



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

New Jersey Spring Statewide Assessments

Test Coordinator Manual

2024 Spring Test Coordinator Manual

Computer-Based & Paper-Based Testing

NJSLA English Language Arts, Mathematics & Science

NJGPA English Language Arts and Mathematics



Table of Contents

NJSLA and NJGPA Contact Information iii

Recent Changes and Highlights..... iv

Testing Platforms and Support Information vi

1.0 Overview 1

 1.1 About This Manual..... 1

 1.2 Roles of Individuals 2

 1.3 Who Must Test..... 3

2.0 Test Security and Administration Policies 9

 2.1 Maintaining the Security of Test Materials and Content..... 9

 2.2 Testing Irregularities and Security Breaches..... 18

 2.3 Testing Environment 20


 2.4 Scheduling and Testing Time 23

3.0 Before Testing 31

 3.1 Checklist of Tasks for Test Coordinators and Technology Coordinators to Complete Before Testing31

 3.2 PearsonAccess^{next} Setup..... 35

 3.3 In-District Training 38

 3.4  Complete Technology Setup (For Computer-Based Testing Only)..... 40

 3.5 Schedule Tutorials and Practice Tests..... 41

 3.6 Organize Test Materials for Testing 43

 3.7 Finalize Preparations for Testing 54

 3.8 Meet with Students 54

4.0 During Testing 55

 4.1 Checklist of Tasks to Complete During Testing 55

 4.2 Procedures for Testing Irregularities (Day of Testing) 59

5.0 After Completion of All Testing 61

 5.1 Checklist of Tasks to Complete After Testing 61

 5.2 Transcription of Student Test Responses 62

 5.3 PearsonAccess^{next} Session Cleanup Activities 63

 5.4 Collect, Organize, and Return Materials..... 63

 5.5 Data Cleanup Activities 66

 5.6 Keep Records 67

6.0 Accessibility Features and Accommodations and Decision-Making Process..... 68

6.1	Accessibility Features and Accommodations.....	68
6.2	Before Testing: Preparing for Accessible Test Administration	69
6.3	During Testing: Test Administration of Accessibility Features and Accommodations	74
6.4	After Testing: Completing Accessible Test Administration as a Test Coordinator	75
Appendix A: Glossary of Terminology		76
Appendix B: Forms.....		79
	New Jersey Test Security Agreement.....	80
	Testing Irregularity and Security Breach Form	81
	Form to Report Contaminated, Damaged, or Missing Materials	83

NJSLA and NJGPA Contact Information

For Questions About	Who to Contact	Contact Information and Resources
<ul style="list-style-type: none"> • Technology, including PearsonAccess^{next} (PAN) and TestNav • Test administration • Test materials 	<p>Customer Support Center</p>	<p>New Jersey Assessments Resource Center</p> <p>Telephone: 888-705-9416</p> <p>Chat: Log in to PearsonAccess^{next} (PAN) and select Chat Now under Chat in the left-side panel.</p> <p>NJSLA/NJGPA-ELA/Math Support Hours: Monday - Friday, 6:30 am - 7:30 pm (ET)</p> <p>NJSLA-Science Support Hours: Monday - Friday, 8:00 am - 5:00 pm (ET)</p> <p>NJSLA-Science Email Support: NJScienceHelp@measinc.com</p>
<ul style="list-style-type: none"> • Administration policies • Test security • Testing Irregularities 	<p>School Test Coordinators are expected to contact their District Test Coordinators.</p> <p>District Test Coordinators may contact a State Assessment Program Coordinator.</p>	<p>NJDOE Office of Assessment website</p> <p>Orlando Vadel (Elementary School & Middle School Program Coordinator) Email: Orlando.Vadel@doe.nj.gov Phone: 609-376-3470</p> <p>Kelly Neiman (High School Program Coordinator) Email: kelly.neiman@doe.nj.gov Phone: 609-376-3589</p>

Copyright © 2024 by the New Jersey Department of Education.

All rights reserved.

Recent Changes and Highlights

Recent Changes and Highlights for 2024	Section Reference
<p>Major changes in policy or procedure in the document will be called out in this manual with a “new” icon.</p> <p>New</p>	N/A
<p>Shift to asset-based language (e.g., replace English language learner with multilingual learner).</p>	N/A
<p>Electronic versions of the <i>Test Coordinator Manual</i> and <i>Test Administrator Manual</i> will be posted to the New Jersey Assessments Resource Center. Local Education Agencies (LEAs) will not receive paper copies of the <i>Test Coordinator Manual</i> and <i>Test Administrator Manual</i>.</p>	Section 1.1
<p>There is a single version of the <i>Test Coordinator Manual (TCM)</i> and the <i>Test Administrator Manual (TAM)</i> to be used for all content areas, all test types, and all NJSLA and NJGPA administrations in 2024.</p>	Section 1.1
<p>The New Jersey Graduation Proficiency Assessment (NJGPA) will be administered to students in grade 11 to meet the state assessment requirement for graduation.</p>	Section 1.3
<p>Hardcopy versions of the <i>NJSLA–Science Parent, Student, and Teacher Information Guides</i> are not produced. A digital version is available to download from the New Jersey Assessments Resource Center.</p>	Section 3.5
<p>The Digital Item Library, which provides access to released items from the NJSLA, is available as a resource for educators, students, and parents.</p>	Section 3.5
<p>TestNav will display a battery indicator when a student is actively testing.</p>	Section 3.5
<p>A Zoom Tool is available in TestNav. Students will still be able to use keyboard shortcuts to magnify.</p>	Section 3.5
<p>Braille test kits will not be automatically shipped for students whose SR/PNP indicates the screen reader accommodation. Instead, District Test Coordinators will need to utilize the additional order window to request a braille test kit for students who require components of the braille test kit, such as tactile graphics, as part of their accommodated, computer-based testing needs.</p>	Section 6.2.1
<p>Test administrator scripts are no longer included in the <i>TAM</i>. Scripts are available at the New Jersey Assessments Resource Center.</p>	Section 2.1.2

Recent Changes and Highlights for 2024	Section Reference
<p>If a student has been inactive in TestNav for 20 minutes, an Inactivity Timer comes on by giving a 30-second pop-up warning. If the student does not interact with the testing device to restart the timer, the student test will be placed in Exited status. The test administrator will have to Resume the student and the student must use their log in to re-enter TestNav.</p>	<p>Section 4.1.4</p>
<p>A useful feature in PAN is the Student Test Status Dashboard, which displays the progress on each student test, and remains visible even if PAN automatically logs</p>	<p>Section 4.1.3</p>
<p>Print paper tests are packaged in individual kits for a single student to use. A regular test kit will include the test booklet and ancillary materials (mathematics tools and reference sheet, or periodic table).</p>	<p>Section 3.6.1</p>
<p>Spanish test kits will not include an English test booklet.</p>	<p>Section 6.2.1</p>
<p>Answer documents are no longer used for paper-based testing. Instead, students will write their answers in their test booklet.</p> <p>LEAs will need to set up a “Transcription English”, “Transcription Spanish”, and/or New “Transcription Braille” test session(s) and transcribe these student responses directly into TestNav by the established deadline.</p> <p>This means LEAs will not return a scorable shipment to the vendor. Headers and scorable return labels are no longer provided. All secure materials, including consumed test booklets, will now be returned as part of a single nonscorable shipment.</p>	<p>Section 5.2</p>
<p>School Test Coordinators will return test materials in all content areas to their District Test Coordinator instead of directly to the vendor.</p>	<p>Section 5.4</p>

Testing Platforms and Support Information

Key Point	Details
Platform for Test Coordinators and Test Administrators	<p>PAN is the portal used for the registration, setup, preparation, and management of both the computer-based and paper-based formats of all assessments. PAN is a secure site that requires a username and password.</p> <p>PAN Live Site: nj.pearsonaccessnext.com</p> <p>PAN Training Site: trng-nj.pearsonaccessnext.com</p> <p>Within PAN, the test administrations will appear as a scope (e.g., NJSLA/NJGPA–ELA/Math Spring 2024 and NJSLA–Science Spring 2024). Make sure you have the correct scope selected when working within PAN.</p>
Testing Platform for Students	<p>TestNav is the computer-based testing platform used by students to take the computer-based assessments.</p>
Where to go for more information	<p>The New Jersey Assessments Resource Center is the primary location for all NJSLA and NJGPA resources. The website is comprehensive providing resources from practice tests and technology setup to downloadable forms, testing tools, and manuals.</p>
Support within the document	<p>Look for icons within this document that call out information specific to administrations and content areas.</p> <p>(See Table 1 in Section 1.1)</p>

1.0 Overview

The New Jersey Student Learning Assessments (NJSLA) are statewide assessments that assess students’ progress toward the New Jersey Student Learning Standards in English language arts (ELA), mathematics, and science. The New Jersey Graduation Proficiency Assessment (NJGPA) consists of an ELA and mathematics component to be administered to students in grade 11 for the purpose of meeting the state graduation assessment requirement. Each assessment will be administered in either computer-based (CBT) or paper-based (PBT) format. The ELA assessments will focus on reading comprehension and drawing evidence from texts, determining the meaning of words and phrases in context, and writing effectively when using and/or analyzing sources. 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. Science assessments will focus on applying scientific concepts and practices within the domains of earth & space, life, and physical science. Students will demonstrate their acquired skills and knowledge by responding to a variety of item types, including but not limited to multiple choice and multiple select items, technology-enhanced items, fill in the blank and equation editor items, long responses, and prose constructed responses.

Each assessment is comprised of multiple units. One of the mathematics units for grades 6-7, Algebra I, Geometry, and Algebra II, and the mathematics component of the NJGPA is split into two sections: a non-calculator section and a calculator section. Refer to **Section 2.4** for additional information about the number of units for each assessment.




For all assessments, you will use a test administration portal called [PAN](#). With PAN, a Test Coordinator or Test Administrator (TA) can perform a variety of test administration duties, from ordering materials and submitting student data to assigning tests and viewing student results.



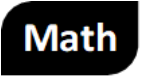

1.1 About This Manual

Electronic versions of the *Test Coordinator Manual (TCM)*, *Test Administrator Manual (TAM)*, and test administrator scripts will be posted to the [New Jersey Assessments Resource Center](#) under **Educator Resources > Test Administration Resources**. Manuals will not be printed.

This manual provides District and School Test Coordinators with instructions for the administration of the computer-based and paper-based versions of the assessments, as well as the procedures and protocols to complete before, during, and after administration. Definitions for terms used in this manual can be found in **Appendix A**.

Table 1: Accessibility Features for All Students Identified in Advance.


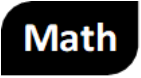

Visual Reference	Description
	Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only to computer-based tests.
	Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only to paper-based tests.
	Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant to both computer- and paper-based tests.

Visual Reference	Description
	Throughout this manual, you will see this icon to note new changes to policy or procedures.
  	Throughout this manual, you will see these icons to note tasks or information (or entire sections) relevant only to specific content areas.

This manual also contains the policies related to test security and test administration that all school staff must follow.

Specific instructions for TAs are provided in the *TAM*. Administration scripts are available as separate documents, including translated versions.

Table 2: Available Translated Test Administration Scripts Reference Table

Content Area	Description
  	For NJSLA/NJGPA–ELA/Math and NJSLA-Science, scripts are translated into the following languages: Arabic, Bengali, Chinese (Mandarin), Gujarati, Haitian Creole, Korean, Portuguese, Russian, Spanish, and Urdu.

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 State Assessment Program Coordinator and the Customer Support Center.

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

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

A **TA** is an individual at the school who is responsible for administering the assessments to students.

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

- Individuals employed by the district as teachers or guidance counselors.
- District- and school-level administrators.
- Other certified educational professionals, such as child study team members.

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

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 endorsement; however, they must be under the direct supervision of a TA or STC at all times and they may not provide testing accommodations or handle secure materials at any time.

Proctor responsibilities include but are not limited to:

- Meeting with the STC to review test security and administration protocols.
- Reviewing policies and instructions in the *TAM*.
- Assisting in the preparation of the testing environment.
- Assisting in the supervision of test administration during each unit.

For all computer-based testing, if class size is larger than 25 students, a proctor is required.

A **Technology Coordinator** is an individual at the school or district level who is responsible for setting up testing devices for computer-based testing. The DTC or STC must designate an individual who will be on site to serve in this role during the administration.

Technology Coordinator responsibilities include but are not limited to:

- Ensuring each testing device meets technology requirements.
- Ensuring the infrastructure (e.g., wireless access points, bandwidth) is adequate.
- Installing the TestNav application.
- Configuring TestNav in PAN.
- Managing problems with firewalls.
- Removing (or turning off) any software that would allow secure test material on testing devices to be viewed on another testing device during testing.
- Providing technical support for STCs and TAs.

1.3 Who Must Test

All students enrolled in grades 3—9 and 11 (Science) in the New Jersey public school system are expected to participate in the NJSLA, with some exceptions (see below). Students in grades 3—8 are expected to participate in the NJSLA based on their current grade-level enrollment, not on the level of instruction received during the current school year (i.e., a student enrolled in grade 3 must take all grade 3

assessments). Middle school students who are taking any of the high school mathematics courses (i.e., Algebra I, Geometry, or Algebra II) are expected to take the mathematics assessment that matches their current mathematics course enrollment (i.e., a grade 7 student enrolled in a one-year Algebra I course must take the Algebra I assessment). For high school students, grade level is determined by credit total and not homeroom assignment. All students in grades 10 through 12 who are enrolled in an Algebra I course for the first time must take the associated Algebra I assessment. Students in grade 11 must take the ELA and mathematics component of the NJGPA and the NJSLA-Science. For additional information and technical guidance on who must test, please refer to the State Assessment Registration Submission FAQ which is located under [NJ SMART > Documents for Download > State Assessment Registration Submission > State Assessment Registration Submission FAQ](#).

The Fall Block assessments are offered for LEAs that operate the semester block schedule so high school students who are enrolled in a fall semester ELA, Algebra I, Geometry, or Algebra II course and who are required to take the aligned assessment to meet the federal testing requirement in ELA and/or mathematics in high school can do so. NJGPA is also offered in summer and fall for students who need to take or retake the ELA and/or mathematics component to meet the high school graduation assessment requirement.

Table 3: Tested Grades

Assessment	Content Area	Grades
NJSLA	ELA	Grades 3–9
NJSLA	Math	Grades 3–High School (Algebra I, Geometry, or Algebra II as needed based on accountability requirements)
NJSLA	Science	Grade 5, 8, & 11
NJGPA	ELA/Math	Grade 11

High School ELA

Grade 9 students must take the grade level specific ELA assessment regardless of the ELA course they are currently enrolled in. **Exception:** Students repeating grade 9 who have previously taken the associated assessment will not re-take that assessment. Grade level, based on credit total and not homeroom assignment, determines participation in NJSLA-ELA.

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

Middle School Mathematics

LEAs are expected to use the following guidelines to assign the appropriate mathematics assessment to middle school students who are taking any of the high school mathematics courses (Algebra I, Geometry, or Algebra II):

- Students in **grades 7 and 8** are expected to take the end-of-course assessment that matches their mathematics course enrollment.

- Students in **grade 6** who are enrolled in Algebra I or Geometry are expected to **take both** the corresponding high school end-of-course **NJSLA** (i.e., Algebra I or Geometry) **and the NJSLA Mathematics Grade 6**.
 - Students were to be reported for NJSLA Mathematics Grade 6 via the NJ Smart State Assessment Registration. For the high school end-of-course NJSLA (i.e., Algebra I or Geometry), students will need to be registered by the LEA in PAN.
- Students enrolled in a two-year Algebra I, Geometry, or Algebra II course must take their grade-level mathematics assessment in the first year of the course and then take the Algebra I, Geometry, or Algebra II assessment in the second year of the two-year course.
- Students enrolled in multiple high school-level mathematics courses (Algebra I, Geometry, or Algebra II) will take only one mathematics assessment. They must take Algebra I if they are enrolled in Algebra I and Geometry, or Geometry if they are enrolled in Geometry and Algebra II.

High School Mathematics

All students must take the Algebra I end-of-course state assessment (NJSLA) in high school except for those with the following qualified exceptions:

- Students who meet the criteria to take the DLM mathematics assessment in high school. These students will take the DLM in grade 11. These students are not to be registered for or take the NJSLA for mathematics at any time during high school.
- Students who took the Algebra I NJSLA in middle school:
 - Must take Geometry or Algebra II, whichever they take first in high school, unless they previously took the Geometry or Algebra II assessment while in middle school.
 - Students who took the Algebra I NJSLA and the Mathematics Grade 6 NJSLA in grade 6 and who completed the entire tested high school mathematics course sequence prior to entering high school will not be to be registered for or take the NJSLA for mathematics at any point in high school. Instead, the historic Algebra I NJSLA results from grade 6 will be used to meet the federal testing requirement for high school mathematics.

Please note, any high school end-of-course state assessment (Algebra I, Geometry, or Algebra II) that a student took while in middle school will not count for the federal testing requirement if the student takes it again while in high school. Students must take a more advanced assessment in high school to meet the federal testing requirement.

Students enrolled in year one of a two-year Algebra I course (or a two-year Geometry or Algebra II course if they took Algebra I while in middle school) will take the assessment during the second year of the two-year course. These students are not to be registered for or take the NJSLA for mathematics during the first year of the two-year course.

Students enrolled in multiple high school-level mathematics courses (Algebra I, Geometry, or Algebra II) are only required to take one assessment:

- If Algebra I is one of the courses, then students will take the Algebra I NJSLA unless it was taken in middle school.
- If Algebra I was taken in middle school, then students will take the Geometry NJSLA.

Students who took their federally required high school mathematics assessment during the fall block administration when they were enrolled in a fall semester mathematics course will not take another

mathematics assessment during the spring administration, even if they are enrolled in another tested high school mathematics course during the spring semester.

The following must also be considered when determining which mathematics assessment, a student must take and when:

- Students who have previously passed the assessment associated with the course they are currently taking will not test.
- Students enrolled in an integrated mathematics course that is a prerequisite for an Algebra I course will not take the Algebra I assessment while enrolled in the integrated course. These students must wait until they are enrolled in the Algebra I course to take the corresponding assessment.
- Students enrolled in an integrated mathematics course that serves as an alternative to an Algebra I course must take the Algebra I assessment.
- Students following a mathematics course sequence where they will take Algebra I later in high school will wait to take their assessment until they are taking Algebra I.

If there are unique circumstances not covered in this section, reach out to the appropriate state assessment coordinator for guidance. For additional details about the calculation of participation and proficiency rates for federal accountability, the annual Every Student Succeeds Act (ESSA) Accountability Profiles Companion Guide is available on the [Accountability](#) webpage.

New Jersey Graduation Proficiency Assessment (NJGPA)

Students must take and demonstrate proficiency in grade 11 on the NJGPA, which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA, and the NJSLS in Algebra I and Geometry. If after completing the NJGPA a student does not demonstrate proficiency in the ELA or mathematics section, the student may retake the NJGPA in the following summer or fall.

Students in grade 12 who did not take one or both components of the NJGPA during grade 11 must take the NJGPA in order to meet the high school graduation assessment requirement. Students may not access the second or third pathway of the graduation assessment requirements until after both components of NJGPA have been taken.

A student with disabilities whose IEP states that they are not eligible for the alternate assessment (Dynamic Learning Maps) must take the NJGPA in grade 11. For additional information, please refer to [New Jersey High School Graduation Assessment Requirements](#).

If there are unique scenarios (e.g., a student is newly enrolled in New Jersey public schools after the spring administration of NJGPA and is expected to graduate during the current year), reach out to the appropriate state assessment coordinator for guidance.

Science

All students enrolled in grades 5, 8, and 11 must take a state science assessment, either the NJSLA–Science or the DLM, regardless of whether they are enrolled in a science course. For high school students, grade level is determined by credit total and not homeroom assignment.

Students with Individualized Education Programs

Under the Individuals with Disability Education Act (IDEA), all students with disabilities must be included in all general state and district-wide assessments. The Individualized Education Programs (IEPs) of students with disabilities will address whether the student must meet the passing score on the state assessments or

demonstrate proficiency through an alternate pathway. Students with disabilities whose IEPs specify an alternative way to demonstrate proficiencies will continue to follow the graduation assessment requirements set forth in their IEPs. IEP teams should reserve the exemption of the statewide assessment graduation requirement for students with significant intellectual disabilities and for students with disabilities who have made repeated unsuccessful attempts to meet statewide assessment requirements through the available pathways, including the portfolio appeals process.

Individualized Education Program (IEP) plans may specify that certain students be exempt from passing the NJGPA and still meet high school graduation requirements. These students are required to take the NJGPA but are not required to pass the NJGPA, take alternate graduation assessments, or participate in the portfolio appeals process. Exemptions from passing the NJGPA apply only to ELA and mathematics, since passing NJSLA-Science is not required for graduation.

Homebound Students

Students receiving homebound or bedside instruction are required to take the NJSLA and/or NJGPA unless they are undergoing a medical emergency as described under **Students Who Are Exempt from Taking the NJSLA and/or NJGPA**. LEAs have the option of administering either the paper-based tests or the computer-based tests using a district-supplied portable electronic device and mobile hotspot to these students. The mode of testing should be based on individual student needs and the content area being assessed. Detailed procedures and guidance are included in the *Homebound Testing Procedures* document available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Testing Resources**.

Out-of-District Placements

Students attending an Out-of-District Placement (ODP) where tuition is paid by the sending district must take the NJSLA or NJGPA unless they are exempt due to one of the reasons listed under **Students Who Are Exempt from Taking the NJSLA and/or NJGPA**. If the Out-of-District Placement will not administer the NJSLA or NJGPA, the student must return to their home district to be tested or the home district must send a TA to the student's ODP site to test the student. Please contact the appropriate state coordinator if you have a unique situation or any questions.

Adult High School Students

Adult high school students who passed any historical high school statewide assessment will have their passing scores banked and counted toward their graduation testing requirement; therefore, they are not required to participate in additional state assessments. Adult high school students who took, but did not pass, any of the historical high school statewide assessments must meet the graduation testing requirement via the alternative pathways. For additional information regarding the alternative pathways, please refer to the [New Jersey High School Graduation Assessment Requirements](#).

Students who previously participated in the High School Proficiency Assessment (HSPA) should not take the test regardless of course enrollment. Students who did not pass the HSPA or Alternative High School Assessment (AHSA) in a content area must rely on the alternative pathways (see previous hyperlink). Adult high school students should not take the NJSLA-S since it is not a graduation requirement.

Students Who Are Exempt from Taking the NJSLA and/or NJGPA

Students who fall into the following categories are exempt from taking the NJSLA and/or NJGPA.

1. Newly arrived multilingual learners in grades 3 through high school, who are enrolled in United States schools after June 1 of the previous school year, may utilize the one-time exemption for the

NJSLA–ELA or ELA component of the NJGPA in the current school year, but not from NJSLA–Math, mathematics component of the NJGPA and NJSLA–Science. **Note:** Multilingual learner students who utilize the one-time ELA exemption for NJGPA must take the ELA component of NJGPA during a future administration in order to meet the state graduation assessment requirement and gain access to the second and/or third pathway.

2. Students with the most significant intellectual disabilities who qualify for the Dynamic Learning Maps (DLM), as specified in their IEP plan, are exempt from taking the NJSLA and NJGPA. Detailed information and decision guidelines for DLM are available on the [New Jersey Department of Education \(NJDOE\) website](#) and the [NJ DLM webpage](#).
3. Students undergoing a medical emergency are exempt from taking the NJSLA. A medical emergency is the occurrence of a severe medical or psychiatric condition or episode that requires medical attention or supervision during which time the student is not able to participate in state assessments. This also applies to the NJGPA. **Note:** Students must take all components of the NJGPA during a future administration in order to meet the State graduation assessment requirement and gain access to the second and/or third pathway.

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


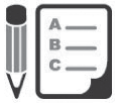
2.0 Test Security and Administration Policies

2.1 Maintaining the Security of Test Materials and Content

The administration of the NJSLA and NJGPA are secure testing events. Maintaining the security of test materials before, during, and after the test administration is crucial to obtaining valid and reliable results. DTCs and STCs are responsible for ensuring that all personnel with authorized access to secure materials are trained in and subsequently act in accordance with all security requirements. No reproduction or transmittal of test items, passages, or other secure items or materials is permitted. All district and school personnel are to be informed of security procedures prior to test administration and recognize that security breaches may have consequences.

DTCs and STCs must implement chain-of-custody requirements for materials as described in **Section 2.1.4**. DTCs are responsible for distributing materials to STCs and for returning certain secure materials to the vendor after testing is complete. STCs are responsible for distributing materials to TAs, collecting materials from TAs, returning secure test materials to the DTC, and securely destroying certain specified materials after testing as described throughout **Section 5.0**. TAs are not to have extended access to test materials before or after administration. The STC must document the receipt and return of all secure test materials (used and unused) from the TAs immediately after testing.

Table 4: Secure Testing Material Reference Table

Test Format	Description
	<p>The following computer-based testing materials are secure:</p> <ul style="list-style-type: none"> • Student testing tickets. • Mathematics reference sheets written on by students. • Periodic tables written on by students. • Scratch paper written on by students. • Human reader scripts for mathematics (if applicable). • Braille test booklets (for students using a screen reader).
	<p>The following paper-based testing materials are secure:</p> <ul style="list-style-type: none"> • Test booklets, including Spanish, large print, and braille editions. • Mathematics reference sheets written on by students. • Periodic tables written on by students. • Scratch paper written on by students. • Human reader scripts for mathematics (if applicable). <p>Note: The paper-based practice tests have an answer document available to record the student’s answers. However, students will record their answers in the test booklet when they take the NJSLA or NJGPA.</p>

2.1.1 Test Coordinator Responsibilities for Maintaining Security

Before testing, DTCs and STCs must develop a security plan that aligns with school, district, and state policy. A sample security plan can be seen at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Training Materials**. An effective security plan will accomplish the following:

- Inform all individuals with access to secure materials of security protocols, prohibited activities, and actions to take in case of testing irregularities or security breaches.
- Establish and document the chain of custody of test materials, as described in **Section 2.1.4**, to ensure that test materials are accounted for at all times before, during, and after test administration by using the appropriate security forms.
- Designate a central locked location with limited access for secure storage of test materials at the district and at each school. Materials are never to be accessible to personnel not responsible for testing.
- Document that Technology Coordinators, TAs, and proctors have received necessary materials and training for successful, secure administration of the NJSLA and NJGPA by recording attendance at training sessions and collecting signed Security Agreements, as specified in **Section 2.1.3**.
- Establish who is responsible for securely destroying or recycling specified test materials after administration as described in **Section 5.1**.
- If using printed mathematics reference sheets or periodic tables, include procedures for collecting used mathematics reference sheets and periodic tables in your chain-of-custody form. The handling of test materials must be documented before, during, and after test administration in order to maintain their security.

Note: Electronic copies of mathematics reference sheets and periodic tables are available at the [New Jersey Assessments Resource Center](#), under **Educator Resources > Test Administration Resources > Testing Resources** and may be provided to students for regular classroom use. Mathematics reference sheets and periodic tables for computer-based testing are provided within TestNav. However, schools may make newly printed and unused copies of the mathematics reference sheets and periodic tables available to students for computer-based testing. These must be kept secure prior to testing, and if written on by students, securely destroyed.

Note: Failure to implement an effective security plan may result in test invalidations.



To ensure the integrity of the test administration, STCs may wish to periodically check student login records in PAN to ensure that students have only been logged in to TestNav on days when they were expected to be testing.

2.1.2 Test Administrator Responsibilities for Maintaining Security

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

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

2. Administer all tests according to appropriate protocols.

- Administer tests during the testing window and administer units in the prescribed order.

- Follow the directions and read the scripts verbatim to students. The *TAM* and scripts are available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Test Administrator Scripts**.
 - Prior to testing day, 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 listed in the *TAM*.
 - Prevent the use of prohibited materials (refer to **Section 2.3**) during testing units. Results may be invalidated for students who use cell phones or other prohibited electronic devices during testing, including after a student turns in their test materials, or during a break. (See exception listed in **Section 2.2.1**.)
 - Manage test sessions in PAN.
- 3. Focus full attention on the testing environment at all times during testing.**
- Monitor the testing process by continually moving about the room in a way that does not disturb students or attract attention. While monitoring the classroom during paper-based testing, a TA may view students' test booklets for the sole purpose of confirming that students are working in the correct unit. **TAs may not review test booklets and/or confirm whether a student has responded to all test items during testing.**
 - Ensure that students are supervised during testing, including during breaks.
 - Ensure that students are working only on the unit being administered. If a TA observes a student working in the incorrect unit of the test or reviewing the incorrect unit of the test, this can be a testing irregularity that must be reported to the STC. See **Section 2.2.2** for instructions on how to report these situations.
- 4. Ensure that students do not participate in any form of cheating.**
- Ensure that students do not consult notes, textbooks, or other teaching materials.
 - Ensure that students do not share test questions with other students.
 - Ensure that students do not consult other students, school personnel, or anyone else during testing.
 - Ensure that students are not able to see content on other students' test materials or on other students' testing devices.
 - If a TA observes a student participating in any form of cheating, refer to the following procedure to handle the situation.
 - Immediately report the incident to the STC.
 - If follow-up documentation is required by your DTC or State Assessment Program Coordinator, complete any additional documentation.
- 5. Do not provide unauthorized assistance to a student that could impact their answers.**
- At any time during a test session, a TA may repeat a portion of the TA script, if necessary, for clarification.
 - However, TAs must not assist students during testing or alter or interfere with students' responses in any way that would impact their answers. Examples of unauthorized assistance include, but are not limited to:
 - Providing answers to a student.
 - Indicating that a student has answered a question incorrectly or left a question blank.

- Defining words or providing synonyms.
- Spelling words.
- Influencing a student’s responses by offering verbal or non-verbal hints, clues, or cues.
- Altering, explaining, simplifying, or paraphrasing any test question, stimulus, prompt, or answer option.
- Suggesting that students write more on a question, check their work, or review or reconsider a response to a question.

6. Follow proper test security procedures for providing accessibility features or accommodations.

- Ensure that students are **only** provided accommodations that are listed specifically for use during the administration of statewide assessments in an approved IEP or a 504 plan, or as part of the accommodations defined for multilingual learners.
- Follow guidelines on proper administration of accommodations or accessibility features as prescribed in the *Accessibility Features and Accommodations (AF&A) Manual* available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources**.

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

2.1.3 Security Agreement

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

2.1.4 Material Tracking and Chain-of-Custody Requirements

Note: See the “Where to Locate” column of **Table 5** for the location of each chain-of-custody form mentioned in this section.

Before Testing

The DTC should use the *District Chain-of-Custody Form for Initial Shipment* to verify that all secure materials in the initial shipment were received from the vendor and to document that they were distributed to schools. See **Section 3.6.1**. The DTC should also complete the *Receipt Form for Accommodated Test Materials* available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms**.

During Testing

The STC uses a chain-of-custody form to track when secure materials are transferred between the STC and the TAs. The STC must use these forms when testing materials are issued at the beginning of the test day and when materials are returned after testing has finished for the day. There are two types of chain-of-custody forms: pre-printed and generic. Materials shipped by the vendor will come with pre-printed chain-of-custody forms. Generic chain-of-custody forms are available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms**.

Additional Orders

- If mathematics human reader scripts or test kits are ordered at the district level in PAN, rather than for a specific school, the DTC will use the *District Chain-of-Custody Form* for Additional Orders from the shipment to track the transfer of the materials to the school. To track the materials within the school, the STC will need to use a generic chain-of-custody form.
- If orders were placed at the school level in PAN, the materials will be shipped to the district with a pre-printed *School Chain-of-Custody Form* for the school to use.

Computer-based Testing



For computer-based testing, the transfer of secure materials, such as student testing tickets, used scratch paper, mathematics reference sheets, and periodic tables must be recorded on a generic Chain-of-Custody Form for Computer-Based Testing Materials or an equivalent tracking log.

Accommodated materials such as mathematics human reader scripts are shipped with a pre-printed *School Chain-of-Custody Form*.

Paper-based Testing



Pre-printed *School Chain-of-Custody Forms* will be included in each school’s test materials shipment. These forms list the secure documents inside the test kits in the shipment.

The student name associated with each test booklet must be noted on the *School Chain-of-Custody Form*. If a generic chain-of-custody form is being used, it may be necessary to keep this information on separate documents.

Student Transfers

If a student moves from one school in New Jersey to another in the middle of paper-based testing, see **Section 3.2.6** and use one of the following forms, which can be found at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms** and upload it to [PAN](#).

- *Intra-District School-to-School Chain-of-Custody Form* for Accommodated Test Materials
- *District-to-District Chain-of-Custody Form* for Accommodated Test Materials

These are the only chain-of-custody forms that must be uploaded to [PAN](#).

After Testing

Computer-based Testing



After computer-based testing, the school must save the Session Rosters from [PAN](#), or an equivalent classroom roster that shows the TA and proctors for each test session and the names of students assigned to them.

Paper-based Testing



Pre-printed *School Chain-of-Custody Forms* have a place to record the TAs and the student names assigned to them. If you used any generic chain-of-custody forms, you may save this information on a separate roster.

Except for the two forms mentioned in the “Student Transfers” section above, do not submit chain-of-custody forms to PAN. Do not include them when returning secure test materials. DTCs and STCs must retain these forms for three years.

If the LEA has secure materials that must be returned to the vendor, the DTC should also complete the *Return Form for Accommodated Test Materials* found at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms** and upload it to [PAN](#). See instructions in **Section 2.1.6**.

2.1.5 Missing, Contaminated, or Damaged Secure Test Materials

To report missing, incorrectly numbered, contaminated, or damaged secure test materials, the DTC is to contact the appropriate State Assessment Program Coordinator and complete the *Form to Report Contaminated, Damaged, or Missing Materials* found in **Appendix B** or at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms**. At the discretion of the DTC, the STC rather than the DTC may complete this form. The form must be uploaded to [PAN](#) within five school days. See instructions in **Section 2.1.6**. The DTC must keep the completed forms for three years. If needed, place an additional order to replace the missing or damaged material.

LEAs and schools must **immediately** investigate any report of missing test materials. If, after a thorough investigation, the missing materials are not found, the DTC must follow the steps previously described.

Biologically Contaminated Test Materials

If any test materials (e.g., test booklets) become contaminated with bodily fluids (e.g., student becomes ill on a test booklet), the following procedures must be implemented.

1. If biological contamination occurs during testing, the TA must immediately:
 - a. Stop testing for the student or group, as needed.
 - b. Record the amount of time remaining.
 - c. If possible, record the item number and page number where the student(s) stopped testing.
 - d. Follow the school procedure for medical emergencies.
2. Qualified school personnel must safely handle the soiled test booklet and place it in a resealable plastic bag with the security barcode label visible from the exterior. Contaminated materials must be handled in accordance with procedures outlined in Occupational Safety and Health Administration (OSHA) regulations.
3. After the testing area is cleaned and the students have returned, the TA must remind students of the amount of time remaining for the test unit prior to the disruption. Testing may then resume. The affected student(s) must be provided with a replacement test booklet. Document the transfer of the replacement test booklet on the Chain-of-Custody Form.
 - a. If the ill student returns to resume testing and the completed responses can be transcribed into a replacement test booklet, follow the guidelines for transcribing student responses in **Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses** in the *AF&A Manual* which can be found at the [NJ Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources**. The TA must provide the student with a new test booklet. The TA must ensure the student’s name is recorded on the front of the replacement test booklet for proper identification.
 - b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement test booklet, the student must be given the opportunity to

retake those units using a replacement test booklet during make-up testing. Contact the appropriate state assessment program coordinator for further guidance if necessary.

4. After testing is complete, the STC must:
 - a. Verify the student's name is printed and School User Only section is completed on the front cover of the test booklet as described in **Section 5.4.1** prior to returning it.
 - b. Record the security number of the contaminated test booklet on the *Form to Report Contaminated, Damaged, or Missing Materials* found in **Appendix B** or at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms**.
 - c. Record the security number of the replacement test booklet on the chain-of-custody form.
 - d. If applicable, transcribe the completed response from the contaminated test booklet into a replacement one.
 - i. Follow the guidelines for transcribing student responses in **Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses** in the *AF&A Manual* which can be found at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources**.
 - ii. Return the replacement test booklet along with all other secure, nonscorable materials to Measurement Incorporated (science) or Pearson (ELA/mathematics).
 - e. Securely destroy the contaminated test booklet in accordance with procedures outlined in Occupational Safety and Health Administration (OSHA) regulations. **Do not return contaminated material to Measurement Incorporated or Pearson.**
 - f. Maintain a copy of the *Form to Report Contaminated, Damaged, or Missing Materials* on file for three years.

Procedures for Torn or Damaged Student Test Materials

If a student's test booklet is damaged (e.g., ripped pages), the following procedures must be implemented.

1. The test booklet must be replaced. After testing, but within the testing window, the student's answers must be transcribed into a replacement test booklet or directly into TestNav. Make sure the replacement is the same type as the damaged one. The DTC can place an additional order if necessary.
 - a. Answers must be transcribed following the guidelines for transcribing student responses in **Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses** in the *AF&A Manual* which can be found at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources**.
2. Record the security number of the damaged test booklet on the *Form to Report Contaminated, Damaged, or Missing Materials* found in **Appendix B** or at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms**.
3. Follow the protocol in **Section 2.2.2** for reporting testing irregularities.
4. Record the Test Administrator name and student name for the replacement test booklet on the chain-of-custody form.
5. Use the chain-of-custody form to document the transfer of the replacement test booklet from the STC to the TA for the next unit.
6. The TA must ensure that the student's name is recorded on the front of the replacement test booklet.

7. After testing is complete:
 - a. The STC verifies the student’s name is printed and School User Only section is completed on the front cover of the test booklet as described in **Section 5.4.1**.
 - b. The DTC must return the replacement test booklet along with all other secure materials.

2.1.6 Security Forms

To document proper test administration and security procedures, the following forms must be used.

Table 5: Security Forms

Form	Policy/ How to use	Where to locate	What to do with forms
<i>New Jersey Test Security Agreement</i>	See Section 2.1.3	See Appendix B . A fillable PDF version can be found at the New Jersey Assessments Resource Center , under Educator Resources > Test Administration Resources > Forms .	* DTC retains for three years
<i>Receipt/Return Forms for Accommodated Test Materials</i>	See Section 2.1.4	A fillable PDF version can be found at the New Jersey Assessments Resource Center , under Educator Resources > Test Administration Resources > Forms .	DTC retains for three years
<i>District Chain-of-Custody Form Initial Shipment</i>	See Section 2.1.4	In initial shipment from vendor	DTC retains for three years
<i>District Chain-of-Custody Form for Additional Orders</i>	See Section 2.1.4	In additional shipment from vendor	DTC retains for three years
<i>School Chain-of-Custody Form</i>	See Section 2.1.4	In initial or additional shipment from vendor	*DTC retains for three years
<i>Chain-of-Custody Form for Computer-Based Test Materials</i>	See Section 2.1.4	A fillable PDF version can be found at the New Jersey Assessments Resource Center , under Educator Resources > Test Administration Resources > Forms .	*DTC retains for three years
<i>Chain-of-Custody Form for Accommodated Test Materials</i>	See Section 2.1.4	A fillable PDF version can be found at the New Jersey Assessments Resource Center , under Educator Resources > Test Administration Resources > Forms .	*DTC retains for three years

Form	Policy/ How to use	Where to locate	What to do with forms
<i>District-to-District Chain-of-Custody Form for Accommodated Test Materials</i>	See Section 2.1.4	A fillable PDF version can be found at the New Jersey Assessments Resource Center , under Educator Resources > Test Administration Resources > Forms .	<ul style="list-style-type: none"> DTC retains for three years, and Submit online through PAN under Support.
<i>Intra-District School-to-School Chain-of-Custody Form for Accommodated Test Materials</i>	See Section 2.1.4	A fillable PDF version can be found at the New Jersey Assessments Resource Center , under Educator Resources > Test Administration Resources > Forms .	<ul style="list-style-type: none"> *DTC retains for three years. Submit online through PAN under Support.
<i>Session Rosters or equivalent</i>	See Section 2.1.4	PAN, under Operational Reports > Online Testing > Session Roster	*DTC retains for three years
<i>Testing Irregularity and Security Breach Form</i>	See Section 2.2	See Appendix B . A fillable PDF version can be found at the New Jersey Assessments Resource Center , under Educator Resources > Test Administration Resources > Forms .	<ul style="list-style-type: none"> *DTC retains for three years, and Submit online through PAN under Support.
<i>Form to Report Contaminated, Damaged, or Missing Materials</i>	See Section 2.1.5	See Appendix B . A fillable PDF version can be found at the New Jersey Assessments Resource Center , under Educator Resources > Test Administration Resources > Forms .	<ul style="list-style-type: none"> *DTC retains for three years, and Submit online through PAN under Support.
<i>Post-Test Certification Form</i>	See Section 5.4.3	A fillable PDF version can be found at the New Jersey Assessments Resource Center , under Educator Resources > Test Administration Resources > Forms .	<ul style="list-style-type: none"> *DTC retains for three years, and Submit online through PAN under Support.

***Note:** If forms were completed at the school-level, then STC should maintain a copy of the form for the specified time period in addition to providing the form to the DTC.

Instructions for DTCs and STCs to submit a security form in PAN:

- Log in to [PAN](#).
- Select the appropriate administration scope.
- Go to **Support > Support Requests > Select Tasks > Create/Edit Requests > Start**.
- Select your **Organization** and **Category** from the drop-down menus and fill in the Title and Question/Concern fields. Only choose one of the following options for Category:
 - Form – Testing Irregularity/Security Breach
 - Form – Contaminated/Damaged/Missing Materials
 - Form – Post-Test Certification
 - Form – Chain-of-Custody

- Attach your security form by selecting the **Choose Files** button and selecting your form from your files, and then click the blue Create button.


2.2 Testing Irregularities and Security Breaches

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

2.2.1 Examples of Testing Irregularities and Security Breaches

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

- **Test Administration Irregularities**
 - Student reviewing or working on the wrong unit of the test; if the student completes the wrong unit of a test, the DTC must **immediately contact** the appropriate state assessment program coordinator for directions.
 - Student receiving an accessibility feature or an accommodation they are not intended to have, or a student **not** receiving an accessibility feature or an accommodation they are required to be provided.
 - If any student starts a unit and leaves the testing environment (e.g., due to illness or family emergency) without finishing that unit, they may be allowed to complete that unit on a different day. Refer to **Section 2.4.2**.
 - Technology issues.
 - DTC's must contact the appropriate state coordinator for any student who will have a Not Tested or Void code applied to their record(s) to discuss prior to applying. Afterwards, an irregularity report must be completed and uploaded to [PAN](#).
- **Electronic Device Irregularities**
 - Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod®, smart watch, or 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. LEAs 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*, available at the [New Jersey Assessments Resource Center](#) located under **Educator Resources > Test Administration Resources**, for specific information.
- **Test Supervision Irregularities**
 - Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test.
 - Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing.

- Leaving students unattended without a TA for any period of time while secure test materials are still distributed or while students are testing (proctors must be supervised by a TA at all times).
 - Deviating from testing time procedures as outlined in **Section 2.4**.
 - Allowing cheating of any kind.
 - Providing unauthorized persons access to secure materials.
 - Unlocking a test in PAN during non-testing times without NJDOE approval.
 - Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate.
 - Allowing students to test before or after the test administration window without NJDOE approval.
- **Test Materials Irregularities and Breaches**
 - Losing a student testing ticket.
 -  Losing a student test booklet.
 - Losing mathematics human reader scripts.
 - Losing a braille test kit.
 - 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 and science, or an accommodation for ELA which requires a TA to access passages or test items.
 - Copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials or online test forms.
 - Revealing or discussing stimuli or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication.
 - Removing secure test materials from the school building or removing them from locked storage for any purpose other than administering the test.
- **Testing Environment Irregularities**
 - Failing to follow administration directions exactly as specified in the *TAM*.
 - Displaying any resource (e.g., posters, models, displays, or teaching aids) that defines, explains, 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 who are not involved in test administration, are prohibited from entering the testing environment.
 - **Authorized Visitors:** Observation visits by the principal, monitors from the NJDOE Office of Assessment, monitors from the LEA, 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

All testing irregularities and security breaches must be reported and documented. Refer to **Section 2.2.1** for a list of examples. If an incident occurs, utilize the following protocol:

- The incident must be reported to the STC immediately. The STC must then contact the DTC immediately.
- The DTC contacts the appropriate state assessment program coordinator immediately.
- The DTC (or at the discretion of the DTC, the STC) must complete the *Testing Irregularity and Security Breach Form* and/or the *Form to Report Contaminated, Damaged, or Missing Materials* (found in **Appendix B** or at the [NJ Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms**) documenting the situation.
- Upload the forms(s) to [PAN](#) within five school days of the incident, unless otherwise directed by your state assessment program coordinator. See **Section 2.1.6** for information on how to submit this form. Email the Support Request ID (i.e., confirmation number) to the appropriate state assessment program coordinator. Include the administration (e.g., NJSLA or NJGPA) and content area in the subject line. The body of the email should include a brief description of the scenario and if immediate action is necessary. Student personally identifiable information (PII) is never to be included in the email.
- If follow-up documentation is required by your DTC or state assessment program coordinator, complete any additional documentation and submit as directed.
- Occasionally, individuals will contact State Department of Education offices with allegations of testing irregularities or security breaches. In these instances, the state assessment program coordinator may contact the DTC to investigate the allegations and report back to the state assessment program coordinator.

2.3 Testing Environment

The testing environment is defined as the location in which students are actively testing (e.g., classroom, computer lab). It is important to establish procedures to maintain a quiet testing environment throughout testing. When choosing testing locations, STCs should make sure assessment settings have good lighting and ventilation, comfortable room temperatures and a clock. Testing locations are to be as free as possible from noise and interruptions so students can work comfortably and without disruption. Chairs should be comfortable, and tables should be at an appropriate height, with sufficient room for approved testing materials. Confirm that each student will have adequate workspace 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. When setting up the testing environment, the following should be taken into consideration:

- Some students may finish testing before others, and the expectations for what those students may do must be established in advance of the testing day. District policy may allow the TA to either dismiss the student (if feasible) or to permit the student to silently read an approved recreational book. Subject matter of recreational books must be unrelated to content being assessed. TAs must be made aware of the district policy prior to the start of testing.
- Unauthorized visitors are prohibited from entering the testing environment as described in **Section 2.2.1**.
- The testing sign must be posted on the outside of the room door (available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration > Testing Resources**).

- Prohibited classroom resources (described in “Materials Prohibited in Testing Environment”) must be removed or covered in advance of the testing day.



To maintain security in a computer-based testing environment, the following ideal configurations for seating students are recommended (unless local policy and procedures do not allow):

- Seat students in every other seat.
- Arrange monitors back-to-back.
- Seat students back-to-back.
- Seat students in a semicircle.
- Seat students in widely spaced rows or in every other row.

If an ideal seating configuration is not possible, physical and visual barriers between testing devices are to be used to prevent students from viewing other testing devices. Schools may already have one or more of the following materials available that can be adapted for this purpose:

- Card stock (e.g., manila folders) that can be taped to the sides of monitors.
- Flattened cardboard boxes that can be cut, folded, and taped to form a visual barrier between testing devices.
- Tri-fold display boards (such as those used for science project exhibits) that can stand freely between testing devices.
- Cardboard carrels.
- Privacy screens that narrow the viewing angle of a computer monitor so that it is visible only to someone sitting directly in front of it may be used. Schools that have privacy screens available should affix them to monitors prior to the beginning of testing and ensure that students are seated so that they cannot view the monitor of the student seated in the row in front of them.

If laptops or other portable devices are used, they must be monitored and may not be removed from the test setting during test administration.

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 a multilingual learner:

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

Administrative considerations must be identified for the student in the Student Registration/Personal Needs Profile (SR/PNP). 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.

For more information on administrative considerations that are available for **all** students, refer to **Table 2** of the *AF&A Manual* available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources**.

Materials Prohibited in the Testing Environment

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

The following materials may not be used at any time during a unit, including after students have completed testing (e.g., submitted the computer-based test or turned in their test booklet) 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 or iPods®, eBooks, electronic pens, or smart watches; refer to **Section 2.2.1** for exceptions).
- Any resource (e.g., books, posters, models, displays, or 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 a multilingual learner.
- Mathematical formulas, number lines, and conversion tables other than the grade- or course-specific mathematics reference sheets provided for NJSLA or NJGPA.
- Any manipulative not listed in the student’s IEP or 504 plan or approved through a unique accommodation request prior to testing (refer to **Section 6.2.2** for more information).

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

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

The **only** time that students are permitted to read recreational books is after a student has completed testing (e.g., submits the computer-based test or turns in the test booklet). Subject matter of recreational books must be unrelated to the content being assessed.

Please contact the appropriate state assessment program coordinator if you have any questions or concerns regarding other materials that may be permitted after a student has completed testing.

Exceptions for Test Accommodations

A student with a disability or a multilingual learner may be allowed to use certain tools or materials that are otherwise prohibited during testing if the need for these accommodations is documented in the student’s Individualized Education Program (IEP), 504 plan, *Unique Accommodations Form*, or as part of the accommodations defined for multilingual learners. For details, refer to the *AF&A Manual* and *the Decision-Making Process Manual*, available at the [New Jersey Assessments Resource Center](#) located under **Educator**

Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A Resources).

2.4 Scheduling and Testing Time

Administration Dates

All test units, including make-up testing (refer to **Appendix A** for definitions of session and unit) must be completed during the testing window. Refer to the *Statewide Assessments Testing Schedule* available on the [NJSLA/NJGPA Resources for Districts webpage](#) for specific dates. LEAs are encouraged to start testing as soon as possible to ensure completion of the assessment. A defined make-up testing window for the NJGPA and NJSLA spring administrations. LEAs may administer make-up testing at any point throughout the window. However, the make-up window may not be used to schedule regular testing.

Testing Time

NJSLA and NJGPA units are strictly timed. No additional time may be permitted (with the exception of an extended time accommodation as noted in **Section 2.4.3**). TAs are responsible for keeping time during testing.

Administration Time

Administration time is the total time that schools should schedule for each unit. It includes the unit testing time and the approximate times for administrative tasks such as reading instructions to students, answering questions, distributing test materials, closing units, and collecting test materials (shown in **Table 7**).

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

Test administration times are shown in **Table 7** (note that times vary by content area, unit, and grade/course). In planning the school’s testing schedule, STCs should plan for the entire unit testing time for each unit.

Table 6: Administration Time – Guidelines for Scheduling

Task	Administration Time
1. Pre-administration tasks, including reading instructions to students and answering questions	10 minutes
2. Distribution of test materials to students	5 minutes
3. Administration of unit	Refer to Unit Testing Times in Tables 7-10 (45–90 minutes)
4. End-of-unit activities, including logging students out of TestNav and collecting test materials	5 to 15 minutes

Table 7: 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
Science Grade 5	Unit 1	N/A	45
	Unit 2		45
	Unit 3		45
	Unit 4		45

Table 8: Unit Testing Times for Grades 6-8

Test	Unit	Section	Unit Testing Time (Minutes)
Mathematics Grade 6	Unit 1	Non-calculator/Calculator	60
Mathematics Grade 7	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			
Science Grade 8	Unit 1	N/A	45
	Unit 2		45
	Unit 3		45
	Unit 4		45

Table 9: 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
	Unit 2		90

Test	Unit	Section	Unit Testing Time (Minutes)
Science Grade 11	Unit 1	N/A	60
	Unit 2		60
	Unit 3		60
	Unit 4		60

Table 10: Unit Testing Times for NJGPA



Test	Unit	Section	Unit Testing Time (Minutes)
Mathematics	Unit 1	Non-calculator/Calculator	90
	Unit 2	Calculator	90
ELA	Unit 1	N/A	90
	Unit 2		90

2.4.1 Guidelines for Scheduling

Units may be scheduled at any time on regular school days during the students’ normal school hours throughout the scheduled testing window. NJDOE may permit after-hours testing (testing before 6:30 a.m. ET or after 6:00 p.m. ET or on weekends) for alternative high school programs. For after-hours testing, the DTC must contact the appropriate state assessment program coordinator prior to the start of the LEA testing window to request a Delivery Schedule Override for specific test sessions.

LEAs and schools are encouraged to schedule testing for the early part of each testing window to maximize the number of available test days in case of weather-related disruptions or other issues. Testing is to be scheduled on regular school days (i.e., not early dismissal days) during the testing window to ensure students have sufficient time to test. A test session may be scheduled across multiple days with one or more units administered each day. Schools may administer no more than two units per day for any given student. When scheduling multiple units for a single day, schools may need to account for supervised breaks between units, which are highly recommended (refer to **Section 2.4.4** for the policy on breaks).

Table 11: Guidelines for Scheduling Units

Test Format	Description
	For security purposes, each unit (e.g., Unit 1 or Unit 2) should be scheduled as close together as possible for all students within the same grade/course, with the exception of make-up testing (refer to Section 2.4.2).
	For security purposes, each unit (e.g., Unit 1 or Unit 2) must be completed by all students within the same grade/course on the same school day , with the exceptions of make-up testing (refer to Section 2.4.2) and students with an extended time accommodation (refer to Section 2.4.3).

Each student is expected to complete a unit in a single sitting (i.e., all at once), with limited exceptions due to illness during testing (refer to **Section 2.4.2**). Units must be administered in sequential order with the

exception of make-up testing. Schools may use their discretion in deciding which content areas are scheduled on what days, so long as units within each content area are scheduled in sequential order.

Separate testing environments are needed for the following circumstances:

- Paper-based and computer-based assessments (Administration scripts are different – see test administration scripts posted at the [New Jersey Assessments Resource Center](#) located under **Educator Resources > Test Administration Resources > Test Administrator Scripts**).
- English language arts, mathematics, and science assessments (Testing times and administration scripts are different.).
- Spanish form for mathematics and science.
- Student directions read aloud in a language other than English (As a reminder, translated administration scripts are posted at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Test Administrator Scripts**).

Testing Multiple Grades Together

For mathematics, schools may test multiple grades/courses in one testing location, if desired, provided the unit is the same content area, has the same length of testing time, uses the same type of test materials, and uses the same administration script. Scripts are available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Test Administrator Scripts**. For example, a school may test Algebra I and Geometry courses for Unit 1 together because they are the same content area, have the same testing time (90 minutes), and use the same administration script. Even though grade 5 and 8 science have the same testing time, they cannot be tested together because grade 8 uses the periodic table and grade 5 does not.

Note: Schools cannot combine students with the human reader accommodation across grades/courses. For example, grade 4 students with a human reader can be tested together, but grade 4 and grade 5 students with a human reader accommodation cannot be tested concurrently in the same testing environment.

If using this option, schools may need to arrange for additional staff members to be available at the beginning of a unit to help students log in and begin testing. For a complete list of units that may be tested together, see below.

Table 12: English Language Arts – Computer-Based Testing Grouping

Unit	Grades that May Be Grouped Together	Unit Testing Time (Minutes)
Unit 1	• Grade 4, Grade 5	90
	• Grade 6, Grade 7, Grade 8	90
	• Grade 9	90
Unit 2	• Grade 4, Grade 5	90
	• Grade 6, Grade 7, Grade 8	90
	• Grade 9	90

Table 13: English Language Arts – Paper-Based Testing Grouping

Unit	Grades that May Be Grouped Together	Unit Testing Time (Minutes)
Unit 1	• Grade 4, Grade 5	90
	• Grade 6, Grade 7, Grade 8	90
	• Grade 9	90
Unit 2	• Grade 4, Grade 5	90
	• Grade 6, Grade 7, Grade 8	90
	• Grade 9	90

Table 14: Mathematics – Computer-Based Testing Grouping

Unit	Grades that May Be Grouped Together	Unit Testing Time (Minutes)
Unit 1	• Grade 3, Grade 4, Grade 5	60
	• Grade 6, Grade 7 (non-calculator/calculator unit)	60
	• Grade 8	60
	• Algebra I, Geometry, Algebra II (non-calculator/calculator unit)	90
Unit 2	• Grade 3, Grade 4, Grade 5	60
	• Grade 6, grade 7, Grade 8	60
	• Algebra I, Geometry, Algebra II	90
Unit 3	• Grade 3, Grade 4, Grade 5	60
	• Grade 6, Grade 7, Grade 8	60

Table 15: Mathematics – Paper-Based Testing Grouping

Unit	Grades that May Be Grouped Together	Unit Testing Time (Minutes)
Unit 1	• Grade 3*	60
	• Grade 4, Grade 5	60
	• Grade 6, Grade 7 (non-calculator/calculator unit)	60
	• Grade 8	60
	• Algebra I, Geometry, Algebra II (non-calculator/calculator unit)	90
Unit 2	• Grade 3*	60
	• Grade 4, Grade 5	60
	• Grade 6, Grade 7, Grade 8	60
	• Algebra I, Geometry, Algebra II	90
Unit 3	• Grade 3*	60
	• Grade 4, Grade 5	60
	• Grade 6, Grade 7, Grade 8	60

*Grade 3 PBT Mathematics cannot be administered in the same environment as grade 4 and 5 due to difference in test administration scripts.



2.4.2 Make-Up Testing

Students who are not tested on the regular administration date are expected to participate in make-up testing. Make-up tests may be scheduled after the original unit as long as it falls within the testing window. Every attempt should be made to administer make-up tests to students who were absent during the originally scheduled units. A defined make-up testing window for the NJGPA and NJSLA spring administrations has been established. LEAs may administer make-up testing at any point throughout the window. However, the make-up window may not be used to schedule regular testing.

Schools should consider that units may have different testing times when scheduling make-up tests. Students who require make-up testing may not be able to test together if they are taking different units that have different administration times, unless otherwise noted.

If any student starts a unit and leaves the testing environment (e.g., due to illness or family emergency) without finishing that unit, they may be allowed to complete that unit on a different day. TAs must note the exact place in the unit where the student stopped and the amount of time remaining. During make-up testing for a unit that was already started, students are not allowed to return to any questions that have already been viewed or alter any previously entered or written responses. They must resume testing exactly where they left off and be provided with the remaining time noted at the time testing was interrupted. If there are concerns about a student completing a unit, the student should not be allowed to begin/resume testing. DTCs must contact the appropriate state assessment program coordinator for guidance.

Table 16: Make-up Testing by Test Format

Test Format	Description
	<p>Tests that were previously started will automatically resume at the exact point where a student exited. TAs must closely monitor make-up testing to ensure students do not alter any previously entered responses.</p> <p>If a student is not tested during the regular administration, they may be moved into a new make-up test session in PAN. However, if the student will rejoin the regular administration for any remaining units, it is recommended that you leave that student in the original test session in PAN. For students taking a make-up test, unlock the appropriate unit in PAN to allow the student to log in to the missed unit. The test session should not be stopped until all students in the test session have completed testing.</p> <p>Note: Make-up test sessions must reflect the original test session (e.g., a test session with a human reader will need a make-up test session with a human reader).</p> <p>For more information, refer to Manage Students in Sessions training module available on the PearsonAccess^{next} Online Support.</p>
	<p>For security purposes, each unit (e.g., Unit 1 or Unit 2) must be completed by all students within the same grade/course on the same school day—with the exceptions of make-up testing (refer to Section 2.4.2) and students with an extended time accommodation (refer to Section 2.4.3).</p>

For make-up testing, it is recommended that any students who missed a unit continue testing with their original testing group when they return. The students will then complete the missed unit during make-up

testing. Alternatively, if the school is able to schedule the make-up unit before the original testing group moves onto the next unit, the school may allow the students to make up the unit and then continue with their original testing group. STCs should advise TAs that the same test security and administration protocols must be in place for make-up tests as for the tests administered on the regularly scheduled days. When establishing a testing schedule, STCs should identify specific make-up testing day(s).

2.4.3 Extended Time



Students may be allowed an extended time accommodation beyond the unit testing time up to the end of the school day to complete a unit **only** if this accommodation is listed in their IEP or 504 plan, or as part of the accommodations defined for multilingual learners. It is highly recommended these students be scheduled to test in a separate setting. A student may be on a different testing schedule from other students because of this accommodation, as long as testing is completed within the testing window (in addition, each unit must be completed on the day on which it begins).

2.4.4 Break Policy

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

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

Table 17: Break Policy by Test Format

Test Format	Description
	During short breaks, visual blocks must be applied to students’ computer screens (e.g., turn off the monitor or tape folders to the screen) instead of having students use computer functions to exit and resume the test. The TA must also ensure the security of students’ scratch paper and hard copies of mathematics reference sheets and periodic tables (if applicable).
	The TA must ensure the security of students’ test booklets, scratch paper, and hard copies of mathematics reference sheets and periodic tables.

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, breaks between units for the entire classroom are required for students to stretch, go the restroom, or have a water break. All students in the session must break at the same time between units.

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

Guidance on logistics for administering the NJSLA and NJGPA with frequent breaks:

- **Medical Breaks:** Student takes a break due to pre-existing or sudden onset of a temporary or long-term medical condition. Student’s testing time stops.
- **IEP or Section 504 plan Breaks:** Student takes a break as determined by their IEP or Section 504 plan. Student’s testing time stops.
- **Individual Bathroom Breaks:** Student requests a bathroom break within their overall allotted testing time. Student’s testing time does not stop.
- **In-Chair Stretch Break:** Student pauses and stretches. Student’s testing time does not stop.





3.0 Before Testing

This section describes activities the DTC, STC, and Technology Coordinator must complete before the first day of testing. Since **Section 3.1** only provides a checklist of tasks, refer to **Sections 3.2–3.8** for more details.

3.1 Checklist of Tasks for Test Coordinators and Technology Coordinators to Complete Before Testing

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

Table 18: Tasks to Complete at Least Two Months before Testing

Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Update user accounts in PAN. Review the district and school personnel who have access to PAN and determine if any modifications to the user accounts are needed. <ul style="list-style-type: none"> • Disable accounts that are no longer needed and assign new user roles if applicable. 	Section 3.2.2
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Enroll, register, and assign tests to students in PAN by the registration deadlines. (This includes completing the Personal Needs Profile for students to ensure accommodated materials are included automatically in the initial shipment).	Section 3.2.1
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Develop security, training, and logistics plans for test administration.	Sections 2.1.1 and 3.3
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Establish the test schedule.	Section 2.4.1






Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	N/A	N/A	<input type="checkbox"/>	<p>Complete Technology Setup:</p> <ul style="list-style-type: none"> • Check every device and inventory software applications—some applications will need to be closed or disabled on all testing devices on test days. • Verify content filters and firewalls and allow the appropriate sites. • Configure common applications (e.g., anti-virus, email notification, pop-up blockers, or automatic updates) to not launch on test-taking devices during testing. • Create/edit TestNav configuration in PAN. • Load and configure a supported TestNav App that is compatible with the testing devices. • Conduct Infrastructure Trial (highly recommended). • Prepare Test Administrator devices for testing. 	Section 3.4

Table 19: Tasks to Complete at Least One Month before Testing

Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	<input type="checkbox"/>	N/A	N/A	<p>Schedule and lead a mandatory training session for all STCs and Technology Coordinators.</p> <ul style="list-style-type: none"> • Discuss test security and administration protocols and plans. • Plan technology setup. • Review test-day activities. • Collect signed <i>Security Agreements</i>. 	Section 3.3
	N/A	<input type="checkbox"/>	N/A	<p>Review student accommodations/ accessibility features list and develop a plan to track accommodations use.</p>	Section 6.0
	N/A	<input type="checkbox"/>	N/A	<p>Schedule and administer tutorials and practice tests (recommended). Encourage teachers to familiarize students with the ELA scoring rubrics and the <i>NJSLA-Science Parent, Student, and Teacher Information Guide</i>.</p>	Section 3.5
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	<p>Revisit security, training, and logistics plans for test administration.</p>	Sections 2.1.1 and 3.3









Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	N/A	<input type="checkbox"/>	N/A	<p>Schedule and conduct mandatory trainings for School Technology Coordinators, TAs, and proctors.</p> <ul style="list-style-type: none"> • Explain tasks and responsibilities for each role. • Discuss test security and administration protocols and plans. • Plan technology setup. • Explain accessibility features and accommodations. • Review test-day activities. • Collect signed <i>Security Agreements</i>. 	Section 3.3
	N/A	<input type="checkbox"/>	N/A	<p>Determine whether handheld calculators will be provided, and by whom (e.g., school or students). Determine whether optional mathematics tools will be provided.</p>	Section 3.6.3
	N/A	<input type="checkbox"/>	N/A	<p>Meet with students to review test-day procedures.</p>	Section 3.8
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	<p>Update student registration and PNP as needed in PAN.</p>	Section 3.2.1

Table 20: Tasks to Complete at Least Two Weeks before Testing

Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	N/A	<input type="checkbox"/>	N/A	<p>Finalize the testing locations and assign TAs and proctors to student testing groups.</p>	Sections 2.3 and 3.1
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	<p>Ensure all staff have reviewed and signed a <i>Security Agreement</i>.</p>	Section 2.1.3
	N/A	<input type="checkbox"/>	N/A	<p>Meet again with TAs and proctors to review test administration plans and answer questions.</p>	Section 3.3
	<input type="checkbox"/>	N/A	N/A	<p>The DTC receives, documents, and stores materials:</p> <ul style="list-style-type: none"> • Complete a Receipt Form, if needed. • Account for damaged or missing test materials. • Submit additional orders, as needed. 	Section 3.6.1


Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	N/A	<input type="checkbox"/>	N/A	If not completed already, meet with students to review test-day procedures.	Section 3.8

Table 21: Tasks to Complete at Least One Week before Testing





Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	N/A	<input type="checkbox"/>	N/A	<p>The STC receives, documents, and stores materials:</p> <ul style="list-style-type: none"> Account for damaged or missing test materials. Request the DTC to submit additional orders, as needed. 	Section 3.6.1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Set up and/or review test sessions in PAN:</p> <ul style="list-style-type: none"> Create test sessions and add students. Print student testing tickets and store in secure place. Confirm TA accounts are active. Check that computer-based form assignments and PNPs are correct. Ensure students are in the correct test sessions, including students requiring human reader or transcription test sessions. 	Sections 3.2.3 and 3.2.4
	N/A	<input type="checkbox"/>	<input type="checkbox"/>	Confirm results of the Infrastructure Trial have been resolved; then, freeze the environment for testing.	Section 3.4
	N/A	<input type="checkbox"/>	N/A	Verify testing rooms are ready.	Section 2.3

Table 22: Task to Complete the Day Before Testing





Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	N/A	<input type="checkbox"/>	N/A	Prepare sessions in PAN.	Section 3.2.5

Table 23: Tasks to Complete on the Day of Testing

Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	N/A	<input type="checkbox"/>	N/A	Distribute test materials to TAs and record the transfer of chain-of-custody forms.	Section 3.6.3
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Confirm that online form assignments and PNPs are correct.	Section 3.2.4
	N/A	<input type="checkbox"/>	N/A	Start test sessions in PAN and unlock the first test unit.	Section 4.1.1

3.2 PearsonAccess^{next} Setup

DTCs and STCs must ensure all data and information for the school is properly configured in PAN, the management system for computer-based and paper-based testing. The following sections provide guidance on the tasks for the setup of PAN. For each of these tasks, review the PAN training modules located in [PAN Online Support](#). Step-by-step instructions are also available in [PAN Online Support](#).

3.2.1 Student Registration and Personal Needs Profile

For spring administrations of NJSLA and NJGPA, the NJDOE loads the Student Registration/Personal Needs Profile (SR/PNP) data from NJ SMART into PAN. For NJSLA-ELA/Math and NJGPA fall and summer administrations, testing sites are responsible for importing SR/PNP data directly into PAN. DTCs and STCs may still register new students and make changes to existing student records up to and throughout the testing window.

Table 24: SR/PNP Import Process for Administrations

Scope	Description
NJSLA/NJGPA Spring Administrations	LEAs have completed the initial student registration process in NJ SMART. NJDOE will extract NJ SMART data and import into PAN. Afterwards, LEAs and schools will access PAN to review and update SR/PNP data.
NJGPA Summer Administration NJSLA-ELA/Math and NJGPA Fall Administration	Testing sites must complete the initial student registration process by uploading the SR/PNP file directly into PAN.

Students must be registered under the NJSLA/NJGPA–ELA/Math and the NJSLA-Science scope in PAN. For more details about registering students, refer to the *Student Registration/Personal Needs Profile (SR/PNP) Field Definitions* document, available under **Support > Documentation** in [PAN](#).

Note: After the initial upload by NJDOE for the spring administrations and for summer and fall administrations, the testing site, not the accountable school, must register out-of-district students in PAN. When importing an SR/PNP file, be sure to include the correct Accountable District Code and Accountable

School Code, which should be different from the Testing Site District and School Code. Please refer to **Section 5.5** for detailed information on data cleanup activities.

To automatically receive accommodated test materials for the NJSLA spring administration, such as Mathematics Human Reader Scripts, DTCs and STCs must record any accommodations for individual students in NJ SMART or PAN by the registration deadlines. All test materials for the NJGPA spring administration and the summer and fall administrations for NJSLA and NJGPA must be ordered using the additional order window.

Students requiring a paper-based test will be registered with online test format selected with Alternate Representation – Paper Tests also selected. LEAs will need to set up a “Transcription English” or “Transcription Spanish” test session and add the test registrations.

New LEAs will need to set up a “Transcription Braille” test session and add the test registrations for students taking a paper-based braille test.

After testing, LEAs will need to transcribe student responses from the test booklet directly into TestNav by the established deadline. For more details about registering students, refer to the *Student Registration/Personal Needs Profile (SR/PNP) Field Definitions* document, available under **Support > Documentation** in [PAN](#).

3.2.2 Assign and Update User Roles

DTCs and STCs need to provide PAN user accounts for staff administering the test or staff who need to make updates in PAN. Refer to the User File Field Definitions document and the *User Role Matrix* document available at PAN, located under **Support > Documentation** for detailed information about user roles and creating accounts. Users will have different levels of access depending on the user roles they are assigned. If you cannot access the site, contact your DTC. New LEAs that do not have access yet should contact a state assessment program coordinator for assistance. Returning users may need to reset their passwords in PAN. After 180 days of inactivity, passwords are no longer valid.

Refer to [PAN Online Support](#) at for step-by-step instructions for creating and managing user accounts.

3.2.3 Create and Manage Test Sessions

Test sessions are groupings of students who will take the same computer-based test at the same time and place. The suggested naming convention for sessions is: Content Area, Grade, Test Administrator Last Name, Room Number, AM/PM + Accommodation/Accessibility Feature; for example, ELA-5-Smith-3018-AM. Test sessions must be created in order to generate and print student testing tickets.

Refer to [PAN Online Support](#) for step-by-step instructions for creating and managing sessions.

Note: Online test sessions will automatically be created, and students added to them if the **Session Name** field is populated and **don't auto-create test sessions for online testing** option on the import task screen is left unchecked during an SR/PNP import into PAN. If the **Session Name** field is left blank during the initial SR/PNP import into PAN, then online test sessions can be auto-created at a later time by importing an updated SR/PNP. If needed, you can manually create test sessions and add students manually into PAN through the user interface.

Students requiring a computer-based read-aloud test must be placed in specific read-aloud test sessions. The sessions will need the form group type manually switched to “Human Reader” under the Edit Sessions screen in PAN.

Note: students taking a paper-based human reader test must be placed into a session with the appropriate transcription form group type selected, not “Human Reader” form group type.

Students requiring paper-based tests must be placed in specific transcription test sessions. The sessions will need the form group type manually switched to “Transcription English” or “Transcription Spanish” under the Edit Sessions screen in PAN.

New Students requiring braille paper-based tests must be placed in a session with the form group type manually switched to “Transcription Braille” under the Edit Sessions screen in PAN.

Scheduling a date and time for a test session in PAN is intended for planning purposes. A test session will not start until the TA clicks **Start** on the **Students in Sessions** screen, regardless of the scheduled start date and time. The details (e.g., date, time, or location) of each test session can be updated any time before a session is started.

3.2.4 Verify Test Form Assignments (Accommodated Computer-Based Testing)

To ensure students have the correct accessibility features and accommodations before test administration begins, follow the process below:

1. Register students for testing using the SR/PNP Import or User Interface.
 - All PNP information must be included in the import for students needing accessibility features and accommodations.
2. Run the *PNP Report - Accessibility Features and Accommodations for Student Tests* operational report and review with appropriate staff to make sure students are identified correctly with the appropriate accessibility features and accommodations.
3. Confirm test session setup and add students to test sessions.
4. Prepare test sessions. See **Section 3.2.5**.
5. Verify form assignments (for form-supported accommodations).
 - In [PAN](#), select **Testing > Students in Sessions**.
 - On the **Students in Sessions** screen, add test sessions to the **Sessions List** by selecting the **Add Session** button, typing the test session name in the **Session Name** field, checkmark the session, and then select **Add Selected**.
 - Check for an accommodation indicator next to the State Student ID (SSID).

Prior to testing, it is a best practice to review your school’s SR/PNP data loaded in PAN and form assignment within test sessions. Once a student starts a test with the incorrect PNP form assignment, the task of correcting the PNP form assignment requires more steps. If accommodations are not assigned correctly and the student completes testing, the score may be invalidated. For more information on available accommodations, see the *AF&A Manual* and **Section 6.2** of this manual.

For additional information and step-by-step directions, refer to the *NJ Personal Needs Profile Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* document available at the [New Jersey Assessments Resource Center](#) under **Educator Resources > Test Administration Resources > PearsonAccess^{next} Resources**.

3.2.5 Prepare Test Sessions

Before students can begin computer-based tests, DTCs and STCs will need to log in to [PAN](#), prepare each test session, and check accommodated form assignments. It is recommended to prepare test sessions at least one school day before testing is to begin for that session. Test sessions must be prepared before the units can be unlocked on testing day. Refer to [PAN Online Support](#) for step-by- step instructions for preparing test sessions.

3.2.6 Managing Testing for Students Who Transfer Schools

Before or during testing, it is possible students will transfer between schools or LEAs. In the event of a student transfer, student registration information in PAN must be updated. This can be done via the user interface, the data file import process, or by submitting a Work Request.

Step-by-step directions for these processes can be found in the *Transfer Student Guidance* document located at the [New Jersey Assessments Resource Center](#), under **Educator Resources > Test Administration Resources > PearsonAccess^{next} Resources**. All transfers will require the student’s original school/district and new school/district to complete tasks before they are finalized.

Whenever possible, it is recommended that students complete testing at the original school before transferring. Transferring student tests and registrations will require coordination between schools.



For computer-based testing, if students have already started testing before transferring, they will resume their tests in TestNav at the new school.



For paper-based testing, Test Coordinators must complete the *Intra-District School-to-School Chain-of-Custody Form for Accommodated Test Materials* or the *District-to-District Chain-of-Custody Form for Accommodated Test Materials* to securely transfer partially used test booklets.

Ensure the transferred test registration is moved to a session setup as “Transcription English”, “Transcription Spanish”, or “Transcription Braille”. The new organization is responsible for transcribing paper tests.

3.3 In-District Training


After participating in the mandatory training led by the NJDOE Office of Assessments, DTCs must provide training to all STCs and District Technology Coordinators. STCs are then responsible for training all TAs, School Technology Coordinators, proctors, and all other staff with access to secure materials. Training attendance is to be documented and kept on file. DTCs and STCs must collect signed *New Jersey Test Security Agreements* from all staff involved with testing after training. An effective training plan will familiarize all school staff with their individual responsibilities and the test security policies listed under **Section 2.0**.

3.3.1 Training for Test Coordinators, Test Administrators, and Proctors

DTCs and STCs are expected to review this manual and the *TAM* prior to training. The STC is also expected to distribute and/or provide links to the *TAM* and Test Administrator Scripts to TAs before meeting. Manuals and scripts, including translated scripts, are available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources**.

Training should include but is not limited to the following:

- Discussion of your district and school’s security plans (**Section 2.1.1**) with emphasis on the following:
 - Chain-of-custody requirements.
 - Testing irregularities and security breaches.
 - When to unlock test units in PAN.

- Policies on testing time.
 - Active proctoring during testing (i.e., focusing full attention on students at all times to confirm that students are working independently).
- Review policies and procedures described in this manual and emphasize the following:
 - TAs must use timing boxes.
 - For paper-based testing, TA may post “Go On” and “Stop” signs as visual cues for students at the start of testing (a copy of the sign is available in the *TAM*).
 - TAs and proctors shall not comment on any student work at any time.
 - TAs and proctors shall not help students in any way except to clarify the general instructions or provide directions as specified in the *TAM*.
 - Clarify the types of student questions TAs can answer during testing.
 - Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.
 - All test items and all student responses, including student work on scratch paper, are secure and may not be released, copied, or duplicated in any way, or kept at the school once testing is completed.
- Review local policies for testing day, including but not limited to:
 - Procedures for breaks.
 - Calculators.
 - Mathematics tools.
 - Procedures for students who finish early, including allowable materials for students after testing.
 - Procedures for dismissing ill or disruptive students.
 - Escalation protocol for technical issues on testing day.
- Ensure all relevant staff are familiar with tutorials and practice tests.
- Review accessibility features and accommodations that will be available in the NJSLA and NJGPA.
- Ensure that TAs who will administer accessibility features or accommodations that require TA interaction (e.g., human reader/human signer) have specific training so that they know what is allowed during the assessment.
- Provide TAs and proctors with their assigned group of students for testing.
- Provide a copy of the testing schedule to TAs and proctors and explain how it will be implemented for the school.
- Explain that some mathematics units include a non-calculator section and a calculator section and that testing time includes both sections.
- Inform TAs and proctors of the school’s procedures for make-up testing.
- Review the *New Jersey Test Security Agreement* and collect signed copies (refer to **Section 2.1.3** and **Appendix B**). **Note:** The DTC will also need to sign the *New Jersey Test Security Agreement*.
- Ensure all relevant staff understand their user roles in PAN and how to complete tasks (as applicable).
- Ensure that PAN user accounts for TAs have been created before testing and review tasks for PAN as needed. Refer to [PAN Online Support](#) at for step-by-step instructions for creating and managing user accounts.
- Indicate how TAs can get assistance for technical issues during testing, if necessary.
-  Review common TestNav errors and how to resolve them.

3.3.2 Training for Technology Coordinators (For Computer-Based Testing Only)

Technology Coordinators will require training on more specialized topics. DTCs and STCs are responsible for meeting with the Technology Coordinators to explain the procedures for the NJSLA and NJGPA, the infrastructure preparations that will need to be made at the district and schools, and the level of technical support that a school may need from these coordinators during testing. These meetings should include but are not limited to the following tasks:

- Review resources available for preparing for computer-based testing on the technology set-up page available at the [New Jersey Assessments Resource Center](#), located under **Technology Setup**.
- Review the technology specifications for testing and discuss your school's technology readiness. **Important:** Be sure to check the current specifications and requirements as these may change between administrations. Specifications and requirements can be found at the [New Jersey Assessments Resource Center](#), located under **Technology Setup > System Requirements and Bulletins**.
- Discuss the tasks for completing technology set-up (refer to **Section 3.4**) and timeline for completion.
- Create PAN user accounts for Technology Coordinators.
- Schedule and plan an Infrastructure Trial. Show and discuss the *Infrastructure Trial Guide* available at the [New Jersey Assessments Resource Center](#), located under **Technology Setup > User Guides**.
- Discuss a plan for logistics (including testing schedule) and how to resolve any hardware or network issues.
- Request that the Technology Coordinators remain in the school building to assist with troubleshooting during the days that students will be testing and create an escalation protocol for technical issues on or before testing day.
- Discuss the district and school's security plans, including creating and maintaining a secure testing environment.
- Review the *New Jersey Test Security Agreement* and collect signed copies (refer to **Section 2.1.3** and **Appendix B**).

3.4 Complete Technology Setup (For Computer-Based Testing Only)

3.4.1 Run a Preliminary System Check and Plan an Infrastructure Trial

The Preliminary System Test is an informal, small-scale Infrastructure Trial and is recommended to help ensure systems are set up and in place before students participate. The Infrastructure Trial introduces students to the TestNav testing interface through the computer-based test content and prepares TAs to understand their responsibilities in PAN.

This is a dress rehearsal to confirm that:

- TestNav is configured correctly.
- Devices and assistive technology can successfully interact with TestNav.
- The network can support school-wide testing.
- Participating staff know the proper procedures for administering computer-based tests.
- TAs can log in to PAN.
- Students are familiar with the computer-based tools and format, including the use of student testing tickets.

All instructions required to run a Preliminary System Test and Infrastructure Trial are included in the *Infrastructure Trial Guide* posted at the [New Jersey Assessments Resource Center](#), located under **Technology**

Setup > User Guides. The Infrastructure Trial should take approximately 60 minutes to administer. Schools are encouraged to provide any feedback on the Infrastructure Trial to DTCs.

3.4.2 Prepare Student Testing Devices

Prepare testing devices to meet security needs:

- Any software that would allow secure test content on student testing devices to be viewed on another computer must be turned off.
- Any applications that can automatically launch on a testing device should be configured not to launch during testing. Common applications that can launch automatically include anti-virus software performing automatic updates, power management software on laptops (low-battery warning), screen savers, and email message notifications. These will cause TestNav to close.
- If using tablet devices, determine whether the school will use external keyboards (which are highly recommended). The decision should be generally consistent with what is used during instruction.
- Ensure headphones are available as needed (see **Section 3.6.3**).

Note: If a student is required to use their own testing device as per the student’s IEP or Section 504 plan, the device must go through the same preparation process listed in the bullets above.

Maximize the number of wireless access points and limit the number of testing devices per wireless access point. Positioning testing devices as close as possible to wireless access points is preferable, as well as limiting obstructions between testing devices and wireless access points.

Note: Refer to the technology set-up page at the [New Jersey Assessments Resource Center](#), located under **Technology Setup**, for more information.

3.4.3 Prepare Test Administrator Devices

TAs will require a computer or device that meets the PAN system requirements in the testing room to start, monitor, and manage test sessions in PAN. Position the TA computer in a location where all students can be seen while monitoring student testing statuses. Set up testing computers or devices so that the URL shortcut for PAN is available.

Proctor caching is no longer necessary. LEAs and schools should complete an infrastructure trial and if there are any issues while completing the infrastructure trial, contact Pearson customer support for assistance. Technology Coordinators may schedule time with the Field Services Engineering support specialists before testing for questions on technology setup, TestNav, proctor caching, configurations, and infrastructure trials. To schedule office hours, log into [PAN](#) and select the “Schedule Technical Assistance” option on the PAN home screen. The “Schedule Technical Assistance” option is for technical troubleshooting and questions regarding technology setup and support. This should not be used for support of data files or other platform questions.


3.5 Schedule Tutorials and Practice Tests

Administering the tutorials and practice tests is an important preparation step for both administration staff and students. It is highly recommended that STCs develop a plan to provide students with an opportunity to become familiar with TestNav and the NJSLA and NJGPA using both the tutorials and practice tests available online at the [New Jersey Assessments Resource Center](#), located under **Educator Resources**. LEAs and schools may set their own schedules, but the tutorials and practice tests should be administered on a separate day before the NJSLA and NJGPA is administered.

Tutorials familiarize students and educators with the item types, testing tools, accessibility features, accommodations, and test format and/or navigation of TestNav (Computer-Based Testing only) that will be used for the NJSLA and NJGPA. Practice tests provide an opportunity to respond to test questions similar to the questions students will be asked to answer on the NJSLA and NJGPA in each grade/course and content area. In addition, answer keys are available. Since the practice tests do not contain secure content, students may take these tests using browser-based TestNav. However, students must use the TestNav app to take a practice test as part of an infrastructure trial in PAN.

During the assessment, TAs will not be allowed to assist students with TestNav functionality and navigation. Therefore, it is important that these types of questions be answered during tutorials and practice tests. Students requiring accessibility features and accommodations in TestNav may need additional practice time to become familiar with their functionality.

Note: There may be changes in TestNav from year to year. Therefore, it is important to administer the current tutorials and practice tests each year, so that students have an opportunity to practice with any functionality they have not seen before, such as:

- A Zoom Tool is available in the TestNav application. This tool is not available on touch-screen devices, but students will still be able to use keyboard shortcuts or touchscreen gestures to magnify.
- A battery indicator will display in the gray header in the TestNav app when a student is actively testing (does not apply to iOS testing devices).  Test Administrators can also monitor battery charge through the Student Test Status Dashboard.

3.5.1 Additional Assessment Preparation Resources

Information about test content, construction, and scoring of the NJGPA and NJSLA, can be found at the [New Jersey Assessments Resource Center](#) under **Educator Resources > Test Content and Other Information**. Some of these resources are more appropriate for educators, while others may be useful to parents and students.

A valuable resource for educators, students, and parents is the [Digital Item Library](#), which provides access to released items from the NJSLA. Teachers are encouraged to view relevant items and review them with their students. The Digital Item Library allows users to search for specific items by grade/course and content area, as well as sort by evidence statement or standard. The test items are displayed online and allow users to interact with the items in the same way as students.

The [New Meridian Item Library](#) also includes test items for ELA and math. The released items catalog includes item sets, answer keys and standards alignment documents, sample student responses (scored and annotated), practice papers to be scored by educators, and scoring rules.

Schools should also strongly encourage teachers to familiarize students with the ELA writing rubrics prior to administration to help them understand the criteria by which their responses to prompts on ELA assessments will be scored. These writing rubrics, along with the ELA Writing Rubric Criteria Definitions, can be found at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Content and Test Information for Educators > Content Information > NJGPA (or NJSLA) > ELA**.

An updated resource for NJSLA–S is the *Instructional Guide - Constructed Response Questions*. This guide contains previously released test questions from the NJSLA–S that ask the student to write constructed responses. For each test question, the guide shows the rubric and examples of real student responses, with explanations about why they received the scores they did. This guide can be found at the [New Jersey](#)

[Assessments Resource Center](#) under **Educator Resources > Content and Test Information for Educators > Content Information NJSLA > Science**.

The *Parent, Student, and Teacher Information Guide for NJSLA–Science* is published online at the [New Jersey Assessments Resource Center](#) under **Educator Resources > Content and Test Information for Educators > Content Information > NJSLA > Science**. Hardcopies are no longer produced, but a PDF is available to download. Teachers should read and discuss the content of the guide with their students. Students should also be advised of the importance of this material and the need to share it with their parents.

3.6 Organize Test Materials for Testing

DTCs and STCs are responsible for ensuring their schools have all necessary testing materials and tools available and organized prior to the start of testing. Secure materials should be kept in a centrally located, locked storage with limited access until materials are distributed from the DTC to each STC, and from the STC to each TA.

3.6.1 Receive, Document, and Store Materials

For the NJSLA spring administrations, LEAs will automatically receive ELA and mathematics materials from Pearson and science materials from Measurement Incorporated based on SR/PNP file upload. All test materials will be shipped to the district and packed by school, with separate boxes for district overage. Boxes are clearly labeled with the district’s name and are shipped to the shipping contact in PAN, who is typically the Chief School Administrator or the Superintendent.

For the NJGPA spring administration, test materials will not be automatically shipped based on student enrollment. Instead, an additional order will need to be placed for all NJGPA materials.


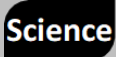
Upon Receiving Test Materials in the District

Immediately after the DTC receives test materials from the Chief School Administrator or the Superintendent, remove the packing list from box 1 of the district shipment.

If a school in your district has received secure materials, such as mathematics human reader scripts for computer-based testing, or paper-based test kits, follow the instructions below for taking inventory and auditing the materials.

- Download a *Receipt Form for Accommodated Test Materials*, at the [New Jersey Assessments Resource Center](#) located under **Educator Resources > Test Administration Resources > Forms**.
- Open all boxes and count the number of each type of mathematics human reader script or test kit received for each school. Record the number on the *District Chain-of-Custody Form* for Initial Shipment and keep this form for your records. Complete the *Receipt Form for Accommodated Test Materials* and keep this form for your records.
- Locate the Test Coordinator Kit. Review the contents and place the kit in a secure location to be retrieved after the completion of testing. The kit contains the following:


Table 25: Contents of Test Coordinator Kits

	
Purple Pearson Return Labels for secure, nonscorable materials	Green Measurement Inc. Return Labels for secure, nonscorable materials

<div style="display: inline-block; background-color: black; color: white; padding: 2px 5px; border-radius: 5px;">ELA</div> <div style="display: inline-block; background-color: black; color: white; padding: 2px 5px; border-radius: 5px; margin-left: 10px;">Math</div>	<div style="display: inline-block; background-color: black; color: white; padding: 2px 5px; border-radius: 5px;">Science</div>
UPS Ground Return Labels for secure, nonscorable materials	FedEx Return Labels used to return secure, nonscorable materials
Pearson Return Instructions Sheet	Measurement Inc. Return Instructions Sheet
Transcription Directions	Transcription Directions
Shipping Carrier Return Instructions	Shipping Carrier Return Instructions

- Keep all test materials in centrally located, locked storage with limited access until it is time to distribute them to the STCs.
- When transferring secure materials to the STCs, both the DTC and STC are expected to initial the *District Chain-of-Custody Form for Initial Shipment*. Record the date and time of the transfer as well.
- Keep all boxes in which the test materials were delivered for returning secure, nonscorable materials when testing is complete. Take care to keep the boxes for ELA/mathematics and science separate, as they are returned to different vendors.
- Report the following occurrences immediately to the appropriate state assessment program coordinator using the *Form to Report Contaminated, Damaged, or Missing Materials* found in **Appendix B** or at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms** and see **Section 2.1.6** for information on how to submit this form. Return damaged test kits with all other secure, nonscorable materials.
 - Non-receipt of any mathematics human reader scripts or test kits listed on the School Packing List.
 - Discovery of a damaged test booklet.
 - Discovery of missing or duplicate security numbers on any test booklets.

Table 26: Paper-Based Test Materials

Test Format	Description
	Paper tests are packaged in individual kits for a single student to use. A regular test kit will include the test booklet and ancillary materials (mathematics tools, mathematics reference sheets, and periodic table).

After Transferring Test Materials to the School

After the DTC transfers the school test materials to the STC, the STC is expected to follow the instructions below for taking inventory, auditing the materials, and distributing materials to TAs.

- If secure materials were received, such as mathematics human reader scripts for computer-based testing, or paper-based test kits, count the materials received to verify that the quantities listed on the school packing list were shipped as indicated.
- Open each kit to verify all needed materials are included. Report the following occurrences immediately to the DTC using the *Form to Report Contaminated, Damaged, or Missing Materials* found in **Appendix B** or at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms**, and see **Section 2.1.6** for information on how to submit this form.

- If additional materials are needed, the DTC will need to place an additional order through PAN.
- Report any missing, misnumbered, or damaged test booklets to the DTC. If replacements are needed, the DTC can submit an additional order through PAN.
- Keep all test materials in centrally located, locked storage with limited access until they are distributed to the TAs.
- Test materials must be distributed only on the test administration day and must be returned to the STC for secure storage immediately after testing. Use a chain-of-custody form or equivalent to track the transfer.
- Remind TAs that all test materials are secure and must be returned immediately after testing.

3.6.2 Additional Orders

DTCs are not to submit additional orders prior to receiving the initial shipment of test materials. All test materials for all schools must be inventoried prior to submitting any additional orders.

The DTC can place an additional order through the Orders & Shipment Tracking page in [PAN](#). For ELA/Math, this page can also be used to track orders placed by your district. For NJSLA–Science, Measurement Incorporated will send tracking numbers by email.

Mathematics human reader scripts or accommodated test kits can be ordered. For a detailed list of materials that are included in test kits, see **Section 6.2**.

Be sure to review orders carefully before submission. Once an additional order is approved, plan for up to five business days for the order to arrive. Additional orders will be reviewed and approved daily.

If mathematics human reader scripts or accommodated test kits are ordered at the district level in PAN, rather than for a specific school, the DTC will need to use *the District Chain-of-Custody Form for Additional Orders* to track the transfer of the materials to the school. To track the materials within the school, the STC will need to use a generic chain-of-custody form, which can be found at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms**.


If orders were placed at the school level in PAN, the materials will be shipped to the district with a school chain-of-custody form for the school to use.








Note: Braille test kits are not automatically shipped for students whose SR/PNP indicates the screen reader accommodation. Instead, DTCs will need to utilize the additional order window to request a braille test kit for students who require components of the braille test kit, such as tactile graphics, as part of their accommodated, computer-based testing needs.

3.6.3 Distribute Test Materials to TAs

The STC must distribute test materials to and collect materials from the TAs each test administration day. To maintain the security of test materials, they must not be stored in classrooms prior to or following the day of administration. Keep all test materials in centrally located, locked storage with limited access until materials are distributed to the TA. Use chain-of-custody forms to document the distribution and the return of these materials.

Test materials that must be distributed to and collected from TAs include:

- **Materials printed locally by the DTC or STC**
 -  Student testing tickets are available at PAN.

-  If hard copies are desired, grade-specific mathematics reference sheets and periodic tables may be printed from the [New Jersey Assessments Resource Center](#), under **Educator Resources > Test Administration Resources > Testing Resources**. These cannot be reused for another unit if written on; a new one must then be provided.
 - TA Scripts: electronic versions of the scripts are available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Test Administrator Scripts**.
 - Proctor Authorization Tickets for computer-based human reader accommodated tests for ELA and science. **Note:** for mathematics, a Human Reader Script is required.
- **Vendor-supplied materials**
 -  Braille test kit
 -  Mathematics human reader scripts
 - *TAM*: electronic version of the manual can be viewed at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Test Administrator Manuals** as well as on the [NJSLA-S website](#).
 -  Paper-based test kits: one kit per student, per test. Kits include test booklet(s), mathematics tools, reference sheet, or periodic table (if applicable).
 - **School-supplied materials**
 - Wooden No. 2 pencils 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, which is 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 (see “Mathematics Tools for Administration” section for more information).
 -  Testing devices that meet the minimum technology specifications set forth by the state and described at the [NJ Assessments Resource Center](#), located under **Technology Setup > System Requirements and Bulletins** (**Note:** students cannot not supply their own devices for testing).
 - Headphones (see Headphones, **Section 3.6.3**, for more information).
 - Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, see **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 (a copy of the sign is available in **Appendix C** of the *TAM*).
 -  Computers or tablets for TAs to manage test sessions in PAN.

Calculators

Usage of calculators is permitted only in certain units or sections of units in the mathematics assessment, and in all units of the science 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.
- In science, all units permit calculator usage.
- For NJGPA, the first mathematics unit is split into two sections: a non-calculator section and a calculator section. The other unit permits 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*, a separate accommodation allows a calculation device to be used on non-calculator sections of the assessments. If a student needs a calculator as part of an accommodation in a non-calculator section of a computer-based test, the student will need a handheld calculator because an online calculator will not be available. For more clarifications and complete guidance, refer to **4D** and **4E (CBT)** or **Appendix A (PBT)** of the *AF&A Manual* and the *Calculator Policy* at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources**.

Table 27: Handheld Calculator Types

Grades	Math	Science
Grades 3-5	For grades 3–5, calculators are allowed for accommodation use only.	For grade 5, all students may use four-function calculators with square root and percentage functions.
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.	N/A
Grade 8	For grade 8, students may use only scientific calculators for the calculator units.	For grade 8, students may only use scientific calculators.
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.	For grade 11, students may use only graphing calculators (with functionality consistent with the TI-84 or a similar model).

Table 28: Calculator Policy by Test Format

Test Format	Calculator Policy
	<p>For computer-based testing, the calculator will be available through the testing platform. Students must have prior experience with the TestNav-provided calculator; practice tests and tutorials are available in TestNav and at the New Jersey Assessments Resource Center under Educator Resources. However, LEAs or schools may choose to provide students with hand-held calculators. LEAs or schools should make this determination based on what is regularly used during instruction. If LEAs or schools choose this option, they will determine who is responsible for providing hand-held calculators (e.g., school or student). During mathematics units that are comprised of both a non-calculator section and calculator section, students will be prompted to raise their hand to ask for a calculator if this option applies.</p>
	<p>For security purposes, each unit (e.g., Unit 1 or Unit 2) must be completed by all students within the same grade/course on the same school day, with the exceptions of make-up testing (refer to Section 2.4.2) and students with an extended time accommodation (refer to Section 2.4.3).</p>

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



- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop, PDA, or phone-based calculators are allowed during the assessments.
- Students are not allowed to share calculators with another student during a test unit.
- TAs must confirm that the memory on all calculators has been cleared before and after the testing sessions.
- Instructional manuals and function reference sheets for handheld calculators should be removed before testing.
- Calculators with “QWERTY” keyboards are not permitted.
- If LEAs or schools permit students to bring their own handheld calculators for testing, STCs or TAs must confirm that the calculators meet the requirements defined above.
- If any student needs a specific calculator (e.g., large key or talking), the student can also bring their own, provided it is specified in their approved IEP or 504 Plan.

Math

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 using these tools with the practice tests or sample items using these tools.

Table 29: Mathematics Tools Policy by Test Format

Tools	 Computer-based Testing Mathematics Tools for Administration Policy	 Paper-based Testing Mathematics Tools for Administration Policy
Rulers and Protractors	<p>Required tools will be provided through the TestNav platform. Schools may not provide their own rulers and protractors in the grades where rulers and protractors are NJSLA/NJGPA-provided tools (see Table 30).</p> <p>Rulers and Protractors are allowable for use on the NJGPA Math, Algebra I, and Algebra II assessments. Protractors are allowable for use on grade 8 and all high school mathematics courses. These optional tools are not provided through the TestNav platform. If these tools will be used by students during the assessments, schools must provide them.</p>	<p>The vendor will provide required rulers and protractors for paper-based assessments at certain grade levels, as outlined in Table 30.</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. • Protractors are an optional tool for grade 8 and all high school mathematics courses. Rulers are an optional tool for NJGPA Math, Algebra I, and Algebra II assessments. The vendor will not provide these materials.



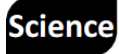
Tools	 Computer-based Testing Mathematics Tools for Administration Policy	 Paper-based Testing Mathematics Tools for Administration Policy
Mathematics Reference Sheets	<p>For computer-based testing, mathematics reference sheets are available to students in grades 5-8 and high school through the testing platform. However, schools may choose to locally print and provide copies to students during testing.</p> <p>If providing students with printed copies of the mathematics reference sheets, the following protocols must be followed:</p> <ul style="list-style-type: none"> • The printed copies must be approved mathematics reference sheets, available at the New Jersey Assessments Resource Center, located under Educator Resources > Test Administration Resources > Testing Resources. • The copies must be free of any writing or notes. • 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. 	<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 New Jersey Assessments Resource Center, located under Educator Resources > Test Administration 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 NJGPA Math and Geometry and assessments. Geometry tools are not allowed for grades 3-7, Algebra I, and Algebra II.</p>	<p>Tracing paper, reflection tools, straight edges, and compasses are optional for the Geometry assessments. Geometry tools are not allowed for grades 3-7, Algebra I, and Algebra II.</p>

Table 30: Mathematics Tools by Course

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

Grades/ Course	Required (Vendor-supplied)	Allowable (Not supplied by Vendor)
Grade 5	<ul style="list-style-type: none"> • Ruler (1/4 inch) • Protractor • 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
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
NJGPA	High School mathematics reference sheet	<ul style="list-style-type: none"> • Ruler (1/8 inch) • 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 [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Testing Resources**.



Science Tools for Administration

The tools listed below must be provided to students to use during test administration. For computer-based testing, the periodic table will be available in TestNav. It is recommended that students have ample opportunity prior to the test to view and use the periodic table in the computer-based practice tests. Please note the instructions in **Section 1.4** of the *TAM* for magnifying the periodic table. Schools may choose to locally print and provide copies to students during testing. If students are provided with printed copies, the following protocol must be implemented:

Table 31: Science Tools by Grade




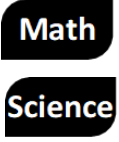
Grades	 Computer-based Testing Mathematics Tools for Administration Policy	 Paper-based Testing Mathematics Tools for Administration Policy
Grade 5	N/A	N/A
Grades 8 and 11	<p>Periodic Tables: For computer-based testing, periodic tables are available to students in grades 8 and 11 through the testing platform. However, schools may choose to locally print and provide copies to students during testing. If students are provided with printed copies of the periodic table, the following protocols must be followed:</p> <ul style="list-style-type: none"> • The printed copies must be approved periodic tables, available at the New Jersey Assessments Resource Center, located under Educator Resources > Test Administration Resources > Testing Resources. • The copies must be free of any writing or notes. • If students write on the periodic tables during testing, they are then considered secure materials and must be securely destroyed after testing that unit. 	<p>Periodic Tables: For paper-based testing, periodic tables are vendor-supplied for grades 8 and 11.</p> <ul style="list-style-type: none"> • Periodic tables will be provided in each test kit. • 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 New Jersey Assessments Resource Center, located under Educator Resources > Test Administration Resources > Testing Resources. • If students write on the periodic tables during testing, they are then considered secure materials and must be securely destroyed after testing that unit.

Table 32: Headphone Requirements

Content Area	Requirement
	Required for all computer-based testing students

Content Area	Requirement
	<p>Required for students who receive the following accessibility features or accommodations:</p> <ul style="list-style-type: none"> • Text-to-speech. • Stand-alone headphones used as a noise buffer. • Screen reader form.

Headphones are needed for all ELA computer-based test units, as well as for students who receive the text-to-speech accommodation for ELA assessments, the text-to-speech accessibility feature for mathematics and science assessments, or the screen reader accommodation. In some instances, headphones may be used as a testing accommodation. Bluetooth enabled headphones may not be used during testing for security reasons.

Stand-alone headphones (i.e., headphones not connected to a device) are also 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. Bluetooth enabled headphones may not be used during testing for test security reasons.

Schools may provide headphones or schools can instruct students to bring their own headphones.

For computer-based tests requiring sound, students should set the testing device system volume to the highest comfortable level on the device at the sign-in screen in TestNav. There are two ways to control the volume: the volume control on the testing device and the volume control in the text-to-speech settings. Students will be prompted to check the volume levels on their headphones at the start of each unit. In the text-to-speech setting, the volume setting will reset to the default between items. For iPads, the device volume controls must be used as the volume setting will not appear in TestNav. Students can adjust the volume level within TestNav at any point in the unit; however, they will not be able to adjust the volume on the device while TestNav is running.

Mathematics Human Reader Scripts

Schools will receive paper copies of human reader scripts for students registered to take mathematics assessments with the human reader accessibility feature. These secure documents are required to be used when providing a human reader accessibility feature for mathematics. Human reader scripts must be returned to Pearson at the end of testing.

These scripts are necessary for the completion of testing and are considered secure materials. If students are not properly registered prior to the deadline, DTCs must place an additional order for these materials. Refer to **Section 3.6.2** for guidance on placing an additional order.



Human reader scripts are not provided for the computer-based English Language Arts or science assessments. TAs will use the Proctor Authorization Ticket to read the test to all students in the session. To print Proctor Authorization Tickets, refer to the **Retrieve Resources for an Online Test** section of the [PAN Online Support](#).

3.7 Finalize Preparations for Testing

Before testing, STCs must confirm the following tasks have been completed:

- Verify that testing rooms are configured so that students are separated by a reasonable distance to encourage independent work and to prevent cheating.
- Ensure testing rooms are clear of all instructional displays (refer to **Section 2.3** for prohibited materials).
- Prepare to distribute testing materials to TAs.

Table 33: Preparations for Testing by Test Format

Test Format	Description
	<p>For computer-based testing, STCs must also:</p> <ul style="list-style-type: none"> • Confirm that all the testing devices meet the requirements needed to administer the computer-based tests. • Confirm that headphones are available for every student taking computer-based tests for ELA or those who need them for accommodations/accessibility purposes only. • Print student testing tickets. • Create computer-based test sessions in PAN. • Verify the students needing accessibility features and/or accommodations (e.g., text-to-speech) have been assigned the correct test form. • If needed, remind TAs that there are task-based PAN training modules on how to start and stop test sessions. • For computer-based testing, STCs must also prepare a generic Chain-of-Custody Form for Computer-Based Testing Materials or an equivalent tracking log in preparation for hand-off of secure materials to TAs on testing day.
	<p>For paper-based testing, STCs must also record all test materials (with security numbers listed on the secure documents) in chain- of-custody documentation in preparation for hand-off to TAs on testing day.</p>

3.8 Meet with Students

Prior to testing, it is recommended that STCs meet with students to review the following information:

- Testing schedule.
- Materials students should bring with them to testing (e.g., headphones, handheld calculators, or recreational book for after testing).
- Policy that making calls, texting, taking pictures, and browsing the internet are not allowed in the testing environment.
- Policy that unauthorized electronic devices are prohibited in the testing room.
- Policy that coats, backpacks and purses are prohibited in the testing room.
- Any local school procedures during testing (i.e., procedures for breaks).












4.0 During Testing

This section describes activities for the DTC, STC, and Technology Coordinators to perform during testing days.

4.1 Checklist of Tasks to Complete During Testing

The tasks in the checklist below must be completed during testing.

Table 34: Tasks to Complete During Testing

Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	N/A	<input type="checkbox"/>	<input type="checkbox"/>	Ensure that TAs have an approved device.	Section 3.4.3
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Ensure that TAs provide students with their approved testing accommodations and pre-identified accessibility features.	Section 3.7
	N/A	<input type="checkbox"/>	N/A	Distribute test materials to TAs.	Section 3.6.3
	N/A	<input type="checkbox"/>	N/A	Manage test sessions in PAN.	Section 4.1.1
	N/A	<input type="checkbox"/>	N/A	Monitor each testing room to ensure that test administration and security protocols are followed and required administration information is being documented and collected. Be available during testing to answer questions from TAs.	Section 4.1.3
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Investigate all testing irregularities and security breaches and follow policy for reporting these incidents.	Section 2.2
	N/A	N/A	<input type="checkbox"/>	Respond to all technology-related issues.	Section 4.1.2
	N/A	<input type="checkbox"/>	N/A	Create make-up test sessions in PAN.	Section 4.1.4
	N/A	<input type="checkbox"/>	N/A	Schedule and supervise make-up testing.	Sections 2.4.2 and 4.1.4
	N/A	<input type="checkbox"/>	N/A	Collect materials from TAs.	Section 4.1.4
	N/A	<input type="checkbox"/>	N/A	For each testing day, ensure that all units are locked after testing in PAN.	Section 4.1.4

4.1.1  Managing Test Sessions in PearsonAccess^{next} (Day of Testing)

On the first day of testing, DTC, STCs, or TAs must start the session, and on each testing day, unlock the appropriate unit for students right before testing is to begin.

DTCs, STCs, or TAs may unlock or lock units at the session level. TAs may unlock or lock individual units for appropriate students. Only the unit being tested should be unlocked for a student. Only one unit can be unlocked for each student’s test at a time. For more information, refer to the **Manage Students in Sessions** training module located in [PAN Online Support](#). Step-by-step instructions for managing a session are also available in [PAN Online Support](#).

Note: Ensure students do not have any programs or apps running prior to launching TestNav. These programs may interrupt testing or cause a testing irregularity or security breach.

Within PAN, TAs can monitor the real-time status of students by refreshing their browsers. Table 35.0 describes the possible statuses for a student during each unit. Refer to the **Monitoring an Online Test Session** training module located in [PAN Online Support](#).

Table 35: Student Statuses in PearsonAccess^{next}

Status	Description
Ready	The student has not yet started the unit.
Active	The student has logged in and started the unit.
Exited	The student has exited TestNav but has not submitted test responses. The student cannot resume testing unless authorized by TA.
Resumed	<p>The student has been authorized to resume the unit.</p> <p>Resume a unit when a student exits a unit (either intentionally or unintentionally) before finishing the unit, and the student is intended to continue the same unit.</p> <p>Only student tests in Exited status can be resumed. Student tests in Ready, Completed, or Marked Complete statuses cannot be resumed.</p>
Resumed Upload	<p>Resume Upload should only be used in rare circumstances when TestNav cannot locate the Student Response File (SRF) and an error code appears on the student testing device. Resume Upload prompts TestNav to check for a saved response file (SRF) on the testing computer when the student signs in to continue.</p> <p>Test Administrators should contact the School Test Coordinator or Technology Coordinator for assistance before selecting Resume Upload.</p>
Completed	The unit has been submitted by the student through TestNav.
Marked Complete	The STC must mark a unit complete when a student has exited TestNav and will not return.

Note: If any students have been assigned and/or started a test without their proper accommodation, refer to the *NJ Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* (available at the [New Jersey Assessments Resource Center](#), under **Educator Resources > Test Administration Resources > PearsonAccess^{next} Resources**) and enlist the Technology Coordinator to help if necessary.

Technology Tasks During Testing

Troubleshooting Computer-Based Testing

Technology Coordinators or their designees need to be on hand to help address any technology issues. They must be mindful of test security procedures. Resources for troubleshooting the following common computer-based testing issues have been developed:

- A student has the wrong form assignment for accommodated testing (refer to **Section 6.2**).
- A student exits TestNav (either unintentionally or intentionally).

If a student exits TestNav (either unintentionally or intentionally) before completing a test:

- Verify that TestNav is shut down for the student.
- Resume the student’s test in PAN.

The student’s test will resume from the point at which the test was interrupted. The system will upload any test responses that the student entered after the interruption if resuming on the same testing device.

Technology Coordinators need to respond as quickly as possible when technological disruptions occur. Cell phones are permitted in the testing environment to contact the Customer Support Center when troubleshooting guidance is needed. However, Technology Coordinators must not take photos of error screens. Error codes for TestNav and guidance for resolving computer-based testing issues can be found in the **Troubleshooting** section of [TestNav 8 Online Support](#).

4.1.3 Monitor Test Activity and Maintain Test Security

The DTC and STC must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. STCs must be available during testing to answer questions from TAs and proctors. DTCs must monitor reports of testing irregularities and security breaches and ensure that STCs follow procedures for reporting such events. Refer to **Section 2.2.2** for reporting procedures.

STCs must ensure that during each unit of the test, TAs and proctors walk around the room and check that students are working in the correct unit and section (if applicable). A useful feature in PAN is the Student Test Status Dashboard, which displays the progress on each student test, and remains visible even if PAN automatically logs out due to inactivity. At no time are any school staff allowed to log in to TestNav using a student testing ticket except for transcription protocol; however, TAs may help students log in if issues arise.

In addition, test coordinators must ensure that TAs provide students with their approved testing accommodations and pre-identified accessibility features. If a computer-based accommodation is not appearing for a student, refer to *NJ Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* (available at the [New Jersey Assessments Resource Center](#), under **Educator Resources > Test Administration Resources > PearsonAccess^{next} Resources**) and enlist the Technology Coordinator to help if necessary. Remember, the human reader script must be used if a human reader is administering the mathematics assessment, and human reader scripts are secure test materials and must be returned to the vendor.

4.1.4 End-of-Unit Tasks

TestNav Logout and Lock Units

As students complete each unit, TAs will use the instructions at the end of the administration script to help students submit their answers and submit the unit. TAs may provide navigational guidance as students click through the log-out steps.

STCs may check to ensure all students have submitted the unit by reviewing student statuses on the **Testing > Students in Sessions** page in [PAN](#).

Student tests that are still active in TestNav will appear in an Active status. The student testing devices must be checked to make sure TestNav has been exited after testing.

Only mark student tests complete in PAN if the student started but will not complete the unit.

After all students are logged out of TestNav, the STC must ensure that all units in PAN are locked.

Table 36: TestNav Auto-Time Out




Test Format	Description
	If a student has been inactive in TestNav for 20 minutes, an Inactivity Timer comes on by giving a 30-second pop-up warning. If the student does not move the mouse to restart the timer, the student test will be placed in Exited status. The test administrator will have to Resume the student, and the student must use their login to re-enter TestNav.

Table 37: Material to Collect by Test Format

Test Format	Description
	<ul style="list-style-type: none"> • Student testing tickets. • Used and unused scratch paper (Unused scratch paper may be reused.). • Accommodated test materials, such as mathematics human reader scripts. • Locally printed copies of mathematics reference sheets or periodic tables.
	<ul style="list-style-type: none"> • All used and unused test kits (Ensure all used test booklets have a student name written on them and complete the School User Only section.). • Used and unused scratch paper (Unused scratch paper may be reused.). • Hard-copy mathematics reference sheets. • Vendor-supplied rulers and protractors. • Hard-copy periodic tables. • School-supplied calculators. • Any accommodated responses captured on paper or an electronic device (If the response is being transcribed directly from a computer, the computer must remain secure until the responses are transcribed. Then, the responses must be totally removed from the computer).

Follow all chain-of-custody procedures. At the end of each day of testing, ensure all materials from the assessment have been returned to the locked storage area. Verify units have been locked for absent students

during sessions and that all units for all students are locked overnight. Take inventory of all secure materials to be sure that none are missing. If materials are missing, refer to **Section 2.1.5** for reporting procedures.


Administer Make-Up Testing

Students who are not tested on the regular administration date due to a temporary illness or other excused absence are expected to be tested during the make-up testing period. For guidelines, refer to **Section 2.4.2**.

4.2 Procedures for Testing Irregularities (Day of Testing)

4.2.1 Dismissing Students for Misconduct


The TA has the authority to dismiss any student for misconduct according to school and/or district policy. If student misconduct warrants dismissal, collect the student's test materials. The student will then be dismissed from the testing environment. The student may be eligible to continue testing in another location (e.g., guidance counselor's office) according to local policy. Follow the protocol in **Section 2.2.2** for reporting testing irregularities and security breaches.

 If a student is dismissed, the TA must exit the student's test in TestNav and ensure the student's unit is locked in PAN.

If a student is observed with any of the items listed in **Section 2.2.1** during testing or during breaks, the TA must collect the prohibited materials and immediately report the incident to the STC. Follow the protocol in **Section 2.2.2** for reporting testing irregularities and security breaches.

4.2.2 Item Irregularities During Testing

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

-  For computer-based testing: If the issue being experienced is with a particular item, the TA should instruct the student to bookmark the item and continue testing. The TA must inform the STC and/or Technology Coordinator about the issue as soon as possible. The TA should try to troubleshoot the issue with the remaining item by contacting the Technology Coordinator or by escalating the issue according to the school's protocols. Importantly, do not submit the test. If troubleshooting does not resolve the issue, the Technology Coordinator, DTC, or STC must immediately call the Customer Support Center at 1-888-705-9416 to report the issue and the appropriate state coordinator for guidance.
- If a timely solution cannot be found, the TA should:
 - Instruct the student to proceed with the test.
 - Record the following information: grade/course, content area, test session name, form ID, student's SID number, item number, and how the test was accessed (i.e., device and operating system).
 - Provide a brief description of the issue and provide that information to the STC to complete the *Testing Irregularity or Security Breach Form* so that the DTC can communicate with the appropriate state assessment coordinator. See **Section 2.2.2** for the protocol to complete and submit this form. Actual wording from the question should never be included either verbally or in writing.
 - Again, the content of the test itself should never be referenced, captured as an image, emailed within the school or district, or included in communication with NJDOE or Customer Support. Doing so is a breach of security. To ensure privacy, only provide the last 4 digits of

the student’s SID or the test and session name in communications rather than the student’s name.




- Remember, school personnel may not read or review a test item unless absolutely necessary to resolve problems preventing a student from testing. All staff involved in testing must sign the Security Agreement, which prohibits copying or revealing test content or student responses (refer to **Section 2.1.3** and **Appendix B**).

4.2.3 Procedures for Safety Threats and Severe Weather

In all instances of safety and severe weather threats, consult your local evacuation policy. If 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.

If 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.
- For computer-based testing, exit the tests from the testing devices and lock the test units in PAN, if time permits.
- Upon returning to the testing room, prepare students for the continuation of the unit:
 - TAs must inform students how many minutes remain in the unit.
 - TAs must write the updated start time and stop time of the unit on the board.
 -  For computer-based testing, students may need to be resumed in PAN and the units unlocked.
 -  TestNav will automatically close after 20 minutes of inactivity. Students will be in exited status and the TA will have to resume the test for the student to log back into the TestNav application.

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

5.0 After Completion of All Testing

This section describes activities for the DTC, STC, and Technology Coordinator to perform after testing is complete.

5.1 Checklist of Tasks to Complete After Testing

Completing tasks during the timelines in the following checklists is strongly recommended.

Table 38: Tasks to Perform on the Last Day of Testing








Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	N/A	<input type="checkbox"/>	N/A	Remove unconsumed tests, mark partially consumed tests complete, and stop all test sessions. Student tests are not submitted for scoring until all units are in a complete or marked complete status.	Section 5.3
	N/A	<input type="checkbox"/>	N/A	Transcribe test responses for students with response accommodations or who took a paper-based test, if not already done.	Section 5.2
	N/A	<input type="checkbox"/>	N/A	Collect all secure test materials from TAs and document using the appropriate chain-of-custody form.	Section 5.4
	<input type="checkbox"/>	N/A	N/A	Collect all secure test materials that need to be returned to vendor from the STCs and document using the appropriate chain-of-custody form.	Section 5.4

Table 39: Tasks to Perform Within One Week of the Last Day of Testing

Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Recycle <i>TAM</i> , blank or unused scratch paper, and unused vendor-supplied mathematics reference sheets and periodic tables.	Section 5.4.1
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Destroy scratch paper, mathematics reference sheets, and periodic tables written on by students.	Section 5.4.1
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Destroy all printed student testing tickets.	Section 5.4.1








Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	<input type="checkbox"/>	N/A	N/A	Organize and return secure materials to vendor within five school days of the end of testing in the district. Ensure that all return boxes have appropriate labels.	Section 5.4.2
	N/A	<input type="checkbox"/>	N/A	Complete a <i>Post-Test Certification Form</i> .	Section 5.4.3
	<input type="checkbox"/>	N/A	N/A	Upload the <i>Post-Test Certification Form</i> to PAN .	Section 5.4.3

Table 40: Tasks to Perform by the End of the Administration Cleanup Window

Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Resolve rejected student test alerts in PAN per NJDOE guidelines.	Section 5.5.1
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Manage student tests, resolve critical warnings in PAN, and perform additional data cleanup.	Section 5.5
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Make sure the student’s accountable organization is correct, especially in the case where the student’s accountable organization is not the same as their testing organization. Incorrect coding may result in student test results being assigned to the wrong district/school, and inaccurate district/school summary data.	Section 5.5
	<input type="checkbox"/>	N/A	N/A	Keep records according to policy.	Section 5.6

5.2 Transcription of Student Test Responses

Answer documents are no longer used for paper-based testing. Instead, students will write their answers in their test booklet. All student responses recorded in the student’s paper test booklet must be transcribed into TestNav by the posted deadline based on the guidance document at the [New Jersey Assessments Resource Center](#) located under **Educator Resources > Test Administration Resources > Testing Resources**.

For student’s responses that must first be transcribed into the paper test booklet, follow the steps in **Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses** in the *New Jersey Accessibility Features and Accommodations (AF&A) Manual*. LEAs that return secure paper test materials to the vendor without transcribing student responses into TestNav as required, will be assessed with a few of \$500 for scoring, per student/ per content area.

5.3 PearsonAccess^{next} Session Cleanup Activities

Remove Students in Ready Status

Student tests that have all units in a status of Ready must be removed from the test session in PAN.

Unenroll Students Registered in Error

Occasionally, LEAs will register students in PAN who are not required to test (i.e., students who are taking the DLM assessments). To address this error, the steps below are provided, along with links to resources, to help LEAs unenroll a student who was incorrectly registered for testing:

- If the student's tests are in a testing session, remove them from any sessions.
- Next, manually unassign the tests through **Setup > Students** in [PAN](#). For steps to unassign a test, refer to the **Assign/Unassign a Test** section of [PAN Online Support](#).
- Then, manually unregister the student through **Setup > Students** in [PAN](#). For steps to unregister a student, refer to the **Register/Unregister a Student** section of [PAN Online Support](#).
- Finally, unenroll the student. For steps to unenroll a student, refer to the **Steps to Manage Student Enrollments in an Organization** section of [PAN Online Support](#).

Mark Tests Complete

STCs or their designees must manually mark student tests complete for students who exited the test and did not resume testing, or who exited a test instead of clicking **Submit**. The reason that the test is being **Marked Complete** must be entered in PAN. If one or more units has a status other than **Ready**, then all units of the test must be marked complete. Do not mark a student's test complete if all units show a status of **Ready**; such a test should be removed from the session. See **Section 5.5.2** for instructions on applying Not Tested Codes to these student tests.

Stop Test Sessions

If all students have completed testing and submitted their responses, stop test sessions by clicking the **Stop** button on the **Students in Sessions** screen on PAN. Test sessions cannot be stopped until:

- All student tests in **Ready** status have been moved to a make-up test session in PAN or have been removed from the test session.
- All student tests are in **Completed** or **Marked Complete** status.

5.4 Collect, Organize, and Return Materials

Immediately after the final unit is administered, the STC must collect the test materials listed below from TAs. The transfer and/or destruction of secure materials must be documented on the appropriate chain-of-custody form or other tracking log (refer to **Section 2.1**). The STC must then turn over certain secure materials to the DTC to return to the assessment vendors.

5.4.1 Organize Materials

Nonsecure Materials That May Be Recycled or Reused

Recycling should be done by the district or school. Do **not** return these materials to Measurement Incorporated or Pearson.

- Test Administrator Manual (if printed by the district).
- Test Coordinator Manual (if printed by the district).
- Mathematics reference sheets and periodic tables that were not written on by students.
- Unused scratch paper.

- Test Administrator Scripts (Does **not** include secure mathematics human reader scripts which must be returned to Pearson with secure materials).

Secure Test Materials That Must Be Securely Destroyed

Shredding (or another method of securely destroying test materials) may be done by the school, district, or an outside company. Do not return these materials to Measurement Incorporated or Pearson.

- Student testing tickets.
- Student rosters containing TestNav usernames and passwords.
- Any reports or other documents that contain personally identifiable student information.
- Scratch paper written on by students.
- Mathematics reference sheets and periodic tables written on by students.
- All accommodated responses captured on paper or an electronic device; these should have already been transcribed verbatim into the test booklet (if applicable) and transcribed into TestNav by the established deadline. Do not destroy test booklets.

Secure Test Materials That Must Be Returned to the DTC

The STC must transfer the following secure materials to the DTC to ship back to the vendor. Secure materials include:

- All test booklets, including braille, large print and Spanish.
- Mathematics human reader scripts.

Important: Student responses must be recorded in the student’s paper test booklet, an electronic device, or a braille writing device, according to their accommodations, and then transcribed into TestNav based on the guidance document at the [New Jersey Assessments Resource Center](#) located under **Educator Resources > Test Administration Resources > Testing Resources**. Student responses recorded in an electronic device or a braille writing device must be transcribed verbatim into the test booklet before they are transcribed into TestNav.

Organizing Test Materials

Before transferring secure materials to the DTC, verify the student’s name is printed and School User Only section is completed on the front cover of each used test booklet.

If any of the secure materials to return to the vendor are missing or contaminated, immediately report this matter to the DTC, if not already reported. Schools must investigate any report of missing test materials. The DTC must contact the appropriate state assessment program coordinator, complete the *Form to Report Contaminated, Damaged, or Missing Materials* found in **Appendix B** or at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms**, following the directions in **Section 2.1.5**. If no secure materials were shipped to the district, there may be nothing that needs to be shipped back to Measurement Incorporated or Pearson.

5.4.2 Package and Return Materials

Follow these instructions if your district has any secure materials that must be returned to the vendor (i.e., test booklets or mathematics human reader scripts). It is **very important** to ship the NJSLA and NJGPA ELA/mathematics materials separately from the science materials. These materials are sent to different vendors with different addresses using different shipping carriers.

The DTC must collect all secure materials from all schools and fill out the *Return Form for Accommodated Test Materials* when packaging them to be returned. Keep the form for your records.

Materials must be packed and returned from the district, not from individual schools. The district may return materials from multiple schools together in the same box. Materials must be shipped from the district no later than five days after the district testing window closes. Materials returned late or not transcribed into TestNav by the established deadline risk not receiving scores.

Secure Materials to Return to Vendor

- All test booklets, including Braille, Large Print and Spanish.
- Mathematics human reader scripts.

It is recommended to handle and pack the NJSLA and NJGPA ELA/mathematics materials at a different time from the science materials to avoid accidentally mixing them up and shipping them to the wrong place.

Retrieve the Test Coordinator Kit that was shipped with your testing materials in District Box 1. Inside you will find the supplies needed to return materials to the vendor, and the *Return Instruction Sheet and Shipping Carrier Return Instructions*. Return labels are not interchangeable between NJSLA and NJGPA ELA/mathematics and science. The instruction sheets are slightly different between NJSLA and NJGPA ELA/mathematics and science as well. If there is an insufficient amount of these supplies, the DTC can place an additional order in PAN. Refer to **Section 3.6.2** for additional information on additional orders. If you only received secure NJSLA and NJGPA ELA/mathematics test materials in additional orders, these return materials were not shipped to you automatically.

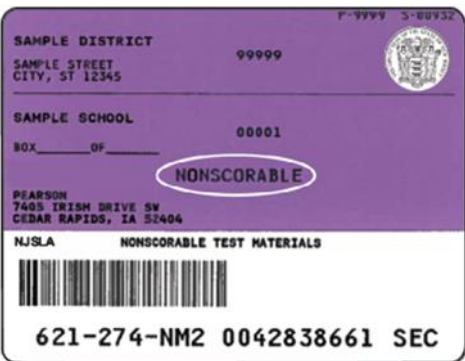
Supplies for Returning Secure Materials


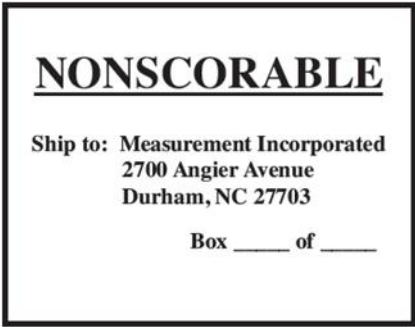
- Return vendor labels (Purple for NJSLA and NJGPA ELA/mathematics or green for science).
- Return shipping labels (UPS labels addressed to Pearson for NJSLA and NJGPA ELA/mathematics or FedEx labels addressed to Measurement Incorporated for science).

Notes:

- Always box NJSLA and NJGPA ELA/mathematics materials separately from science materials as these are shipped to different addresses.
- Do not overfill a box. If any box is not completely filled, add crumpled paper to avoid damage caused by shifting during shipment. Do not use packing peanuts. Seal the boxes securely with packing tape. Remove or cover any previous shipping labels on the packages when applying the new shipping label.

Table 41: Return Labels

Test Content Areas	Shipping Return Labels	Vendor Return Labels
<p>NJSLA and NJGPA ELA/Math Nonscorable Material Labels (Returned to Pearson)</p>		

Test Content Areas	Shipping Return Labels	Vendor Return Labels
<p>Science Nonscorable Material Labels (Returned to Measurement Incorporated)</p>	 <p>The diagram shows a box labeled 'Nonscorable Box' with a 'Nonscorable Label' and a 'FedEx Label'. To the right is a sample FedEx return label for 'MEASUREMENT INC' at '2700 ANGIER AVENUE, DURHAM, NC 27703'. The label includes a 'Turn Over for Instructions' section, a QR code, and a barcode.</p>	 <p>The vendor return label is a rectangular box containing the text: NONSCORABLE, Ship to: Measurement Incorporated, 2700 Angier Avenue, Durham, NC 27703, and Box ____ of ____.</p>

5.4.3 Complete the Post-Test Certification Form

The purpose of this form is for the principal and STC to certify that the security and integrity of the school’s test administration was maintained before, during, and after testing. Once materials have been returned, securely destroyed, or recycled as appropriate, the STC must complete and sign the *Post-Test Certification Form*. The principal, if different from the STC, must also sign the form. The STC then must provide it to the DTC. For a copy of the form, refer to the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms**. The DTC must upload all the completed certification forms to PAN. Refer to **Section 2.1.6** for instructions on how to submit the form in PAN.

5.5 Data Cleanup Activities

LEAs must ensure that the student’s demographic information as well as their accountable organization is correct, especially in the case where the student's accountable organization is not the same as their testing organization. Incorrect coding may result in student test results being assigned to the wrong district/school, and inaccurate district/school summary data. These tasks must be completed by the DTC by the end of the Administration Cleanup Window.

Ensure that natural progressions (changes from middle to high school or vocational/technical school, and from K to 8 school to a regional high school) are accurately reflected in student information systems when determining students’ accountable schools and LEAs when preparing SR/PNP files.

5.5.1 Resolve Rejected Tests in PearsonAccess^{next}

The DTC must resolve all rejected tests. For steps to resolve rejected student tests, refer to the **Fix Rejected Student Test Details** section of the [PAN Online Support](#).

5.5.2 Apply Not Tested Codes

Students with test registrations who did not participate in testing (e.g., absent for the entire testing window), must be marked as **Not Tested** in PAN. The Not Tested codes, to be used when students have not logged onto TestNav for the content area, are as follows:

- Reason code 1—Absent.
- Reason code 2—Medical Emergency.
- Reason code 3—Other (this includes parental refusal to begin a test).

Not Tested codes can only be applied to student tests that are in **Assigned** status. Completed tests must have Not Tested codes removed. If Not Tested codes will be applied to student records, DTCs must contact the

appropriate state coordinator to discuss the application of the code and afterwards, complete and upload an irregularity report to PAN.

5.5.3 Apply Void Codes

Voiding a test means the test will not receive a score. This task (Void) can occur at the test level (e.g., a complete ELA test of Unit 1, or Unit 2). Only students with a test attempt can be marked as Void. Void codes, to be used when students have logged onto TestNav for the content area, are as follows:

- Void code 1—Student Cheating.
- Void code 2—Security Breach.
- Void code 3—Other (this includes parental refusals to complete a test, off-grade level testing, student did not receive appropriate testing accommodations/accessibility features, student received inappropriate testing accommodations/accessibility features).

Tests must not be voided for students who start a test but do not complete it due to being absent for make-up testing. The student’s test must be submitted by marking unconsumed units complete. For computer-based tests, logging in to TestNav constitutes starting a test, regardless of whether any responses were captured. If Void codes will be applied to student records, DTCs must contact the appropriate state coordinator to discuss the application of the code and afterwards, complete and upload an irregularity report to PAN.

5.5.4 Resolve Critical Warnings

PAN will show critical warnings for students who have key demographic information missing. For steps to resolve critical warnings, refer to the **Resolve Student Data Errors and Warnings** section of the [PAN Online Support](#). For a list of fields that have critical warning validations, refer to the *Student Registration/Personal Needs Profile (SR/PNP) Field Definitions* document or *Student Test Update (STU) Field Definitions* document (available at [PAN](#), located under **Support > Documentation**).

5.6 Keep Records

The following records (physical or electronic) must be retained by the district for three years:

- Chain-of-custody documentation (refer to **Section 2.1**).
- The security number for physical test documents assigned to each student.
- If not already included in chain-of-custody documentation, test group/classroom roster records noting who administered each test session (including TA and proctors), names of students assigned to that group.
- Copies of all signed *Security Agreements* (refer to **Section 2.1.3** and **Appendix B**).
- Copies of any *Testing Irregularity* and *Security Breach* Forms.
- Copies of any *Forms to Report Contaminated, Damaged, or Missing Materials*.
- Copies of the *Post-Test Certification Form* from each school.
- Shipping carrier tracking numbers.

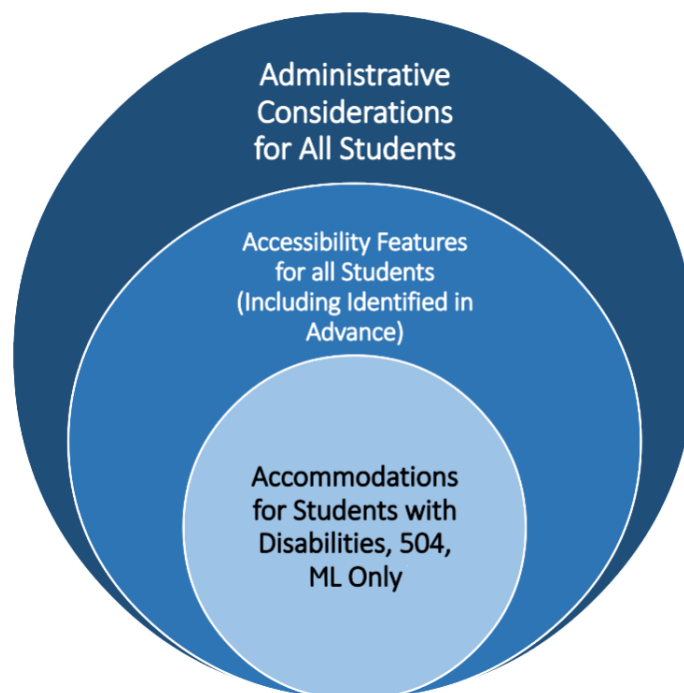
6.0 Accessibility Features and Accommodations and Decision-Making Process

The *Accessibility Features and Accommodations (AF&A) Manual* has been divided into an *Accessibility Features and Accommodations Manual* and a *Decision-Making Process Manual*, both of which are available online at the [New Jersey Assessments Resource Center](#), located **under Educator Resources > Testing Administration Resources > Accessibility Features and Accommodations (AF&A) Resources**. LEAs and schools must refer to the *AF&A Manual* and follow the guidance in the *Decision-Making Process Manual* for full information about identifying and administering accessibility features and accommodations.

6.1 Accessibility Features and Accommodations

The NJSLA and NJGPA accessibility system includes three levels of support for students as shown.

Figure 1: The NJSLA/NJGPA Accessibility System



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 or NJGPA. A small selection of accessibility features available to all students need to be identified in advance.

Accommodations are intended to reduce or even eliminate the effects of a student’s disability and/or multilingual learners proficiency level and provide equitable access for students with disabilities or for multilingual learners. Accommodations do not reduce learning expectations. All accommodations for students with disabilities or multilingual learners must be approved and documented in advance in an IEP, 504 plan, or as part of the accommodations defined for multilingual learners. Responsibility for confirming the need and appropriateness of an accommodation rests with the school-based team involved with each student’s instructional program. A master list of all students and their accommodations must be maintained by the school and/or district. All accessibility features and accommodations used on the NJSLA and NJGPA are expected to be generally consistent with those used in daily instruction.

Note: To ensure students receive their appropriate accessibility feature(s) and or accommodation(s), LEAs are expected to utilize the operational report titled “PNP Report – Accessibility Features and Accommodations for Student Tests” in [PAN](#). This report provides LEAs with a list of students and tests with identified accessibility features and accommodations.

Administration Guidance in the AF&A Manual

In the *AF&A Manual*, guidance is provided for Test Coordinators and TAs on before-testing, during-testing, and after-testing activities necessary for successful administration of each accessibility feature and accommodation. Also refer to the *Accessibility Features and Accommodation FAQ* located at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Testing Administration Resources > Accessibility Features and Accommodations (AF&A) Resources**.

The example below is excerpted and adapted from the *AF&A Manual*.

Table 42: Accessibility Feature Example from Section 1 of the *AF&A Manual*

Accessibility Feature	Administration Guidance
<p>Text-to-Speech for Mathematics & Science Tests <i>(SR/PNP Reference CG)</i></p>	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: The student’s SR/PNP must have text-to-speech selected to activate the feature on the platform. Once a student is placed into a test session, the student will be assigned a form with embedded text-to-speech. Important Note: Volume level must be determined prior to testing; once the test session begins, the volume level cannot be changed. The student will not have access to volume control in the secure TestNav environment. • Test Administrator Training: Refer to the <i>Text-to-Speech Tutorial</i> available at the New Jersey Assessments Resource Center, located under Educator Resources > Tutorials for training on tool functionality. • Differences Between Text Only and Text Plus Graphics: <ul style="list-style-type: none"> ○ Text Plus Graphics – Reads all printed text and the hidden alternate text descriptions for images. ○ Text Only – Reads printed text but does not read any alternate text descriptions for images. <p>During Testing: The student selects the “Text-to-Speech Player” icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the “Text-to-Speech Settings” icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones.</p>

6.2 Before Testing: Preparing for Accessible Test Administration

Reference the *AF&A Manual: Tables 1, 3, 4, 5, and 7*, and the appendices in the *AF&A Manual* outline the before-testing activities necessary for TAs to successfully provide students with each accessibility feature and accommodation.

Identification of Accessibility Features and Accommodations in the Student Registration/Personal Needs Profile (SR/PNP)

The PNP portion of the SR/PNP should be based on observations and preferences related to a student’s testing needs, as stated by the student or parent or guardian, that have been found to increase the student’s access during instruction and assessment. Observations based on a student’s interaction with the computer-based testing platform can be made through the practice tests. A student’s testing needs are expected to be reviewed at least annually, and revised as appropriate, to reflect current education-related needs or preferences.

- For **students with disabilities**, the IEP team or 504 Plan Coordinator will collect student information to populate the PNP.
- For **multilingual learners**, the educators responsible for selecting accommodations (or a multilingual learner team, if available) will identify the accessibility features in the PNP for the student.
- For **multilingual learners with disabilities**, the IEP team or 504 plan coordinator (including an adult familiar with the language needs of the student) will make PNP decisions.
- For students without disabilities who are not multilingual learners, PNP decisions will be made based on the student’s education-related needs and preferences by a team, which may include:
 - Student (as appropriate).
 - Parent or guardian.
 - The student’s primary educator in the assessed content area(s).

The following accessibility features and accommodations are delivered via separate forms of the test. Some cannot be combined.

Paper-Based Testing

- Braille Test Kit.
- Large Print Test Kit.
- Read Aloud Test Kit.
- Spanish Test Kit (mathematics and science only).
- Spanish Large Print Test Kit (mathematics and science only).
- Spanish Read Aloud Test Kit (mathematics and science only).

Computer-Based Testing

- Assistive Technology – screen reader
- Assistive Technology – non-screen reader
- American Sign Language (ASL)
- Closed Captioning (CC) (ELA only)
- Text-to-Speech (TTS)
- Human Reader
- Spanish (mathematics and science only)
- Spanish TTS (mathematics and science only)
- Spanish Human Reader (mathematics and science only)

Once data on student accessibility features and accommodations are collected at the local level, follow the directions for completing and importing the SR/PNP to PAN as described in the *Student Registration/Personal Needs Profile Field Definitions* document, which can be found in [PAN](#) under **Support > Documentation**. Once the SR/PNP has been uploaded, District Test Coordinators and School Test Coordinators can run the *PNP*

Report – Accessibility Features and Accommodations for Student Tests report to review students’ assigned accessibility features and accommodations. It is extremely important to ensure that the accommodations are correct prior to starting a test for a student. If a Test Coordinator discovers that a student has an incorrect accessibility feature or accommodation during testing, the Test Coordinator will need to correct the form assignment. Refer to step-by-step directions in the *NJ Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* document available at the [New Jersey Assessments Resource Center](#), under **Educator Resources > Test Administration Resources > PearsonAccess^{next} Resources**, follow protocols to contact the appropriate state assessment program coordinator for further guidance.

Training for TA-Delivered Accessibility Features and Accommodations



Students who use embedded accessibility features and accommodations will test independently; therefore, there is no additional protocol for a TA to administer these tests. However, the TA provides some accessibility features and accommodations that are external to the testing platform for computer-based testing. For these features and accommodations, the *AF&A Manual* indicates where the TA must review any training documents before testing.

Table 43: 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/Science Assessments <i>ELA Audio Guidelines</i> and <i>Mathematics Audio Guidelines</i> are used to ensure consistency in how items are read. (Note: These also apply to science.) The Audio Guidelines are no longer included in the <i>AF&A Manual</i>, and are now available at the New Jersey Assessments Resource Center, located under Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources > Resources. Mathematics human reader scripts are secure documents (shipped with test materials) used to ensure mathematics assessments are read consistently. (Note: Human reader scripts are not provided for ELA or science)</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 I: Human Signer Guidelines (used to give guidance to signers to ensure consistency in administration)</p>
Extended Time	<p>Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation</p>
Large Print and Braille	<p>Appendix J: NJSLA and NJGPA for Students with Visual Impairment, including Blindness</p>
Assistive Technology (Screen Reader and Non- Screen Reader)	<p><i>Assistive Technology Guidelines</i> at the New Jersey Assessments Resource Center, located under Educator Resources > Testing Administration Resources > Accessibility Features and Accommodations (AF&A) Resources.</p>

6.2.1 Accommodated Test Kits

Table 44: Changes to Accommodated Test Kits

Test Format	Description
	<p>Braille test kits will not be automatically shipped for students whose SR/PNP indicates the screen reader accommodation. Instead, District Test Coordinators will need to utilize the additional order window to request a braille test kit for students who require components of the braille test kit, such as tactile graphics, as part of their accommodated, computer-based testing needs.</p>
	<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 and ancillary materials (mathematics tools, mathematics reference sheets, and periodic tables – if applicable).</p> <p>This means that shrink-wrapped packs of test booklets mathematics tools, mathematics reference sheets or periodic tables, are no longer available to order.</p>

Test kits include all materials that a student needs for testing. However, if students write on the mathematics reference sheets or periodic tables 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 or periodic table for the next unit. Schools must print them from the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Testing Resources**.

What is included in a Regular Test Kit?

- Regular test booklet.
- Ruler (grades 3–8, mathematics only).
- Protractor (grades 4–7, mathematics only).
- Mathematics reference sheet (grades 5–high school, mathematics only).
- Periodic table (grades 8 and 11, science only).

What is included in a Large Print Test Kit?

- Large Print test booklet.
- Ruler (grades 3–8, mathematics only).
- Protractor (grades 4–7, mathematics only).
- Large Print mathematics reference sheet (grades 5–high school, mathematics only).
- Periodic table (grades 8 and 11, science only).

What is included in a Read-Aloud Test Kit?

- 2 regular test booklets.
- 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).
- Periodic table (grades 8 and 11, science only).

Note: Human Reader scripts are no longer provided for science. For ELA and science, Human Readers should read aloud from one of the test booklets included in the kit.

What is included in a Braille Test Kit?

- Braille test booklet.
- Braille ruler (located on the inside front cover, grades 3–8, mathematics only).
- Sheets of blank braille paper.
- Braille notes/special instructions.
- Regular test booklet.
- Human reader script (mathematics only).
- Braille protractor (grades 4–7, mathematics only).
- Braille mathematics reference sheet (grades 5–high school, mathematics only).
- Braille periodic table (grades 8 and 11, science only).

Note: An additional order for a braille test kit will need to be ordered if required for students using Assistive Technology Screen Reader.

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

- Spanish 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).
- Spanish periodic table (grades 8 and 11, science 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 and science only)

- Spanish Large Print test booklet.
- Spanish Ruler (grades 3–8, mathematics only).
- Protractor (grades 4–7, mathematics only).
- Spanish Large Print mathematics reference sheet (grades 5–high school, mathematics only).
- Spanish periodic table (grades 8 and 11, science only).

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

- 2 Spanish test booklets.
- 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).
- Spanish Periodic table (grades 8 and 11, science only).

Note: For science, Spanish Human Reader scripts are no longer provided. Human Readers should read aloud from one of the test booklets included in the kit.

6.2.2 Unique Accommodations Guidance

Students may require additional accommodations that are not available in the *AF&A Manual*. The Office of Assessments reviews requests for unique accommodations on an individual basis. Approval will be given only

if the requested accommodation will result in a valid score for the student (i.e., does not change the construct being measured by the test and does not violate test security requirements). Submit the *Unique Accommodation Request Form* available in **Appendix G** of the *AF&A Manual*, at least six weeks prior to testing.

6.2.3 Preparing the Test Environment for Accessibility Features and Accommodations

Based on the needs identified in their SR/PNP, some students may require externally provided accessibility features and/or accommodations during testing. The TA must review each student's PNP to ensure the classroom is prepared with any materials the students need. Examples include noise buffers, word prediction external device, and a hard copy braille edition.

Tables 1, 3, 4, 5, and 7 of the *AF&A Manual* indicate when TAs must check to make sure that materials are available for the students during testing. For paper-based testing, refer to **Appendix A** of the *AF&A Manual*.

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 a multilingual 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 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.

Emergency Accommodation

Prior to or during testing, if the STC determines that a student requires an emergency accommodation, the *Emergency Accommodation Form* must be completed. The *Emergency Accommodation Form* is available in **Appendix F** of the *AF&A Manual*. 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 or NJGPA testing window (e.g., a student breaks their arm and needs a scribe). An emergency accommodation is to be given only if the accommodation will result in a valid score for the student (i.e., does not change the construct being measured by the test and does not violate test security requirements).

This form must be completed and maintained in the student’s assessment file. The parent or guardian must be notified that an emergency accommodation was provided.

Refusal of Accommodations

If a student refuses the accommodation(s) listed in their IEP, 504 plan, or multilingual learner plan, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the test administration. The Student Accommodation Refusal Form in **Appendix H** of the *AF&A Manual* must be completed and placed in the student’s file. Also, on the day of the student’s refusal of an accommodation, a copy of the completed form must be sent home to the parent or guardian. The STC should work with TAs to determine who else should be informed of the student’s refusal of the accommodation(s). In addition, the team involved in the student’s IEP, 504 plan, or as part of the team identifying accommodations defined for multilingual learners, may want to consider discussing this issue at the student’s next meeting.

6.4 After Testing: Completing Accessible Test Administration as a Test Coordinator

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

The Test Coordinator and TAs will have no after-testing activities for embedded accessibility features and accommodations, except in cases where student responses must be scribed or transcribed, or in cases where the student produces secure testing material. Accommodated student responses (e.g., via assistive technology or scribe) are secure and must be treated as secure test materials.

Test Coordinators (or their designees) are responsible for after-testing activities for the following accommodations for students with IEPs or 504 plans:

- Assistive Technology.
- Hard Copy Braille Edition.
- Large Print Edition.
- Braille Note-taker.
- Braille Writer.
- Speech-to-Text Device.
- Human Scribe/Signer.

Test Coordinators (or their designees) are responsible for after-testing activities for the following accommodations for students who are multilingual learners:

- Speech-to-Text Device.
- Human Scribe.
- Spanish Large Print edition of the mathematics or science.

Appendix A: Glossary of Terminology

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 as part of the accommodations defined for multilingual learners. More information on accommodations is available at the New Jersey Assessments Resource Center located under Educator Resources > Testing Administration Resources > Accessibility Features and Accommodations (AF&A) 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 or NJGPA. 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>
Administrative Considerations	<p>Administrative considerations involve modifying the testing environment or the timing and scheduling of assessments. These administrative considerations are available to all students but must be identified in advance.</p>
District Test Coordinator	<p>The District Test Coordinator (DTC) is the individual at the district level responsible for the overall coordination of test administration.</p>
IEP, 504 Plan, or accommodations defined for multilingual learners	<p>IEP refers to an Individualized Education Program plan. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services.</p> <p>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.</p> <p>Accommodations defined for multilingual learners are 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>

Term	Definition
PearsonAccess^{next} (PAN)	<p>PAN is the website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the assessments. PAN requires username and password setup.</p> <p>More information about setup and operation for the assessments is available in the PAN Online Support User Guide.</p>
Section	<p>A section is a portion of a mathematics unit. In grades 6, 7, and high school, the first mathematics unit is split into two sections: a non-calculator section and a calculator section. In the NJGPA, the first unit of mathematics is split into two sections.</p>
Secure	<p>A test item, reading passage, or test that has not been made available to the public. It also includes stimulus and student responses. For the paper-based administration, secure materials refer to test booklets. 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, mathematics reference sheets, and periodic tables.</p>
Session	<p>In PAN, a session is the group of students registered to test a content area together (same time and location).</p>
SR/PNP	<p>The Student Registration/Personal Needs Profile (SR/PNP) is the data file for registering students for testing, including a student's testing condition, materials, or accessibility features and accommodations that are needed to take the assessments.</p>
Testing Environment	<p>The Testing Environment refers to all aspects of the test surroundings immediately before, during, and immediately after testing. This includes what a student can see, hear, or access.</p>
TestNav	<p>TestNav is the online test delivery platform used to administer the computer-based assessments. It is available as a standalone application or via a browser for the practice test. Since the practice tests do not contain secure content, students may take these tests using browser-based TestNav. However, students must use the TestNav app to take a practice test as part of an infrastructure trial in PAN. Support is available at the New Jersey Assessments Resource Center, located under Technology Setup.</p>
Tools for Administration	<p>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.</p> <p>Science tools for administration include the periodic table.</p>

Term	Definition
Unit	<p>Each content area of the assessments comprises 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 the <i>Test Coordinator Manual</i> provide unit details. In mathematics, certain units may be comprised of more than one section.</p>
Unit Testing Time	<p>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.</p> <p>A new unit cannot be started until all students in the unit are finished or until unit testing time has expired.</p>

Appendix B: Forms

Note: Fillable PDF versions are available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms**.

- Security Agreement
- Testing Irregularity and Security Breach Form
- Form to Report Contaminated, Damaged, or Missing Materials

New Jersey Test Security Agreement

New Jersey Student Learning Assessments (NJSLA)

New Jersey Graduation Proficiency Assessment (NJGPA)

The contents of the assessments are 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 assessments or have access to test materials, including Technology Coordinators, or those authorized to observe administration, must sign this security agreement and agree to the following statements. Failure to abide by the terms of the agreement may result in sanctions including (but not limited to) score invalidation or employment and licensure consequences.

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

- I will establish and carry out an assessment security plan.
- I will provide training for 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 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 New Jersey Test 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.



Testing Irregularity and Security Breach Form

New Jersey Student Learning Assessment (NJSLA)
New Jersey Graduation Proficiency Assessment (NJGPA)

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 state assessments 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_SP2024_050722".
- 4 The DTC must upload the completed form to ([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 state assessments program coordinator. The body of the email should include a brief description of the scenario and if immediate action is necessary. Do not include any student personally identifiable information (PII) in the email.
- 6 LEAs 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): _____

Customer Support Ticket # (if applicable): _____

Provide detailed description on the next page.

Detailed Description*:

*When completing this form, please ensure you provide a detailed description of the incident, name of the device, investigation steps taken, and actions taken by staff to resolve the incident. Attach additional pages if necessary.

Form to Report Contaminated, Damaged, or Missing Materials
New Jersey Student Learning Assessment (NJSLA)
New Jersey Graduation Proficiency Assessment (NJGPA)

Instructions:

1. Follow the instructions in the *Test Coordinator Manual* if test materials are contaminated, damaged, missing, or incorrectly numbered (**Section 2.1.5**).
2. The DTC (or at the discretion of the DTC, the STC) must complete this form with all the required information.
3. The DTC must upload the completed form to [PAN](#) within five school days. See directions in **Section 2.1.6**.
4. After a successful upload, email the Support Request ID (i.e., confirmation number) to the appropriate state assessment program coordinator. The body of the email should include a brief description of the scenario and if immediate action is necessary. LEAs are required to retain a record of this completed form for three years.

Fall Spring Summer

Contact Name: _____ **Contact Phone and Ext:** _____

Contact Pearson’s Role: _____

Contact Email: _____

School Name: _____ **District/School Organization Code:** _____

District Name: _____

Document Type/Subject/Grade	Quantity	Security Numbers	Description of Circumstances
Example Grade 9 ELA Test Booklet	1	123456789-0	Student had a nosebleed on the booklet and it has now been destroyed according to district protocol.

Computer-Based Testing:


Are You Ready?

- Log in to PearsonAccess^{next}.
- Manage test sessions and review each student's status in [PearsonAccess^{next}](#).
- Check for an accommodation indicator next to the State Student Identifier to confirm accommodations (e.g., Text to Speech).
- Start test sessions and unlock the applicable unit (lock the unit for absent students).
- Resume units for students (as needed).
- Ensure students have submitted completed test units.
- Monitor testing room.
- Return all testing materials to the School Test Coordinator.
- Complete any documentation necessary for any testing irregularity or security breach that occurred.

Confirming Accessibility Features and Accommodations

Before starting every session, confirm students have the correct forms. Look for the form indicator near their names in the session. Here is what you should see:

Indicator	Accommodation
ASL	American Sign Language
SR	Assistive Technology—Screen Reader
Non-SR	Assistive Technology—Non-Screen Reader
CC	Closed Captioning
TTS	Text-to-Speech
STTS	Spanish Text-to-Speech
S	Spanish

Note: Students utilizing a Human Reader must be placed in a Human Reader session. 

If you do not see an accessibility feature or accommodation for a student who should have one, do not let the student log in until you correct the form assignment.

Paper-Based Testing:

Are You Ready?

- Receive test materials from School Test Coordinator.
- Monitor testing room.
- Return all testing materials to the School Test Coordinator:
 - Regular print test booklets.
 - Spanish test booklets.
 - Large print test booklets.
 - Braille test booklets.
 - Any accommodated responses captured on paper or an electronic device.
 - Human Reader scripts.
 - Mathematics reference sheets.
 - Periodic tables.
 - Scratch paper.
 - Calculators.
 - Mathematics tools.
 - Any other materials used to administer accommodations or accessibility features.
- Complete any documentation necessary for any testing irregularity or security breach that occurred.