutes	<ul style="list-style-type: none"> • Test booklet • Ruler • Pencils • Scratch paper 		
Unit 3	60 Minutes	<ul style="list-style-type: none"> • Test booklet • Ruler • Pencils • Scratch paper 		

Instructions for Preparing to Test

Say	<p>Today, you will take the mathematics assessment.</p> <p>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, 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.</p>
------------	--

If a student raises his or her hand, collect the electronic device (or follow your school/district policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

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

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).



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

If Unit 2 or 3: **Check to make sure your first and last name is written at the top of your test booklet in Box A.**

Make sure each student has written his or her name on the test booklet.

Instructions for Administering All Units



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.

Today, you will take Unit (fill in the appropriate unit) of the Grade 3 Mathematics Test. You will not be able to use a calculator.

Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. 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.

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, 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** below based on your local policy (refer to your STC).

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

	<p>Do you have any questions?</p>
---	--

Answer student questions.

	<p>You will have 60 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.</p> <p>Turn to the next page. You may begin working now.</p>
---	--

Write the starting time and stopping time in the timing box (**Figure 1: 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 4.8.1**).
- 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 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 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 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:

	<p>Please stop testing, place your scratch paper in your test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.</p>
---	---

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

Say	Open your test booklets and continue testing.
------------	--

Instructions for When 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain,

Say	You have 10 minutes remaining.
------------	---------------------------------------

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

When the unit time is finished, read the following optional “Say” box if there are students with test materials.

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

- Collect test booklets, scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, 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.

4.10.2 Grade 3 – ELA – All Units

The administration script under **Section 4.10.2** will be used for all units for the Grade 3 ELA Test. Refer to **Section 4.10.1** for the administration script for all units for the Grade 3 Mathematics Test.

On the first read through, TAs are required to adhere to the scripts provided in this manual for administering the NJSLA assessment. Read word-for-word the bold instructions in each **“Say”** box to students. You may not modify or paraphrase the wording in the **“Say”** boxes. Some of the **“Say”** boxes are outlined with a dashed line and should **ONLY** be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

Table 16: ELA Grade 3

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1	75 Minutes	<ul style="list-style-type: none"> • Test Booklet • Pencils • Scratch Paper 		
Unit 2	75 Minutes	<ul style="list-style-type: none"> • Test Booklet • Pencils • Scratch Paper 		

Instructions for Preparing to Test

Say	<p>Today, you will take the English language arts assessment.</p> <p>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, 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.</p>
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If a student raises his or her hand, collect the electronic device (or follow your school/district policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

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

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

Say	<p>If Unit 1: Write your first and last name at the top of your test booklet in Box A.</p> <p>If Unit 2 or 3: Check to make sure your first and last name is written at the top of your test booklet in Box A.</p>
------------	--

Make sure each student has written his or her name on the test booklet. If necessary, assist students with making sure they are using the test booklet that belongs to them.

Instructions for Administering All Units

	<p>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.</p> <p>Today, you will take Unit (fill in appropriate unit) of the Grade 3 English Language Arts Test. Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.</p> <p>One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.</p> <p>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.</p>
---	--

	<p>This is the end of the directions in your test booklet.</p> <p>When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach the 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.</p> <p>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.</p>
---	---

Read from OPTION A, B, or C below based on your local policy (refer to your STC).

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

	<p>Do you have any questions?</p>
---	-----------------------------------

Answer student questions.

	<p>You will have 75 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.</p> <p>Turn to the next page. You may begin working now.</p>
---	--

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 4.8.1**).
- 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**.
- Ensure students do not move on to other units.

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 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 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 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 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 booklets and continue testing.
------------	--

Instructions for When 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain,

Say	You have 10 minutes remaining.
------------	---------------------------------------

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

When the unit time is finished, read the following optional “Say” box if there are students with test materials.

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

- Collect test booklets, scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, 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.

4.11 Script for Administering Mathematics

The administration script under **Section 4.11.1** will be used for all units of the Grades 4 and 5 mathematics test.

On the first read through, TAs are required to adhere to the scripts provided in this manual for administering the NJSLA assessment. Read word-for-word the bold instructions in each **“Say”** box to students. You may not modify or paraphrase the wording in the **“Say”** boxes. Some of the **“Say”** boxes are outlined with a dashed line and should **ONLY** be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

4.11.1 Grades 4 and 5 Mathematics – All Units

Table 17: Mathematics Grades 4 – 5

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1	60 Minutes	<ul style="list-style-type: none"> • Test booklets • Answer documents • Mathematics reference sheets (grade 5 only) • Rulers and protractors • Pencils • Scratch paper 		
Unit 2	60 Minutes	<ul style="list-style-type: none"> • Test booklets • Answer documents • Mathematics reference sheets (grade 5 only) • Rulers and protractors • Pencils • Scratch paper 		
Unit 3	60 Minutes	<ul style="list-style-type: none"> • Test booklets • Answer documents • Mathematics reference sheets (grade 5 only) • Rulers and protractors • Pencils • Scratch paper 		

Instructions for Preparing to Test

	<p>Today, you will take the mathematics assessment.</p> <p>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, 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.</p>
---	--

If a student raises his or her hand, collect the electronic device (or follow your school/district policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.



Please sit quietly while I distribute the test materials.

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).



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 or 3: **Check to make sure your first and last name is written at the top of your test booklet in and answer document in Box A.**

Make sure that each student has written his or her name on the test booklet and answer document.

Instructions for Administering All Units



Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. 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.

Say

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, 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 below based on your local policy (refer to your STC).

Say

- Option A: **After I have collected your test materials, please sit quietly until the unit has ended.**
- Option B: **After I have collected your test materials, I will dismiss you.**
- Option C: **After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.**

Say

Do you have any questions?

Answer student questions.

Say

You will have 60 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.

Turn to the next page. You may begin working now.

Write the starting time and stopping time in the timing box (**Figure 1: 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 4.8.1**).
- 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 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 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 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain,

Say	You have 10 minutes remaining.
------------	---------------------------------------

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

When the unit time is finished, read the following optional **“Say”** box if there are students with test materials.

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

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, 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.

4.11.2 Grades 6, 7, and High School Mathematics – Unit 1

The administration script under **Section 4.11.2** will be used for Unit 1 of the Grades 6, 7, and high school mathematics assessments. Refer to **Section 4.11.4** for the administration script for Grades 6–8 Units 2 and 3 and high school Unit 2. The administration script for Unit 1 of the Grade 8 mathematics assessment can be found in **Section 4.11.3**.

On the first read through, TAs are required to adhere to the scripts provided in this manual for administering the NJSLA assessment. Read word-for-word the bold instructions in each “Say” box to students. You may not modify or paraphrase the wording in the “Say” boxes. Some of the “Say” boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

Table 18: Grades 6, 7, and High School Mathematics Unit 1

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
1. Unit 1: Non-Calculator Section 2. Students Go On 3. Unit 1: Calculator Section	<ul style="list-style-type: none"> Grades 6 & 7: 60 Minutes High School: 90 Minutes 	<ul style="list-style-type: none"> Test booklets Answer documents Mathematics reference sheets Rulers and protractors (required for Grades 6 & 7) Pencils Scratch paper Calculators (Calculator Section Only) 		

Grades 6, 7, and High School Mathematics Unit 1

Instructions for Preparing to Test

	<p>Today, you will take the mathematics assessment.</p> <p>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, 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.</p>
---	--

If a student raises his or her hand, collect the electronic device (or follow your school/district policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

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

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

	<p>Write your first and last name at the top of your test booklet and answer document in Box A.</p>
---	--

Make sure that each student has written his or her name on the test booklet and answer document.

Instructions for Administering Unit 1

 <p>Say</p>	<p>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.</p> <p>Today, you will take Unit 1 of the (grade 6, 7 or the appropriate course) Mathematics 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.</p> <p>Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.</p>
---	---

 <p>Say</p>	<p>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.</p> <p>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.</p> <p>Turn to the next page while I continue to read the directions.</p> <p>Directions for Completing the Answer Grids</p> <ol style="list-style-type: none"> 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. <p>See below for examples on how to correctly complete an answer grid.</p> <p>(Pause)</p> <p>This is the end of the directions in your test booklet.</p> <p>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.</p> <p>Examples of the GO ON and STOP signs are posted on the board.</p> <p>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.</p>
---	---

Read from OPTION A, B, or C below based on your local policy (refer to your STC).

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

	<p>Do you have any questions?</p>
---	--

Answer student questions.

	<p>You will have . . .</p> <ul style="list-style-type: none"> • Grades 6 and 7: 60 minutes • High School: 90 minutes <p>. . . to complete both the non-calculator and calculator sections in this unit. When there is 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 also let you know when you have 10 minutes of testing time left.</p> <p>Turn to the next page. You may begin working now.</p>
---	---

**Grades 6, 7, and
High School
Mathematics
Unit 1**

Write the starting time and stopping time in the timing box (**Figure 1: Timing Box Example**).

Actively proctor while students are testing:

- Redirect students as necessary (**Section 4.6.2**).
- Once students reach the first stop sign in their test booklet (below the stop sign, the test booklet will state: “You have come to the end of the non-calculator section in Unit 1 of the test”), ensure students are moving on to the calculator section.
- Distribute grade/course-appropriate/accommodations appropriate calculators when students complete the non-calculator section (refer to **Sections 4.2** and **4.3** for more information).
- Collect test materials as students complete testing (**Section 4.8.1**).
- 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 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 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.
------------	--

Instructions for When 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain,

Say	You have 10 minutes remaining.
------------	---------------------------------------

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

When the unit time is finished, read the following optional “Say” box if there are students with test materials.

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

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, 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.

4.11.3 Grade 8 Mathematics – Unit 1

The administration script under **Section 4.11.3** will be used for Unit 1 of the Grade 8 mathematics test. Refer to **Section 4.11.4** for the administration script for Unit 2 and Unit 3 of Grades 6, 7, 8, and High School mathematics assessment Unit 2. Unit 1 for Grades 6, 7, and high school can be found in **Section 4.11.2**.

On the first read through, TAs are required to adhere to the scripts provided in this manual for administering the NJSLA assessment. Read word-for-word the bold instructions in each “Say” box to students. You may not modify or paraphrase the wording in the “Say” boxes. Some of the “Say” boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

Table 19: Grade 8 Mathematics Unit 1

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1: Non-Calculator Section	Grade 8: 60 Minutes	<ul style="list-style-type: none"> • Test booklets • Answer documents • Mathematics reference sheets • Rulers • Pencils • Scratch paper 		

Instructions for Preparing to Test

Say	<p>Today, you will take the mathematics assessment.</p> <p>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, 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.</p>
------------	--

If a student raises his or her hand, collect the electronic device (or follow your school/district policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

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

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

Say	<p>Write your first and last name at the top of your test booklet and answer document in Box A.</p>
------------	--

Make sure that each student has written his or her name on the test booklet and answer document.

Instructions for Administering Unit 1

Say

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 Grade 8 Mathematics Test. You will not be able to use a calculator.

Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. 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.

Say

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, 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 below based on your local policy (refer to your STC).

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

	<p>Do you have any questions?</p>
---	--

Answer student questions.

	<p>You will have 60 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.</p> <p>Turn to the next page. You may begin working now.</p>
---	--

Write the starting time and stopping time in the timing box (**Figure 1: 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 4.8.1**).
- 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 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 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 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain,

Say	You have 10 minutes remaining.
------------	---------------------------------------

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

When the unit time is finished, read the following optional “Say” box if there are students with test materials.

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

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, 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.

4.11.4 Grades 6, 7, 8 Mathematics – Units 2 and 3 and High School Mathematics – Unit 2

Test administration scripts for Grades 6, 7, and high school Unit 1 are in **Section 4.11.2**. Test administration scripts for Grade 8 Unit 1 are in **Section 4.11.3**.

Table 20: Grades 6, 7, and 8 Mathematics – Units 2 and 3, and High School Mathematics – Unit 2

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 2	Grades 6–8: 60 Minutes High School: 90 Minutes	<ul style="list-style-type: none"> • Test booklets • Answer documents • Mathematics reference sheets • Rulers • Protractors (required for Grades 6 & 7) • Pencils • Scratch paper • Calculators 		
Unit 3	Grades 6–8: 60 Minutes	<ul style="list-style-type: none"> • Test booklets • Answer documents • Mathematics reference sheets • Rulers • Protractors (required for Grades 6 & 7) • Pencils • Scratch paper • Calculators 		

Instructions for Preparing to Test

 <p>Say</p>	<p>Today, you will take the mathematics assessment.</p> <p>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, 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.</p>
---	--

If a student raises his or her hand, collect the electronic device (or follow your school/district policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

 <p>Say</p>	<p>Please sit quietly while I distribute the test materials.</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/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

A speech bubble icon containing the word "Say".

Check to make sure your name is written at the top of your test booklet and answer document.

(Pause.)

Please raise your hand if your name is not at the top of your test booklet or answer document.

Make sure that each student has 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

A speech bubble icon containing the word "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.

Today, you will take Unit (fill in the appropriate unit number) of the (fill in the appropriate grade-level/course) Mathematics Test. You will be able to use a calculator.



Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. 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, 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 below based on your local policy (refer to your STC).



- Option A: **After I have collected your test materials, please sit quietly until the unit has ended.**
- Option B: **After I have collected your test materials, I will dismiss you.**
- Option C: **After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.**



Do you have any questions?

Answer student questions.

Say	<p>You will have . . .</p> <ul style="list-style-type: none"> • Grades 6–8: 60 minutes • High School: 90 minutes <p>. . . to complete this unit. I will let you know when you have 10 minutes of testing time left.</p> <p>Turn to the next page. You may begin working now.</p>
------------	---

Write the starting time and stopping time in the timing box (**Figure 1: 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 4.8.1**).
- 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 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 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 violate the validity of the test.

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

Say	<p>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.</p>
------------	---

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

Say	<p>Open your test booklet and answer document and continue testing.</p>
------------	--

Instructions for When 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain,

Say	<p>You have 10 minutes remaining.</p>
------------	--

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

When the unit time is finished, read the following optional “Say” box if there are students with test materials.

	<p>Stop working. Testing time has now ended. Close your test booklet and answer document.</p> <p>Check that your name is written on your test booklet and answer document. I will collect your test materials.</p>
---	--

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

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, 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.

4.12 Script for Administering English Language Arts (ELA)

The administration script under **Section 4.12** 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 assessment. Read word-for-word the bold instructions in each “Say” box to students. You may not modify or paraphrase the wording in the “Say” boxes. Some of the “Say” boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

Table 21: Grades 4–10 – All Units

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1	Grades 4–10: 90 Minutes	<ul style="list-style-type: none"> • Test booklets • Answer documents • Pencils • Scratch Paper 		
Unit 2	Grades 4–10: 90 Minutes	<ul style="list-style-type: none"> • Test booklets • Answer documents • Pencils • Scratch Paper 		

Instructions for Preparing to Test

Say	<p>Today, you will take the English language arts assessment.</p> <p>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, 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.</p>
------------	--

If a student raises his or her hand, collect the electronic device (or follow your school/district policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

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

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

Say	<p>If Unit 1: Write your first and last name at the top of your test booklet and answer document in Box A.</p> <p>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.</p>
------------	---

Make sure each student has written his or her name 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

	<p>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.</p> <p>Today, you will take Unit (fill in appropriate unit number) of the Grade (fill in the appropriate grade) English Language Arts Test.</p> <p>Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.</p> <p>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.</p> <p>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.</p> <p>This is the end of the directions in your test booklet.</p> <p>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.</p> <p>Examples of the GO ON and STOP signs are posted on the board.</p> <p>If you finish early and have completely checked your work, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.</p>
---	--

Read from OPTION A, B, or C below based on your local policy (refer to your STC).

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

	<p>Do you have any questions?</p>
---	-----------------------------------

Answer student questions.

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

Write the starting time and stopping time in the timing box (Figure 1: 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 4.8.1**).
- 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**.

Ensure students do not move on to other units.

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 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 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 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain,

Say	You have 10 minutes remaining.
------------	---------------------------------------

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

When the unit time is finished, read the following optional “Say” box if there are students with test materials.

	<p>Stop working. Testing time has now ended. Close your test booklet and answer document.</p> <p>Check that your name is written on your test booklet and answer document. I will collect your test materials.</p>
---	--

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

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, 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 22: Tasks to Complete After Testing

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

5.2 Return Materials to the School Test Coordinator

Upon returning test materials to the STC, make sure that each student has written his or her name on his or her test booklet and answer document. The following are materials that must be returned to the STC:

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

Notify 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 Manual, 7th Edition (AF&A Manual)* is available online at the NJSLA Resource Center, <http://nj.mypearsonsupport.com>, located under **Manuals and Resources**. Schools/Districts must refer to the *AF&A Manual* for full information about identifying and administering accessibility features and accommodations.

6.1 Test Administration of Accessibility Features and Accommodations

In **Appendix A** of the *AF&A Manual*, guidance is provided for STCs and TAs on before-testing, during-testing, and after-testing activities necessary for successful administration of each accessibility feature and accommodation.

The examples below are excerpted from the *AF&A Manual*.

Figure 4: Accessibility Feature Example from Section 2 of the *AF&A Manual*

Accessibility Feature	Administration Guidance
Human Reader or Human Signer for the Mathematics Assessments (SR/PNP Reference CE)	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: <ul style="list-style-type: none"> ◦ 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. • Materials: Read Aloud Kits, which include one copy of the student test booklet and answer document and a Mathematics Human Reader Script. • Test Administrator Training: Human Readers and Human Signers providing this accessibility feature must review: <ul style="list-style-type: none"> ◦ Read Aloud Kits, including the Mathematics Human Reader Script, at least two school days prior to testing. Review of the Human Reader Script must occur in a SECURE ENVIRONMENT. ◦ Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments. ◦ Appendix L: Human Signer Guidelines (signers only). ◦ Appendix M: NJSLA assessments for Students with Visual Impairment, Including Blindness. <p>During Testing: A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader Script. 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> <p>After Testing: Human Reader Scripts are secure, and Test Coordinators are responsible for returning the Human Reader Scripts with the non-scorable materials.</p>

Figure 5: Accessibility Feature Example from Section 3 of the AF&A Manual

Accessibility Feature	Administration Guidance
<p>Large Print Edition (SR/PNP Reference BM)</p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/PNP must have Large Print Edition selected. • Materials: Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, Test Administrator large print scripts, and supplementary large print mathematics materials (large print ruler & protractor), when appropriate. • Test Administrator Training: Test Administrators of students with visual impairments must review: <ul style="list-style-type: none"> ◦ Appendix M: NJSLA assessments for Students with Visual Impairment, Including Blindness. ◦ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA assessments. <p>During Testing: A large print paper-based form of each assessment is available for a student with a visual impairment who is 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. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test Administrators 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>After Testing:</p> <ul style="list-style-type: none"> • Responses must be transcribed verbatim by a Test Administrator 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 District or School Test Coordinator. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.

Accessibility Features and Accommodations

6.2 Before Testing: Preparing for Accessible Test Administration

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

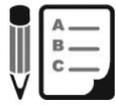
If you will be administering any of the accommodations/accessibility features on the next page, review the corresponding documentation.

Table 23: AF&A Manual References

Accommodation	References
Human Reader	<p>Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts Assessments and the Human Reader Accessibility Feature for Mathematics Assessments</p> <p>Appendix I: Audio Guidelines for ELA used to ensure consistency in how items are read Note: This appendix also applies to the NJSLA-S.</p> <p>Appendix J: Audio Guidelines for Mathematics used to ensure consistency in how items are read Note: This appendix also applies to the NJSLA-S.</p> <p>Human reader scripts: These are secure documents (shipped with test materials) used to ensure mathematics assessments are read consistently Note: Human reader scripts are no longer provided for the NJSLA-S.</p>
Human Scribe	<p>Appendix C: 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>Appendix L: Human Signer Guidelines gives guidance to signers to ensure consistency in administration</p>
Extended Time	<p>Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation</p>
Braille	<p>Appendix M: NJSLA for Students with Visual Impairment, including Blindness</p>
Assistive Technology (Screen Reader and Non-Screen Reader)	<p>NJSLA Assistive Technology Guidelines: at the NJSLA Resource Center, https://nj.mypearsonsupport.com, located under Manuals and Resources > Accessibility Features and Accommodations.</p>

6.2.1 Accommodated Test Kits

New Table 24: 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 the 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 **Manuals and Resources > Testing Resources**.

What is included in a Regular Test Kit?

- Regular test booklet
- Answer document (except for grade 3, which will have a consumable test booklet)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Mathematics reference sheet (grades 5–high school, mathematics only)

What is included in a Large Print Test Kit?

- Large Print Test Administrator script
- Large Print test booklet
- Answer document (except for grade 3 which will have a consumable test booklet)
- Large Print mathematics reference sheet (grades 5–high school, mathematics only)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)

What is included in a Read-Aloud Test Kit?

- 2 regular test booklets
- Answer document (except for grade 3 which will have a consumable test booklet)
- Human reader script (mathematics only)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Mathematics reference sheet (grades 5–high school, mathematics only)

What is included in a Braille Test Kit?

- Braille test booklet
 - Braille ruler (located on the inside front cover, grades 3–8, mathematics only)
 - Sheets of blank braille paper
 - Braille notes/special instructions
- Braille Test Administrator script
- Regular test booklet
- Regular answer document (except grade 3, which will have a consumable test booklet)
- Braille mathematics reference sheet (grades 5–high school, mathematics only)
- Braille protractor (grades 4–7, mathematics only)

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

- Spanish test booklet
- Spanish answer document (except for grade 3 which will have a Spanish consumable test booklet)
- Spanish Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Spanish mathematics reference sheet (grades 5–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 (except for grade 3 which will have a Spanish consumable test booklet)
- Spanish Large Print mathematics reference sheet (grades 5–high school, mathematics only)
- Spanish Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)

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

- 2 Spanish test booklets
- Spanish Answer document (except for grade 3 which will have a Spanish consumable test booklet)
- Spanish Human reader script (mathematics only)
- Spanish Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Spanish Mathematics reference sheet (grades 5–high school, mathematics only)

6.3 During Testing: Test Administration of Accessibility Features and Accommodations

Reference the *AF&A Manual*: Tables 1, 3, 4, 5, and 7, and the appendices in the *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 any student during testing:

- General administration directions read aloud, repeated, or clarified as needed
- Redirect student to the test

- Human reader for the mathematics and science assessment (identified in advance in PAN)
- Human signer for the mathematics and science assessment (identified in advance in PAN)

TAs may need to provide the following accommodations to a student with an IEP/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 and science
- General administration directions read aloud, repeated, or clarified as needed in student's native language
 - Translated Test Administrator scripts are provided in Arabic, Bengali, Chinese (Mandarin), Gujarati, Haitian Creole, Korean, Portuguese, Russian, Spanish, and Urdu for ELA and mathematics; and in Spanish for science. For other languages, a TA or other qualified interpreter may translate and read the directions to the student.
- Human reader for the mathematics and science assessments in Spanish

Special Accommodations Circumstances During Testing

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

- **Appendix G:** Emergency Accommodation Form
 - 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 assessment window (e.g., a student breaks his or her arm and needs a scribe).
- **Appendix H:** Student Accommodation Refusal Form
 - If a student refuses the accommodation(s) listed in his or her IEP, 504 plan, or EL plan, if used, 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

Tables 1, 3, 4, 5, and 7, and Appendix A in the *AF&A Manual* outline post-administration directions for each accessibility feature and accommodation.

After testing, your STC may ask you to assist with transcription of student responses or other after testing activities for accessibility features and accommodations. Remember, accommodated student responses (e.g., AT, scribe) are secure and must be treated as secure test materials.

Appendix A: Glossary of Terminology

The manual covers NJSLA policies, for further information please refer to **Appendix C** in the *Test Coordinator Manual*.

Term	Definition
Accommodations	<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 Learner (EL) plan. More information on accommodations is available in the <i>Accessibility Features and Accommodations Manual</i> available at the NJSLA Resource Center, https://nj.mypearsonsupport.com, located under Manuals and Resources.</p>
Accessibility Feature	<p>Accessibility features are tools or preferences that are either built into the assessment system or provided externally by TAs. Accessibility features can be used by any student taking the NJSLA assessments. A small selection of accessibility features available to all students need to be identified in advance.</p>
Administration Time	<p>Administration time is the total time schools should schedule for each unit, including the unit testing time and the approximate times shown in Section 2.4 for reading directions, answering questions, distributing materials, closing units, and collecting test materials.</p>
IEP, 504 Plan, or EL Plan	<p>IEP refers to 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 Learner (EL) 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>
Non-secure	<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>
PearsonAccess ^{next}	<p>PearsonAccess^{next} is the website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the NJSLA assessments. PearsonAccess^{next} requires username and password setup.</p> <p>More information about setup and operation for the NJSLA is available in the PearsonAccess^{next} Online User Guide, https://support.assessment.pearson.com/display/PAsup.</p>
Section	<p>A section is a portion of a mathematics unit – non-calculator section and calculator section.</p>
Secure	<p>A test item, reading passage, or test that has not been made available to the public. It also includes test items 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.</p>

Term	Definition
Testing Environment	All aspects of the test surroundings immediately before, during, and immediately after testing. This includes what a student can see, hear, or access.
Tools for Administration	Mathematics tools for administration include rulers and protractors, 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>AF&A Manual</i> for more information on mathematics tools for accommodations.
Unit	Each content area of the NJSLA is composed of multiple units. Each unit has a set administration time within a session and is typically administered all at once. The tables in Section 2.4 of this manual provide unit details. In mathematics, certain units may be composed of more than one section.
Unit Testing Time	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 on the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Manuals and Resources > Forms**.

- Security Agreement
- Testing Irregularity and Security Breach Form



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 statements below. 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.



New Jersey Student Learning Assessment Testing Irregularity and Security Breach Form

Purpose:

This form is to be completed and uploaded by the District Test Coordinator (DTC) or School Test Coordinator (STC). Please follow the steps outlined below:

1. Call the appropriate NJSLA program coordinator immediately to report a testing irregularity or security breach.
2. The DTC, or at the discretion of the DTC, the STC must complete this form with all the required fields completed.
3. Save the file and use file name formatted "DistrictName_SchoolName_Administration_CycleDate"; for example, "**AnyDistrict_AnySchool_SP2020_042720**".
4. The DTC must upload the completed form to PearsonAccess^{next} (PAN) within five school days. See directions in Section 2.1.6 of the Test Coordinator Manual.
5. After a successful upload, email the Support Request ID only to the NJSLA program coordinator. Include the name of the form, CDS code, and district and school name in the subject line. Do not include any student personally identifiable information (PII) in the email.
6. Districts are required to retain a record of this completed form for three years.

When completing this form, you must provide a detailed description of the incident; name of the device; investigation steps taken; and actions taken by staff to resolve the incident. Use additional paper, if necessary.

District Name: _____

School Name: _____

Organization Code: _____

Contact Name: _____

Phone Number and Extension: _____

Role: _____

Test Administration: _____

Type of Issue: _____

Date of Incident: _____ Grade: _____ Assessment: _____

Test Format: _____ Testing Device Type: _____ Test Form: _____

Unit: _____ Item Number(s): _____

Test Administrator Name: _____ Test Administrator SMID: _____

Student Name: _____ DOB: _____

Student State ID Number (NJSMART ID): _____

Provide detailed description on the next page.

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?

- Receive test materials from School Test Coordinator and track receipt using the Chain-of-Custody.
 - Distribute test materials to students and administer the NJSLA assessment according to the directions in this manual and using the appropriate administration script.
 - Monitor testing time.
 - Supervise test administration and provide breaks (if applicable).
 - Return all testing materials to the School Test Coordinator.
 - Complete any documentation necessary for reporting any testing irregularity or security breach.
-

Paper-Based Testing: After You're Done

Transcribe accommodated responses

(Braille, Large Print, and other Response Accommodations)

Return Materials to the School Test Coordinator

- Test Administrator Manual
- NJSLA-supplied mathematics reference sheets
- Mathematics tools, if applicable
(e.g., calculator, rulers, protractors)
- Used and unused scratch paper

Secure materials which must be returned to Pearson (scorable or nonscorable)

- Test booklets (all grades)
- Answer documents (Grades 4-11)
- Human Reader scripts
- Braille Test Booklets
- Large Print Test Booklets
- Tactile Graphics



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