



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

New Jersey Spring Statewide Assessments

Test Administrator Manual

Spring 2024 Test Administrator Manual

Computer-Based & Paper-Based Testing

NJSLA English Language Arts, Mathematics, & Science

NJGPA English Language Arts and Mathematics



Table of Contents

| | |
|---|-----------|
| 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..... | 3 |
| 1.3 Who Must Test | 4 |
| 1.4 Assessment Preparation Resources | 8 |
| 2.0 Test Security and Administration Policies | 11 |
| 2.1 Test Administrator Training and Preparation | 11 |
| 2.2 Test Materials | 11 |
| 2.3 Maintaining the Security of Test Materials and Content..... | 19 |
| 2.4 Testing Irregularities and Security Breaches..... | 22 |
| 2.5 Testing Environment | 24 |
| 2.6 Scheduling and Testing Time..... | 27 |
| 2.7 Break Policy | 30 |
| 2.8 Using Test Administrator Scripts..... | 31 |
| 2.9 Supervising Test Administration | 32 |
| 2.10 Collect Materials from Students and Return Materials to the School Test Coordinator | 33 |
| 3.0 Before Computer-Based Testing | 34 |
| 3.1 Checklist of Tasks for Test Administrators to Complete Before Computer-Based Testing | 34 |
| 3.2 Test Administrator Devices | 34 |
| 4.0 During Computer-Based Testing | 35 |
| 4.1 Checklist of Tasks for Test Administrators to Complete During Computer-Based Testing | 35 |
| 4.2 Manage Test Sessions in PearsonAccess ^{next} (Day of Testing) | 36 |
| 4.3 Troubleshooting Computer-Based Testing | 42 |
| 4.4 Ending Each Unit..... | 44 |
| 5.0 After Completion of Each Day of Computer-Based Testing | 45 |
| 5.1 Checklist of Tasks for Test Administrators to Complete After Computer-Based Testing | 45 |

5.2 Lock Units and Stop Test Sessions in PearsonAccess^{next} 45

6.0 Using the *AF&A Manual* 46

6.1 Before Testing: Preparing for Accessible Test Administration..... 48

6.2 During Testing: Test Administration of Accessibility Features and Accommodations . 50

6.3 After Testing: Completing Accessible Test Administration 51

7.0 Paper-Based Testing 52

7.1 Before Paper-Based Testing 52

7.2 During Paper-Based Testing 53


7.3 Handling Irregularities 53

7.4 After Completion of Each Day of Paper-Based Testing..... 55

Appendix A: Glossary of Terminology 56

Appendix B: Sign 59

Recent Changes and Highlights

| Recent Changes and Highlights for 2024 | Section Reference |
|---|--|
| Major changes in policy or procedure in the document will be called out in this manual with a “new” icon.  | N/A |
| Shift to asset-based language (e.g., replace English language learner with multilingual learner). | N/A |
| 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> . | Section 1.1 <i>TCM</i> |
| 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. | Section 1.1 <i>TCM</i> |
| The New Jersey Graduation Proficiency Assessment (NJGPA) will be administered to students in grade 11 to meet the state assessment requirement for graduation. | Section 1.3 <i>TAM</i> and Section 1.3 <i>TCM</i> |
| Hardcopy versions of the NJSLA– <i>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 . | Section 1.4 <i>TAM</i> and Section 3.5 <i>TCM</i> |
| The Digital Item Library , which provides access to released items from the NJSLA, is available as a resource for educators, students, and parents. | Section 1.4 <i>TAM</i> and Section 3.5 <i>TCM</i> |
| TestNav will display a battery indicator when a student is actively testing. | Section 1.4 <i>TAM</i> and Section 3.5 <i>TCM</i> |
| A Zoom Tool is available in TestNav. Students will still be able to use shortcuts to magnify. | Section 1.4 <i>TAM</i> and Section 3.5 <i>TCM</i> |
| 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. | Section 2.2 <i>TAM</i> and Section 6.2.1 <i>TCM</i> |
| Test administrator scripts are no longer included in the <i>TAM</i> . Scripts are available at the New Jersey Assessments Resource Center . | Section 2.8 <i>TAM</i> and Section 2.1.2 <i>TCM</i> |

| Recent Changes and Highlights for 2024 | Section Reference |
|---|---|
| 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 login to re-enter TestNav. | Sections 4.2.1 TAM and Section 4.1.4 TCM |
| 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. | Section 4.2.2 TAM and Section 4.1.3 TCM |
| 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). | Sections 6.2 TAM and Section 3.6.1 TCM |
| Spanish test kits will not include an English test booklet. | Section 6.1.1 TAM and Section 6.2.1 TCM |
| <p>Answer documents will no longer be 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> | Section 7.0 TAM and Section 5.2 TCM |

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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 the 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. This 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 1.0 in Section 1.3.)</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.






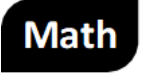

Each assessment is comprised of multiple units. One of the mathematics units for grades 6–7, Algebra I, Geometry, and Algebra II, and the mathematics component of the NJGPA is split into two sections: a non-calculator section and a calculator section. Refer to **Section 2.6** for additional information 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

This manual provides TAs with instructions for the administration of the NJSLA and NJGPA. **Section 1** provides general background information. **Section 2** contains the policies that TAs and proctors must follow related to test security and test administration. **Sections 3, 4, and 5** contain checklists of tasks for the TA to complete before, during, and after a computer-based test administration. Procedures and protocols that apply specifically to computer-based testing are also included. **Section 6** describes how to use the [Accessibility Features and Accommodations \(AF&A\) Manual](#) to provide accessibility features and accommodations to students who need them. Definitions for terms used in this manual can be found in **Appendix A**. **Section 7** contains similar information for paper-based testing.

Table 1.0: Accessibility Features for All Students Identified in Advance


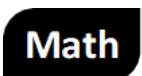
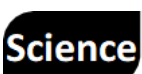
| Visual Reference | Description |
|---|--|
|  | Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only to computer-based tests. |
|  | Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only 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. |
|  | 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 and related documents can be found at the [New Jersey Assessments Resource Center](#). Documents pertaining to NJSLA–S can also be found at the [NJSLA–S website](#).

New This manual must be used in conjunction with test administrator scripts. Test administrator scripts are not included in this manual. They are only available at the [New Jersey Assessments Resource Center](#) under **Educator Resources > Test Administration Resources > Test Administration Scripts**. Refer to **Section 2.8** for more details and instructions on how to use them.

Administration scripts are available as separate documents, including translated versions.

Table 1.1: 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 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 1.2: 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 an NJSLA mathematics assessment 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 an NJSLA mathematics assessment 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 an NJSLA mathematics assessment 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 will take another tested high school mathematics 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.

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 the [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. 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.

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

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 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 from 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.

1.4 Assessment Preparation Resources

1.4.1 Practice Tests

Administering the NJSLA and NJGPA practice tests is an important preparation step for students. The STC will provide you with guidance for administering the practice tests. It is highly recommended that all students become familiar with the assessments using the practice tests available at the [New Jersey Assessments Resource Center](#), located under **Educator Resources**. Practice tests provide an opportunity to respond to test questions similar to the questions students will be asked to answer on the assessments in each grade/course and content area. Accommodated versions are available in both computer-based and paper-based test formats. In addition, answer keys are available.

During the practice test, students should use the same type of calculator, mathematics tools, mathematics reference sheet, and/or periodic table that they will use on the assessment (if applicable). These may either be physical materials or electronic versions in TestNav.

 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.



It may be helpful for the student to magnify part of the test, especially the mathematics reference sheet or periodic table. There are two ways to do this:

- **Browser or Device Magnification:** The student can use keyboard shortcuts (e.g., Ctrl+) for PCs or pinch and zoom for tablets to magnify what is displayed on the screen (while preserving clarity, contrast, and color).
- **Magnifier:** The student can also select “Enable Magnifier” in the user drop-down menu. This enlarges text and graphics on screen inside a magnification square (200%). The student may disable this feature by selecting “Disable Magnifier” in the user drop-down menu.

Note: Magnifying beyond 300% may affect heading formatting and may cause text-wrapping, and therefore it is not recommended.



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.


1.4.2 TestNav Tutorials

TestNav tutorials familiarize students and educators with the item types, testing tools, accessibility features, accommodations, and test format and/or navigation of TestNav. Tutorials can also be found at the [New Jersey Assessments Resource Center](#), located under **Educator Resources**. It will take up to 30 minutes to administer each tutorial.

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 described in **Section 4.2.2**.

1.4.3 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**. Hard copies 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.

2.0 Test Security and Administration Policies



2.1 Test Administrator Training and Preparation

STCs are responsible for training all TAs, School Technology Coordinators, proctors, and all other staff with access to secure materials. TAs must meet with their STC to prepare for the test administration and review their responsibilities and the local policies related to test security, administration protocols and plans, and testing day activities. TAs should review this manual and the TA scripts prior to meeting.





2.2 Test Materials


The STC will arrange for the following materials to be provided to the TAs, if applicable to the test format and assessment in their test sessions. Some materials on this list may not be needed, depending on the content area, local policy, or test format. The TAs must return certain materials to the STC as soon as testing is completed (**Section 2.10**). To maintain the security of these materials, they must **not** be stored in classrooms prior to or following the day of administration.

- **Materials for TAs**

-  Computer or tablet to manage the test session in PAN.
- TAM: electronic version of the manual can be viewed at the [New Jersey Assessments Resource Center](#) located under **Educator Resources > Test Administration Resources > Test Administration Manuals** as well as on the [NJSLA-S website](#).
- 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**.
- 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 this manual).
- Materials to provide accommodations.
 - Mathematics Human Reader scripts—**Note:** Human reader scripts are no longer provided for science.
 -  Proctor Authorization Tickets.
 - Any other materials necessary for the administration of accommodations or accessibility features. For a full list, see the *AF&A Manual*.

- **Materials for Students (to be distributed according to the TA script)**

-  Student testing tickets.
-  Testing devices that meet the minimum technology specifications described at the [New Jersey Assessments Resource Center](#), located under **Technology Setup > System Requirements and Bulletins** (**Note:** students cannot supply their own devices for testing).
-  Paper-based test kits: Kits include test booklet(s), mathematics tools, reference sheet, or periodic table (if applicable). The contents of each type of kit are listed in **Section 6.1.1**.
-  Braille test kits are not 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.
 - 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 a student requires an additional sheet of blank scratch paper, the Test Administrator must collect the used scratch paper before providing the student with a new one.
 - **Math** If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units.
 - TAs are responsible for collecting **all** scratch paper, which is to be returned to the STC. Schools may reuse unused scratch paper only if the paper is completely blank.
- Materials that may be needed depending on content area, local policy, or test format.
 - **Math Science** Handheld calculators (see **Section 2.2.1**, Calculators, for more information).
 - **Math** Optional Mathematics tools (see **Section 2.2.2**, Mathematics Tools, for Administration for more information).
 -  If hard copies are desired, the school may provide printed grade-specific mathematics reference sheets and periodic tables. These cannot be reused for another unit if written on; a new one must then be provided.
 - Headphones (see **Section 2.2.4**, Headphones, for more information).

2.2.1 **Math Science** Calculators

Use 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.

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 in **Section 2 (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 2.4: 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 2.5: 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 handheld 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 handheld calculators (e.g., school or student). During mathematics units that are comprised of both a non-calculator section and a calculator section, students will be prompted to raise their hand to ask for a calculator if this option applies.</p> |
|  | <p>Handheld calculators must be used. Handheld calculators must be distributed and collected as specified in the TA scripts.</p> <p>LEAs will determine who is responsible for providing handheld calculators (e.g., school or student).</p> |

Handheld Calculators

Handheld calculators are optional for most students, but if handheld calculators are used, these directions must be followed for students who have the use of a handheld calculator documented in an IEP or 504 plan:

- It is essential that TAs provide handheld calculators for all sections and units where calculator usage is permitted, and then collect the calculators afterward.
- TAs must confirm that the memory on all calculators has been cleared before and after each testing session.
- TAs may not administer a unit requiring a calculator to a student for whom a grade-appropriate calculator is not available. If a student does not have a grade-appropriate calculator and one cannot be obtained on that day, that student must test in a make-up unit with a grade-appropriate calculator.

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.
- Instructional manuals and function reference sheets for handheld calculators must 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.

2.2.2 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 and sample items.

Table 2.6: 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 2.5).</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 the required rulers and protractors for paper-based assessments at certain grade levels, as outlined in Table 2.5.</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 high school mathematics courses. 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 returned to the STC 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 returned to the STC after testing that unit. |
| Geometry Tools | <p>Tracing paper, reflection tools, straight edges, and compasses are optional for the NJGPA Math and Geometry 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 2.7: Mathematics Tools by Course



| Grades/Course | Required (Vendor-supplied) | Allowable (Not Supplied by Vendor) |
|----------------------|--|---|
| Grade 3 | Ruler ($\frac{1}{4}$ inch) | N/A |
| Grade 4 | <ul style="list-style-type: none"> • Protractor • Ruler ($\frac{1}{4}$ inch) | N/A |
| Grade 5 | <ul style="list-style-type: none"> • Ruler ($\frac{1}{4}$ inch) • Protractor • Grade 5 mathematics reference sheet | N/A |
| Grade 6 | <ul style="list-style-type: none"> • Ruler ($\frac{1}{8}$ inch) • Protractor • Grade 6 mathematics reference sheet | N/A |
| Grade 7 | <ul style="list-style-type: none"> • Ruler ($\frac{1}{8}$ inch) • Protractor • Grade 7 mathematics reference sheet | N/A |
| Grade 8 | <ul style="list-style-type: none"> • Ruler ($\frac{1}{8}$ 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 ($\frac{1}{8}$ inch) • Protractor |
| Algebra II | High School mathematics reference sheet | <ul style="list-style-type: none"> • Ruler ($\frac{1}{8}$ 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 ($\frac{1}{8}$ 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**.

2.2.3 Science Tools for Administration


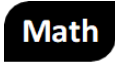
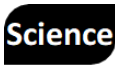
The tools listed below must be provided to students to use during test administration. For computer-based testing, the periodic table will be available in TestNav. It is recommended that students have ample opportunity prior to the test to view and use the periodic table in the computer-based practice tests. Please note the instructions in **Section 1.4** 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 2.8: Science Tools by Grade

| Grades |  Computer-Based Testing Science Tools for Administration Policy |  Paper-Based Testing Science 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 returned to the STC 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 returned to the STC after testing that unit. |

2.2.4 Headphones

Table 2.9: Headphone Requirements

| Content Area | Requirement |
|--|--|
|  | Required for all computer-based testing students. |
|   | Required for students who receive the following accessibility features or accommodations: <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.

2.2.5 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 the STC at the end of testing.

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 [PAN Online Support](#).



2.3 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.

Students must not have access to secure test materials before testing. For a full list of test materials, refer to **Section 2.2**. The following test materials are secure:

Table 2.10: 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> |

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

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

2.3.1 Test Administrator Responsibilities for Maintaining Security

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

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

2. Administer all tests according to appropriate protocols.

- Administer tests during the 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 2.4**).
 - Provide students with all required test materials as listed in the *TAM*.
 - Prevent the use of prohibited materials (refer to **Section 2.4**) during testing units. Results may be invalidated for students who use cell phones or other prohibited electronic devices during testing, including after students turn in their materials, or during a break. (See exception listed in **Section 2.4.1**.)
 - 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 is a testing irregularity that must be reported to the STC. See **Section 2.4.2** 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 the DTC or State Assessment Program Coordinator, complete any additional documentation.
- 5. Do not provide students with unauthorized assistance 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 a student 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.

2.3.2 Security Forms

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 at the [New Jersey Assessments Resource Center](#), located under **Educator Resources > Test Administration Resources > Forms** and keep a copy for their records. STCs must collect the original forms for their schools and submit them to the DTC. LEAs must retain the 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.

Chain-of-Custody Forms

TAs will need to sign or initial various chain-of-custody forms when receiving materials from the STC.

- Generic Chain-of-Custody Form for Computer-Based Testing Materials.
For computer-based testing, the transfer of secure materials, such as student testing tickets, used scratch paper, 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.
- Pre-printed School Chain-of-Custody Form.
Accommodated materials shipped for a specific school will come with a pre-printed *School Chain-of-Custody Form*.
- Generic Chain-of-Custody Form for Accommodated Test Materials.
When accommodated materials are shipped for a district rather than a specific school, the STC will use a generic form to track the materials within the school.

2.4 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 2.4.1** 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 2.4.2** for information on reporting testing irregularities and security breaches.

2.4.1 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.

- 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.
- Technology issues.
- **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 still 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 *NJSLA Decision-Making Process 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 2.6**.
 - Allowing cheating of any kind.
 - Providing unauthorized persons with access to secure materials.
 - Unlocking a test in [PAN](#) during non-testing times without New Jersey Department of Education (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 Material 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 stimuli 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 test 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 for 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 Assessments, monitors from the LEA, and NJDOE-authorized observers are allowed as long as these individuals do not disturb the testing process. Contact the STC for details about observation visits.

2.4.2 Reporting Testing Irregularities and Security Breaches

All testing irregularities and security breaches must be reported and documented. Refer to **Section 2.4.1** for a list of examples. Contact the STC with any questions. If an incident occurs, the TA must immediately contact the STC. TAs must be prepared to provide their STC or DTC with detailed information.

- Test Material Irregularities and Breaches
 - Losing a student testing ticket.
 - Losing a student test booklet.
 - Leaving test materials unattended or failing to keep test materials secure at all times.
 - Reading or viewing the stimuli or test items before, during, or after testing.
 - Exception: Administration of a Human Reader/Signer accessibility feature or accommodation that requires a TA to access the tests.
 - Copying or reproducing (e.g., taking a picture of) any part of the test 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 for administering the test.

2.5 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 determined and established in advance of the testing day. Contact the STC for information on what students may do after testing.
- Unauthorized visitors are prohibited from entering the testing environment as described in the list of Testing Environment Irregularities in **Section 2.4.1**.
- The testing sign in Appendix C must be posted on the outside of the room door.
- Prohibited classroom resources (described in “Materials Prohibited in Testing Environment”) must be removed or covered 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 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.

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, iPods®, eBooks, electronic pens, or smart watches; refer to **Section 2.4.1** 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.

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

Prior to testing, TAs must 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 a student is found to have any prohibited materials in their possession upon arrival for testing, the TA must instruct the student to hand in the materials or follow local policy. As a reminder, if a student is found to have prohibited materials (including cell phones) during live testing, the test may be invalidated.

The **only** time that students are permitted to read recreational books 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. Contact the STC for specifics.

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**).

Preparing the Testing Environment

Before students enter the test environment:


-  Make sure the device to manage the test session in [PAN](#) is set up.
- 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.
- Cover or remove from the testing room any prohibited materials listed in Section 2.5.
- Post a “Testing — Please Do Not Disturb” sign (refer to Appendix C of this manual) on the outside of the door of the testing room.
- Display a timing box visible to all students; refer to the example in **Figure 2.0**.
 - Write the number of the unit being administered on the Unit Number line in the timing box.
 - Using the unit testing time in **Tables 2.12 to 2.16** of this manual for reference, write the unit testing time on the Unit Testing Time line in the timing box.
 - Do not fill in the Starting Time or Stopping Time lines until instructed to do so in the scripts.

Figure 2.0: Timing Box Example

| |
|--------------------------|
| Unit Number: _____ |
| Unit Testing Time: _____ |
| Starting Time: _____ |
| Stopping Time: _____ |

2.6 Scheduling and Testing Time

Administration Scheduling

The STC may schedule test sessions 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, after 6:00 p.m. ET or on weekends) for alternative high school programs and students receiving homebound instruction outside of the regular school day upon request by the DTC. All test units, including make-up testing (refer to **Appendix A** for definitions of *session* and *unit*), must be completed during the testing window. Contact the STC with any questions about the testing administration dates or time.

Testing Time

NJSLA and NJGPA units are strictly timed. No additional time may be permitted (with the exception of an extended time accommodation specified in an approved IEP, 504 plan, or as part of the accommodations defined for multilingual learners). 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 2.11**).

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

Test administration times are shown in **Table 2.11** (note that times vary by content area, unit, and grade/course).

Table 2.11: 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 2.12–2.16 (45–90 minutes). |
| 4. End-of-unit activities, including logging students out of TestNav and collecting test materials | 5 to 15 minutes |

Unit Testing Time

Unit testing time is the amount of time that must be provided to all students to complete the unit.

Tables 2.12–2.15 show the amount of time for each unit. TAs are responsible for keeping track of time during testing. Please note that the total unit testing time for Unit 1 Mathematics includes the time for both non-calculator and calculator sections.

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

Table 2.12: 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 |
| | Unit 2 | | 90 |
| Science Grade 5 | Unit 1 | N/A | 45 |
| | Unit 2 | | 45 |
| | Unit 3 | | 45 |
| | Unit 4 | | 45 |

Table 2.13: 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 2.14: Unit Testing Times for High School

| Test | Unit | Section | Unit Testing Time (Minutes) |
|------------------|--------|---------------------------|-----------------------------|
| Algebra 1 | Unit 1 | Non-calculator/Calculator | 90 |
| Geometry | Unit 2 | Calculator | 90 |
| Algebra II | | | |
| ELA grade 9 | Unit 1 | N/A | 90 |
| | Unit 2 | | 90 |
| Science Grade 11 | Unit 1 | N/A | 60 |
| | Unit 2 | | 60 |
| | Unit 3 | | 60 |
| | Unit 4 | | 60 |

Table 2.15: Unit Testing Times for NJGPA

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

Make-Up Testing

Make-up testing may include students who need to take an entire unit of a test, or who need to finish a unit they had already started.



The TA must lock the unit in PAN as well.

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.





TestNav will automatically resume at the exact point where a student exited a unit.

2.7 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 the content on other students' test materials or on other students' testing devices. Policies for breaks follow. Contact the STC for additional requirements regarding breaks.

Table 2.16: 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. |

2.7.1 Breaks During a Unit

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

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.

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.

2.7.2 Breaks Between Units

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

2.8 Using Test Administrator Scripts

Test administrator scripts contain the directions that the TAs must read aloud to students during testing. TAs must use the appropriate script for the unit they are administering. All directions for the students are contained within the script. Scripts are available at the [New Jersey Assessments Resource Center](#) located under **Educator Resources > Test Administration Resources > Test Administration Scripts**. The science scripts are also available at the [NJSLA–S website](#).

In addition to English, the Test Administrator scripts are translated into the following languages: Arabic, Bengali, Chinese (Mandarin), Gujarati, Haitian Creole, Korean, Portuguese, Russian, Spanish, and Urdu. If a district requires test directions in an alternate language that is not provided, LEAs are expected to translate the read aloud test directions only. On the first read-through, TAs are required to adhere to the scripts. Read word-for-word the bold instructions in each “**Say**” box to students. Do not modify or paraphrase the wording in the “**Say**” boxes. Some of the “**Say**” boxes are outlined with a dashed line and are not to be read aloud **only** if they are applicable to the students testing. Some directions may differ slightly by unit and are noted within the administration script. Text that is outside the “**Say**” boxes includes directions meant for TAs and should **not** be read to students. TAs may repeat any part of the scripted directions as many times as needed while delivering the script.

TAs are permitted to clarify only general administration instructions after reading the script word-for-word. **No stimuli or test items may be read or clarified.** If students have questions about an item, tell them, “Do the best you can.” If a TA is providing the General Administration Directions Clarified in Student’s Native Language (by Test Administrator) accommodation to a multilingual learner, then these guidelines must also be followed in providing clarifications in a student’s native language.

2.9 Supervising Test Administration

During testing, TAs must always actively proctor and focus their full attention on students to confirm that they are working independently. This means ensuring that students are working in the correct unit and that they are not involved in any form of cheating. Ensure that all student desks are free of any prohibited materials and that all prohibited aids in the testing environment have been removed or covered. Refer to **Sections 2.4** and **2.5** for information on prohibited activities and prohibited materials.

2.9.1 Redirecting Students

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

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

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

2.9.2 Student Misconduct

The TA has the authority to dismiss any student for misconduct according to school and/or district policy. If student misconduct warrants dismissal, collect the student's test materials. The student will then be dismissed from the testing environment. The student may be eligible to continue testing in another location (e.g., guidance counselor's office) according to local policy. The school or district must submit a *Testing Irregularity and Security Breach Form*, available at the [New Jersey Assessments Resource Center](#) located under **Educator Resources > Test Administration Resources > Forms**, within five school days unless otherwise directed by the DTC or the test Coordinator. Any situation that results in an irregularity report must be reported to the STC immediately. Contact the STC for additional guidance on dismissing students for misconduct.



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 prohibited materials listed in **Section 2.4** during testing or during breaks, the TA must collect the prohibited materials and immediately report the incident to the STC. The school or district must complete the *Testing Irregularity and Security Breach Form*.

Cell Phones and Unauthorized Electronics

All incidents involving student possession of a cell phone or other unauthorized electronic device **must be immediately** reported via email to the State Assessment Program Coordinator.




2.9.3 Procedures for Safety Threats and Severe Weather

In all instances of safety and severe weather threats, consult the local evacuation policy. If a building evacuation, lockdown, or school closure 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 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:
 - Inform students how many minutes remain in the unit.
 - 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 2.4.2** for reporting testing irregularities.

2.10 Collect Materials from Students and Return Materials to the School Test Coordinator

After NJSLA or NJGPA testing has finished for the day, the following materials must be collected from students (if applicable):

-  Student testing tickets.
- Mathematics reference sheets and periodic tables.
- Used and unused scratch paper.
- Handheld calculators (the TA must clear the memory on the calculators).
-  Test booklets.
- Mathematics tools (e.g., rulers, protractors).
- Any other materials used to administer accommodations or accessibility features.
- All accommodated responses captured on paper or an electronic device.


Count the number of items to ensure all students have returned their test materials.

 If any student loses or destroys their student testing ticket, contact the STC immediately.

 Make sure that a student name is identified on all test booklets.

Make sure that a student name is identified on any accommodated responses captured on paper or an electronic device. Note: There are no printed answer documents for NJSLA. All student responses recorded in the student's paper test booklet must be transcribed into TestNav based on the guidance document at the [New Jersey Assessments Resource Center](#) located under **Educator Resources > Test Administration Resources > Testing Resources**.

Return the materials collected from students, as well as the following materials, to the STC:

-  Student rosters containing TestNav usernames or passwords.
- Any reports or other documents that contain personally identifiable student information.
- Mathematics Human Reader scripts.

3.0 Before Computer-Based Testing

3.1 Checklist of Tasks for Test Administrators to Complete Before Computer-Based Testing

This section lists the activities the TA must complete before the first day of testing. Completing tasks during the timelines in this checklist is strongly recommended.

Table 3.0: Tasks to Complete One Week Before Computer-Based Testing

| At Least One Week Before Testing | Reference |
|--|--|
| <input type="checkbox"/> Review policies and instructions for test administration in this manual. | This Manual |
| <input type="checkbox"/> Complete any required training with the STC to review test security, administration protocols and plans, and testing day activities. | TCM Section 3.3.1 Section 2.1 |
| <input type="checkbox"/> Review the <i>New Jersey Test Security Agreement</i> . Sign and submit it to the STC. | Section 2.3.2 |
| <input type="checkbox"/> Review the test administrator scripts for the tests you will be administering. | Section 2.8 |
| <input type="checkbox"/> Review all accessibility features and testing accommodations to be administered for students and know how to administer them. Review the <i>AF&A Manual</i> . | Section 6 and AF&A Manual |
| <input type="checkbox"/> Strongly Recommended: Administer the Computer-Based Tutorials and Practice Tests. Review additional assessment preparation resources with students. | Section 1.4 |

Table 3.1: Tasks to Complete One Day Before Computer-Based Testing

| One Day Before Testing | Reference |
|--|--------------------|
| <input type="checkbox"/> Ensure that the PAN login works and that access to the correct test session is available. | Section 3.5 |
| <input type="checkbox"/> In the test session, check for an accommodation indicator next to the State Student ID (SSID) to confirm accommodations (i.e., text-to-speech). | Section 6 |
| <input type="checkbox"/> Prepare the testing environment. | Section 2.5 |

3.2 Test Administrator Devices

TAs will have a computer or device in the testing room to start, monitor, and manage test sessions in [PAN](#). Make sure the computer is in a location where all students can be seen. Make sure that the URL shortcut for PAN is readily accessible.

4.0 During Computer-Based Testing

4.1 Checklist of Tasks for Test Administrators to Complete During Computer-Based Testing

Table 4.0: Tasks to Complete During Computer-Based Testing

| Day of Testing | Reference |
|---|--------------------------------------|
| <input type="checkbox"/> Receive test materials from the STC and track them using the <i>Chain-of-Custody Form for Computer-Based Testing Materials</i> . | Sections 2.2 and 2.3.2 |
| <input type="checkbox"/> Manage tests in PAN : <ul style="list-style-type: none"> • Check for an accommodation indicator next to the State Student ID (SSID) to confirm accommodations, e.g., Text-to-Speech (TTS). • Confirm that test sessions have been prepared. • Start test sessions. • Unlock the applicable unit. • Resume units for students (as needed). | Section 4.2 |
| <input type="checkbox"/> After students are seated, verify student roster and take attendance, and note absent students for make-up testing. Lock the unit for any absent students. | N/A |
| <input type="checkbox"/> Administer the assessment according to the policies in this manual, using the appropriate administration script. <ul style="list-style-type: none"> • Distribute test materials to students. • Help students log in to the TestNav app. • Write the starting time and stopping time in the timing box. | Section 2 and TA script |
| <input type="checkbox"/> Administer accessibility features and testing accommodations as needed. If any student has been assigned and/or started a test without their proper accommodation, contact the STC for help immediately. | Section 6 and AF&A Manual |
| <input type="checkbox"/> Monitor student testing progress in PAN . | Section 4.2.2 |
| <input type="checkbox"/> Supervise test administration and provide breaks (if applicable). | Sections 2.7 and 2.9 |
| <input type="checkbox"/> If a student leaves during a unit, note the exact place in the unit where the student stopped and the time remaining. Lock the unit in PAN and contact the STC immediately. | Section 2.6 |
| <input type="checkbox"/> Troubleshoot computer-based testing issues as needed. Contact the STC if necessary. | Section 4.3 |
| <input type="checkbox"/> For make-up testing of a unit that was already started, provide the correct amount of remaining time for the unit, and ensure that the student does not change previous responses. | Section 2.6 |

| Day of Testing | Reference |
|--|---------------|
| <input type="checkbox"/> End the unit at the right time. Some students may have an accommodation for extended time. TestNav will not automatically log students off at the end of unit testing time. Ensure that students have submitted their completed test units. | Section 4.4.1 |
| <input type="checkbox"/> Complete any documentation necessary for any testing irregularity or security breach that occurred. | Section 2.4.2 |

4.2 Manage Test Sessions in PearsonAccess^{next} (Day of Testing)

Before students can begin testing, the test session must be started in [PAN](#). Additionally, the unit must be unlocked. Speak to the STC to determine who will complete these two tasks just prior to testing. After a session is started, TAs are expected to monitor the real-time status of students. **Table 4.1** describes the possible statuses for a student during each unit.

If a student exits a unit before finishing it, the TA may allow the student to continue by setting the test status to Resume on the Students in Sessions screen. Open the Exited dropdown box in the Student Test Status column and select Resume. The student may log in again and the test will resume from the point at which it was interrupted.

Students must **Submit** each unit upon completion. When the next unit begins, the TA or the STC will need to unlock the unit.

For instructions on logging into PAN, unlocking and locking units, and performing the tasks described in this section, refer to the **Manage Students in Session** training module at *PearsonAccess^{next} Online Support*, located at the [New Jersey Assessments Resource Center](#) under **Educator Resources > Test Administration Resources > PearsonAccess^{next} Resources > PearsonAccess^{next} Training Modules**.

Step-by-step instructions for managing a session are also available in [PAN Online Support](#) under **Testing**.

Selecting Sessions and Students with Filters

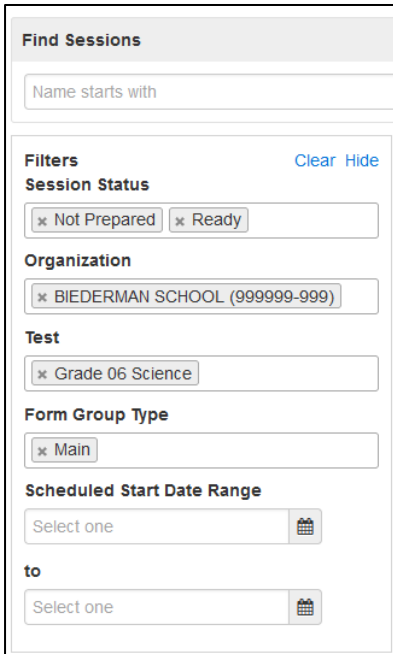
Filters are available to limit the search results for sessions or students in PAN. Sometimes session names are lengthy, and it may be faster to search for part of the name, or no name at all and then use the filters to narrow down the results. When searching for students, the filters may also be helpful if you do not know the spelling of a student's last name. This section walks through the process of using filters on the **Sessions** and **Students in Sessions** screens:

1. From the Home page, under **Testing**, **Sessions**.



select

- Under **Filters**, select parameters to automatically view only those test sessions that match the selected parameters. You can select multiple parameters for individual filters. Helpful filter examples:
 - Under **Session Status**, select statuses such as **Not Prepared** and **Ready**.
 - If you have access to multiple schools, under **Organization**, select the schools you want to view.
 - Under **Test**, select a test, such as Grade 07 Mathematics.
 - Select **Clear** to clear all filters. Select **Hide** to hide the **Filters** panel.



Find Sessions

Name starts with

Filters [Clear](#) [Hide](#)

Session Status

☐ Not Prepared ☐ Ready

Organization

☐ BIEDERMAN SCHOOL (999999-999)

Test

☐ Grade 06 Science

Form Group Type

☐ Main

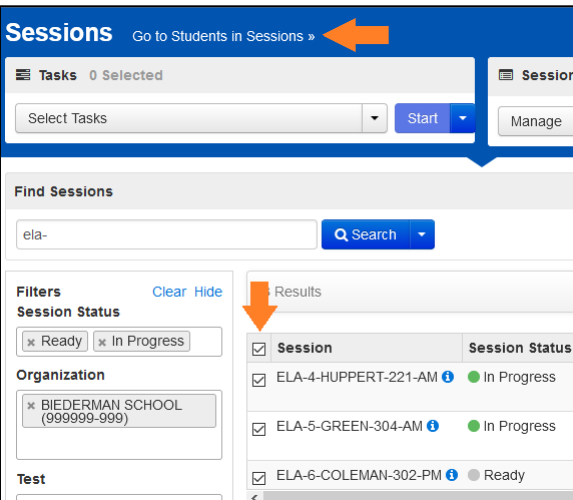
Scheduled Start Date Range

Select one

to

Select one

- Select the top left checkbox to select all or the checkboxes next to individual test sessions that you want to view.
- To the right of the **Sessions** header, select **Go to Students in Sessions**.



Sessions [Go to Students in Sessions](#)

Tasks 0 Selected

Select Tasks [Start](#) [Manage](#)

Find Sessions

ela- [Search](#)

Filters [Clear](#) [Hide](#)

Session Status

☐ Ready ☐ In Progress

Organization

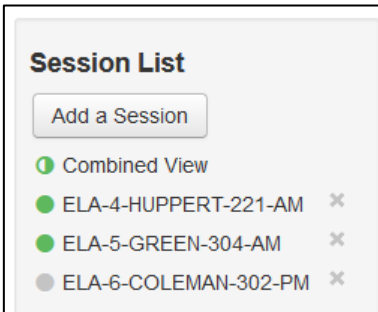
☐ BIEDERMAN SCHOOL (999999-999)

Test

Results

| <input type="checkbox"/> | Session | Session Status |
|-------------------------------------|----------------------|----------------|
| <input checked="" type="checkbox"/> | ELA-4-HUPPERT-221-AM | In Progress |
| <input checked="" type="checkbox"/> | ELA-5-GREEN-304-AM | In Progress |
| <input checked="" type="checkbox"/> | ELA-6-COLEMAN-302-PM | Ready |

- The test sessions you previously selected will automatically be added to your Session List. Select a test session or **Combined View** (to view all sessions).



Session List

[Add a Session](#)

- Combined View
- ELA-4-HUPPERT-221-AM [×](#)
- ELA-5-GREEN-304-AM [×](#)
- ELA-6-COLEMAN-302-PM [×](#)

6. Under **Filters**, select parameters to automatically view only those students within the selected test session(s) and parameters. You can select multiple parameters for individual filters. Helpful filter examples:
 - Under **SSID**, begin entering a student's SID and press **Enter** to look for a specific student.
 - Under **Toggle secondary filters**:
 - Under **First Name**, begin entering a student's first name and press **Enter** to look for a specific student.
 - Under **Student Test Status**, select statuses such as Active and Resumed from the drop-down menu.
 - Select **Clear** to clear all filters. Click **Hide** to hide the **Filters** panel.

Tip: In the list of students, click a column header to sort in ascending or descending order.

Filters
Clear Hide

Organization

State Student Identifier

Local Student Identifier

Clip UIN

Class

[Toggle secondary filters](#)

First Name

Test

Test Status

Student Test Status

Form

Form Group Type

4.2.1 Student Access to TestNav

- To ensure appropriate test administration and score validity, access to student tests through TestNav is limited to the hours of 6:30 a.m. to 6 p.m. ET on weekdays throughout the testing window.
- Student tests in TestNav time out after 20 minutes of inactivity. Inactivity is defined as not touching the screen, moving the mouse, and/or pressing keys.
- Students will see an Inactivity Timer 30 seconds prior to being exited due to inactivity. If the student does not interact with the testing device to restart the timer, the student test will be logged out.

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.

4.2.2 Monitor Student Testing Progress

Table 4.1: 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 a 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 save response file on the testing computer when the student signs in to continue.</p> <p>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 has marked a unit complete after a student has exited TestNav and will not return. |

You can monitor student testing progress on the **Students in Sessions** screen. Refresh the browser window or select the **Refresh** button to see updated information.

Figure 4.2: Students in Sessions – Overview Panel

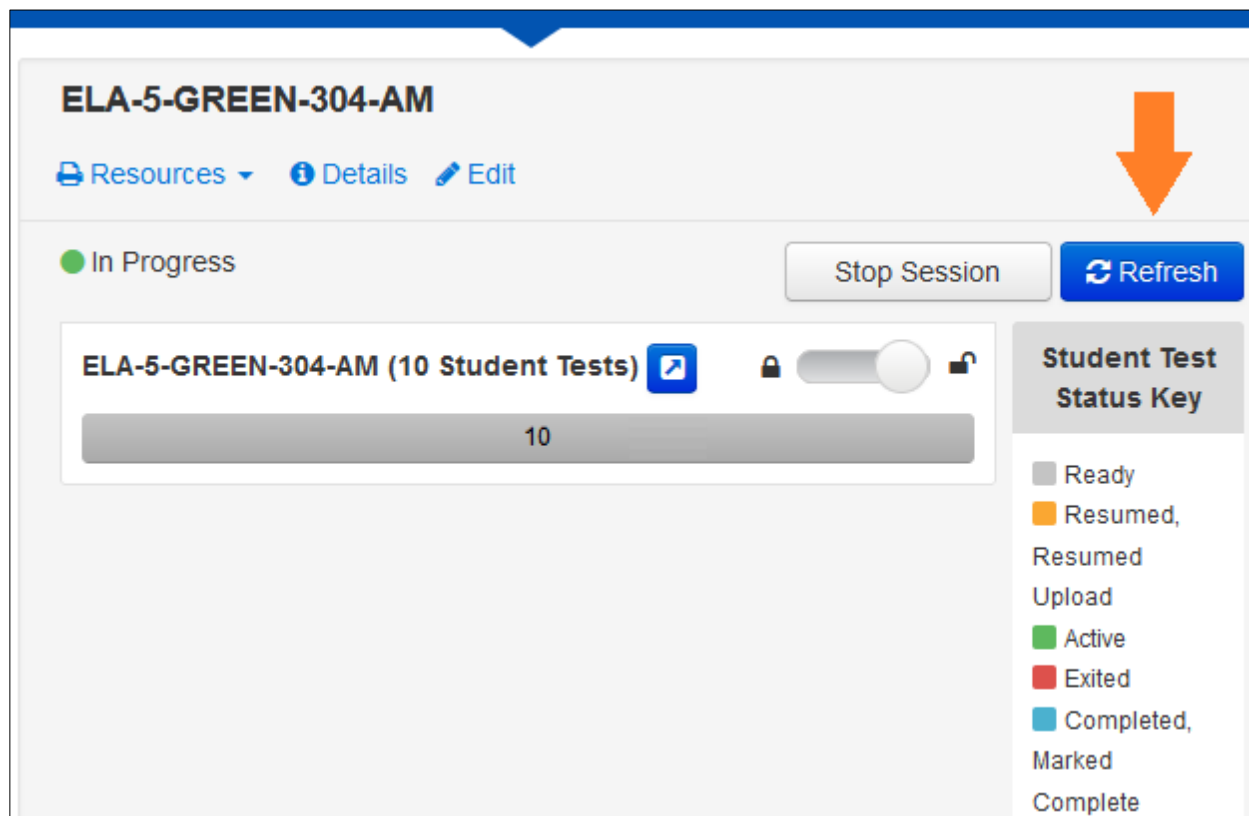
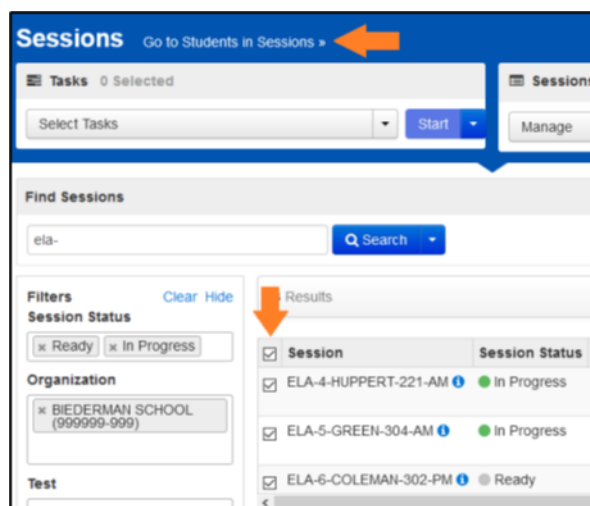
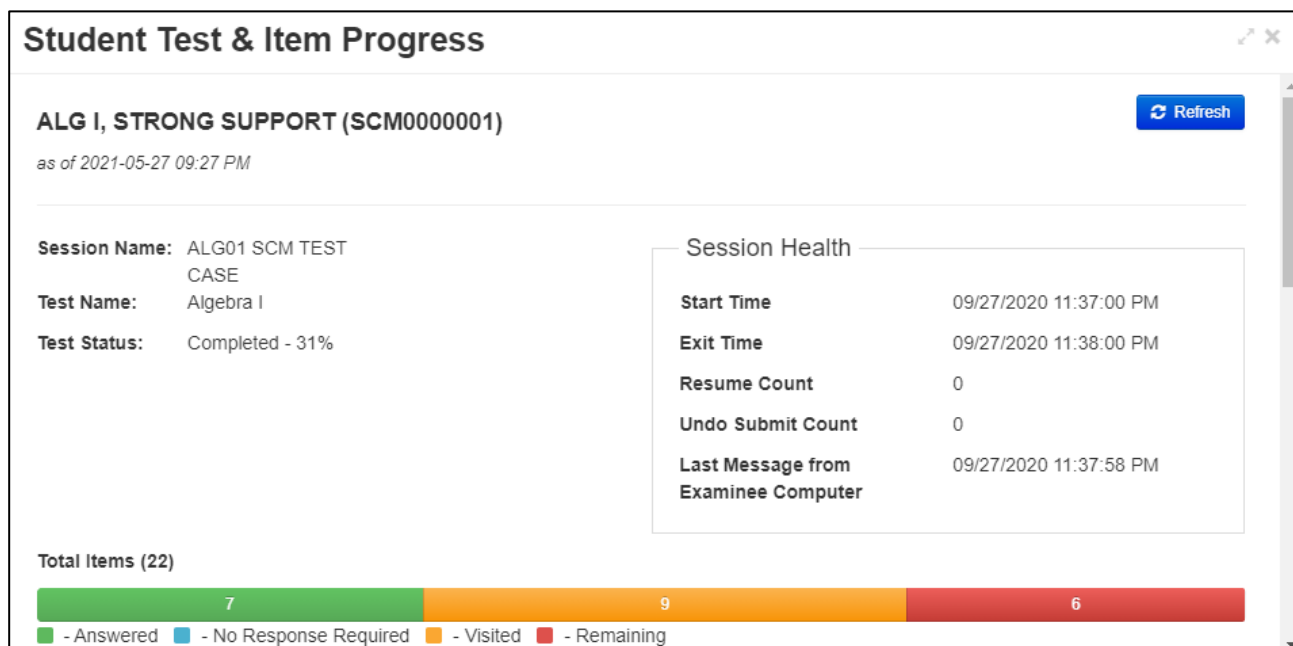


Figure 4.3: Students in Sessions – Student List



In the student list on the Students in Sessions screen, the test status for each student and unit is a clickable link, except for units in Ready status. Click the test status link to view the “Student Test & Item Progress” popup window. This window displays a bar graph with the number of items answered, visited, and remaining.

Figure 4.4: Student Test & Item Progress Window

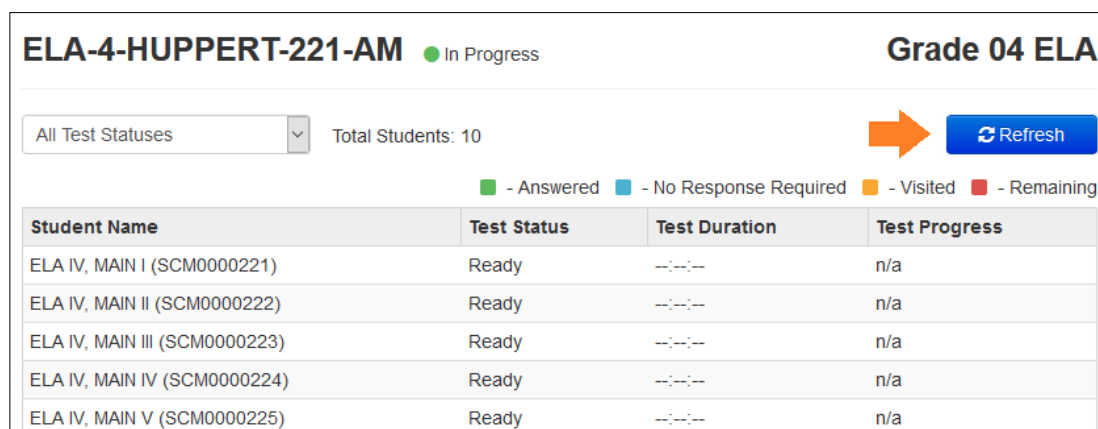


To maintain system security, [PAN](#) times out after 30 minutes of test session management inactivity. If you have been timed out, reenter the username and password to resume monitoring in PAN. Refer to *Selecting Sessions and Students with Filters* in **Section 4.2** of this guide for helpful tips on searching for students or sessions.

Student Test Status Dashboard

In the single session view, select the pop-out button to the right of the session to access the **Student Test Status Dashboard**. Note: The pop-out button will only appear if the session has 50 or fewer students. The dashboard will open in a new tab within the browser.

Figure 4.5: Student Test Status Dashboard



If monitoring multiple sessions, select a different session in the Session List, and then open the dashboard in another tab within the browser. This way, multiple sessions can be monitored by navigating between the browser tabs.

On the **Student Test Status Dashboard**, all student tests within that session will be displayed, along with the following information:

- Student Name (SID) — e.g., Student, Sarah (5550000012). **Note:** Clicking the information icon next to a student’s name will display the same Student Test & Item Progress popup window that can be opened from the **Students in Session** screen.
- Test Status.
- Test Duration — total time the student has been testing based on start/stop times in TestNav (TN).
- Test Source — i.e., TN APP.
- Battery — The status of the student’s device battery will display here; students will also receive a warning message when their battery reaches 20% (yellow icon) and 10% (red icon). **Note:** Students

testing on iOS devices will have “n/a” in this column. 

- Test Progress—a colored bar graph showing the percentage of items answered, visited, and remaining. Underneath are the numbers of items in each of those categories.

Click the **Refresh** button to see updated student test progress. **Note:** The **Refresh** button can only be clicked every 30 seconds. Once the **Refresh** button is clicked, a 30-second timer will count down until the **Refresh** button reappears. Unlike PAN, the **Student Test Status Dashboard** page does not time out after 30 minutes of inactivity. However, once logged out of PAN, this page can no longer be refreshed.

4.3 Troubleshooting Computer-Based Testing

Occasionally, students encounter technical issues during online testing. Test Administrators must know the plan for contacting technology staff or other district staff if issues arise, and also continue actively monitoring other students who are successfully testing.

If a student is repeatedly exited from TestNav, here are some troubleshooting steps that may be followed in accordance with the procedures established by Test Coordinators or designees while the Test Administrator continues to actively monitor other students:

- Note the time of the disruption so that the remaining time for the unit can be calculated.
- Have the student try signing in again. (The TA should confirm the test is in a status of Resumed in [PAN](#) first.)
- Restart TestNav.
- Restart the testing device.

If the situation cannot be resolved in a timely manner, the School Test Coordinator, etc may need to take the following steps:

- Carefully monitor the actions the student is taking when signing in or navigating through the test (e.g., make sure the student is not powering the device off, intentionally exiting, attempting to access another program, selecting certain keystrokes).
- Move the student to a different device—if possible, choose one that has been used successfully for testing. **Note:** When working with vendors regarding technology issues, a troubleshooting step may involve having the student log back into TestNav using the same device.
- If needed, follow the procedures outlined by the school on whom to contact for troubleshooting guidance.

If the issue cannot be resolved in a timely manner and no alternate device is available, the TA may dismiss the student from the testing environment under the direction of the STC and have them resume the test on a functioning device as soon as possible on the same day. The student may not alter any previously entered

responses and must be given the amount of time remaining in the test unit when the technical problem occurred. Document the situation in writing and let the STC know about the testing irregularity prior to dismissing the student.

When a technology disruption affecting multiple students occurs, TAs must follow these steps:

- Follow the procedures outlined by the school on whom to contact for troubleshooting guidance.
- Note the time of the disruption so that the remaining time for the unit can be calculated.
- Pause testing in the room until the problem is resolved.
- The TA may then resume the student tests in PAN and allow the students to log in to TestNav again.
- Inform students how many minutes of test time remain and write the new start and stop time in the Timing Box.
- Document the situation in writing and let the STC know about the testing irregularity.

4.3.1 Irregularities with Specific Items

If, during testing, a student alerts a TA to a possible unanswerable or misworded test 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 item by contacting the Technology Coordinator or by escalating the issue according to the school's protocols. Importantly, do not submit the test. The Technology Coordinator, DTC, or STC must immediately contact vendor support.

If an issue cannot be resolved, record the following information:

- Grade.
- Content area.
- Test session name.
- Form ID.
- Student's SID number.
- Item number.
- How the test was accessed (i.e., device and operating system).

If a timely solution cannot be found, a TA should provide information to the STC and complete a *Testing Irregularity and Security Breach Form* so that the DTC can communicate with the appropriate state assessment coordinator.

Note: Test Administrators or proctors may **not** read or review a test item unless absolutely necessary to resolve problems preventing a student from testing.

The content of the test itself is 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.

4.4 Ending Each Unit

4.4.1 Submit Units and Log Students Out of TestNav

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.

At the end of testing time, lock the unit for all students by moving the slider to the locked position on the Students in Sessions screen. Locking the unit does **not** automatically exit a student from the test. Test Administrators must ensure that all students have exited the unit by reviewing student statuses on the **Testing > Students in Sessions** page in [PAN](#). Student tests that are still active in TestNav will have an **Active** status. Check those student testing devices and confirm the student has completed that unit prior to exiting the unit in TestNav.

If students will be taking another unit after a short break, they may remain logged in to TestNav. If not, help students log out of TestNav. TAs may provide navigational guidance as students click through the log-out steps. To log off, select the “User dropdown menu” at the top right corner and select “Sign out of TestNav.”

5.0 After Completion of Each Day of Computer-Based Testing

5.1 Checklist of Tasks for Test Administrators to Complete After Computer-Based Testing

Table 5.0: After-Testing Activities for Computer-Based Testing

| Day of Testing | Reference |
|---|----------------------|
| <input type="checkbox"/> Collect test materials from students. Return test materials to the STC. | Section 2.10 |
| <input type="checkbox"/> Complete any documentation necessary for any testing irregularity or security breach that occurred and/or was reported. | Section 2.4.2 |
| <input type="checkbox"/> Lock units and stop test sessions in PAN . (This task may be completed by the STC.) | Section 5.2 |
| <input type="checkbox"/> Notify the STC of any students who did not test, or who did not finish testing. The STC may need to mark these tests as complete or schedule the students for make-up testing. | Section 5.2 |

5.2 Lock Units and Stop Test Sessions in PearsonAccess^{next}

At the end of each testing day, ensure that all units are locked. To lock units for all students in a session, move the slider to the locked position on the **Students in Sessions** screen.

Notify the STC of any students who did not test, or who did not finish testing. The STC may need to mark their tests as complete or schedule the students for make-up testing.

If all students have completed testing and submitted their responses, stop the test session by clicking the **Stop** button on the **Students in Sessions** screen in [PAN](#). Sessions cannot be stopped when one or more units are unconsumed (e.g., ready) or partially consumed (i.e., exited, resumed). STCs will need to take additional steps prior to stopping these test sessions.

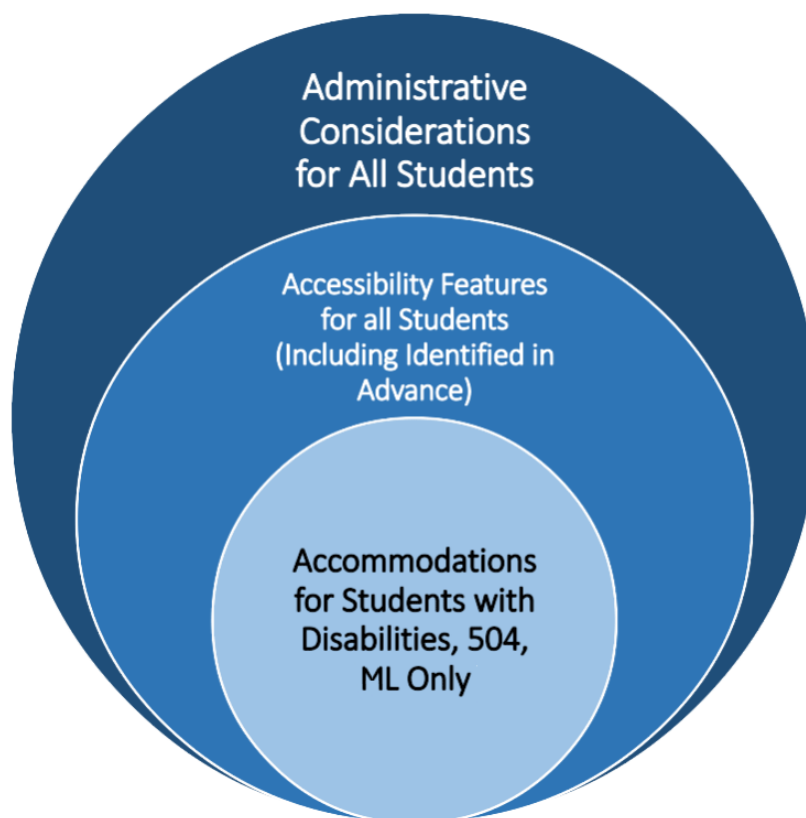
6.0 Using the *AF&A Manual*

TAs who are administering a test with an accessibility feature or accommodation must receive the proper training and review the *Accessibility Features and Accommodations Manual (AF&A Manual)*, which is available online at the [New Jersey Assessments Resource Center](#) under **Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources**.

The *AF&A Manual* describes the accessibility features, administrative considerations, and accommodations that are available for the assessments. It also explains the before-testing, during-testing, and after-testing activities necessary for successful administration of these supports. **Sections 1.0** and **2.0** in the *AF&A Manual* cover computer-based testing, and **Appendix A** covers similar material for paper-based testing. Similar supports may be offered for CBT and PBT, but they may be implemented differently. TAs must be aware of the specific accommodations and required implementation processes as outlined in the *AF&A Manual* for all students they will be testing.

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

Figure 6.0: 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. The following accommodations have additional documentation in an appendix of the *AF&A Manual* or an external document.

Table 6.0: AF&A Manual References

| Accommodation | AF&A Manual References |
|--|--|
| Human Reader | <p>Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics/Science Assessments</p> <p>ELA Audio Guidelines and Mathematics Audio Guidelines 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 appendix of the <i>AF&A Manual</i> and are now available on the New Jersey Assessments Resource Center under Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources > Resources.</p> <p>Math Mathematics human reader scripts are secure documents provided by the vendor 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>Assistive Technology Guidance is available at the New Jersey Assessments Resource Center located under Educator Resources > Testing Administration Resources > Accessibility Features and Accommodations (AF&A) Resources > Resources.</p> |

6.1 Before Testing: Preparing for Accessible Test Administration



The STC will provide TAs with a list of all required accessibility features and accommodations to provide to students. It is critical to ensure that students have the appropriate accessibility features and accommodations for testing.

 Some accessibility features and accommodations are provided by a specific test form in TestNav. The TA should verify that the student has been assigned the correct form by viewing the accommodation indicator, as described in the *Personal Needs Profile Guidance: Managing Incorrect Accessibility Features and Accommodation PNP Data* document at the [New Jersey Assessments Resource Center](#) located under **Educator Resources > Test Administration Resources > PearsonAccess^{next} Resources**. Request assistance from the STC if a student has been assigned the wrong form.

The STC may need to supply materials necessary for the TA to provide certain accessibility features and accommodations. Examples of such materials include noise buffers, a word prediction external device, or a paper-based test kit. Accommodated test materials that are available from the vendor are listed in the next section.

6.1.1 Accommodated Test Materials

New Table 6.1: Changes to Accommodated Test Kits

| Test Format | Description |
|---|---|
|  | 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. |
|  | 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 and reference sheet, or periodic table) — if applicable. This means that shrink-wrapped packs of test booklets, mathematics tools, mathematics reference sheets, or periodic tables are no longer available to order. |

TAs who are administering assessments that require vendor-provided accommodated test materials are expected to familiarize themselves with the list of testing materials that will be provided to them.

Mathematics Human Reader Script

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).



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).



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: For ELA and science, Human Readers should read aloud from one of the test booklets included in the kit.



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: Braille test kits may be ordered if required for students using Assistive Technology Screen Reader.



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.



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).



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 Readers scripts are no longer provided. Human Readers should read aloud from one of the test booklets included in the kit.

Test kits include all materials that a student needs for paper-based testing. However, if students write on the mathematics reference sheets or periodic tables during testing, they are considered to be secure materials and may not be used for subsequent units. Instead, 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**.

6.2 During Testing: Test Administration of Accessibility Features and Accommodations

The following accessibility features and accommodations require action by the TA during testing.

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

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

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

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

TAs may need to provide the following accommodations to a multilingual learner during testing:

- Extended time.
- Human Scribe for mathematics.
- General administration directions read aloud, repeated, or clarified as needed in the 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 mathematics and science assessments in Spanish.

Special Accommodations Circumstances During Testing

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

- **Appendix F:** Use of an Emergency Accommodation on the NJSLA and NJGPA.
 - 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 testing window (e.g., a student breaks an arm and needs a scribe).
- **Appendix H:** *Student Accommodation Refusal Form*
 - If any students refuse the accommodation(s) listed in their IEP, 504 plan, or as part of the accommodations defined for multilingual learners, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the test administration.

Contact the STC if either of these circumstances occurs.

6.3 After Testing: Completing Accessible Test Administration

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

7.0 Paper-Based Testing

Paper-based tests may be provided to students as an accommodation.



Printed answer documents are no longer provided or used for NJSLA or NJGPA. 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 NJ 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.

7.1 Before Paper-Based Testing

7.1.1 Checklist of Tasks for Test Administrators to Complete Before Paper-Based Testing

This section lists the activities TAs must complete before the day of testing. Completing tasks during the timelines in this checklist is strongly recommended.

Table 7.0: Tasks to Complete One Week Before Paper-Based Testing

| At Least One Week Before Testing | Reference |
|--|---|
| <input type="checkbox"/> Review policies and instructions for test administration in this manual. | <i>TAM</i> |
| <input type="checkbox"/> Complete any required training with the STC to review test security, administration protocols and plans, and testing day activities. | Section 2.1 |
| <input type="checkbox"/> Review the <i>New Jersey Test Security Agreement</i> . Sign and submit it to the STC. | Section 2.3.2 |
| <input type="checkbox"/> Review the test administrator scripts for the tests you will be administering. | Section 2.8 |
| <input type="checkbox"/> Review all accessibility features and testing accommodations to be administered for students and know how to administer them. Review the <i>AF&A Manual</i> . | Section 6 and <i>AF&A Manual</i> |
| <input type="checkbox"/> Strongly Recommended: Administer paper practice tests. Review additional assessment preparation resources with students. | Section 1.4 |

Table 7.1: Tasks to Complete One Day Before Paper-Based Testing

| One Day Before Testing | Reference |
|---|--------------------|
| <input type="checkbox"/> Prepare the testing environment. | Section 2.5 |

7.2 During Paper-Based Testing

7.2.1 Checklist of Tasks for Test Administrators to Complete During Paper-Based Testing

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

Table 7.2: Tasks to Complete During Paper-Based Testing

| Day of Testing | Reference |
|---|--------------------------------------|
| <input type="checkbox"/> Receive test materials from the STC and track receipt using the Chain-of-Custody form. | Section 2.2 |
| <input type="checkbox"/> After students are seated, verify student roster and take attendance, and note absent students for make-up testing. | N/A |
| <input type="checkbox"/> Administer the assessment according to the policies in this manual, using the appropriate administration script. <input type="checkbox"/> Distribute test materials to students. <input type="checkbox"/> Write the starting time and stopping time in the timing box. | Section 2 and TA script |
| <input type="checkbox"/> Administer accessibility features and testing accommodations as needed. If any student has been assigned and/or started a test without their proper accommodation, contact your STC for help immediately. | Section 6 and AF&A Manual |
| <input type="checkbox"/> Supervise test administration and provide breaks (if applicable). | Sections 2.7 and 2.9 |
| <input type="checkbox"/> If a student leaves during a unit, note the exact place in the unit where the student stopped and the time remaining. Lock the unit in PearsonAccessnext. | Section 2.6 |
| <input type="checkbox"/> For make-up testing of a unit that was already started, provide the correct amount of remaining time for the unit, and ensure that the student does not change previous responses. | Section 2.6 |
| <input type="checkbox"/> End the unit at the right time. Some students may have an accommodation for extended time. | Section 4.4 |
| <input type="checkbox"/> Complete any documentation necessary for any testing irregularity or security breach that occurred. | Section 2.4.2 |

7.3 Handling Irregularities

7.3.1 Irregularities with Specific Items

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

- The TA should instruct the student to continue testing.
- Note the grade, content area or course, item number, test format (braille, large print, or regular print), and a brief description of the issue, and provide that information to the STC to complete a *Testing Irregularity or Security Breach Form*.
- Actual wording from the question must never be included either verbally or in writing. Remember, school personnel may not read or review a test item, except when necessary to provide a student accommodation.

7.3.2 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. 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. Handling materials must be done in accordance with procedures outlined in Occupational Safety and Health Administration (OSHA) regulations.
3. After the testing area is cleaned and the student(s) have returned, the TA must remind the student(s) of the amount of time remaining for the unit prior to the disruption. Testing may then resume. The affected student(s) must be provided with a replacement test booklet.
 - a. If the ill student returns to resume testing and the completed responses can be transcribed into a replacement test booklet, 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 may be given the opportunity to retake those units using a replacement test booklet during make-up testing.
4. The STC will take care of the contaminated materials in accordance with procedures outlined in Occupational Safety and Health Administration (OSHA) regulations.

7.3.3 Torn or Damaged Test Materials

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

1. The test booklet may need to be replaced. After testing, but within the testing window, the student's answers may need to 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 *Accessibility Features and Accommodations 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 at the [New Jersey Assessments Resource Center](#) located under **Educator Resources > Test Administration Resources > Forms**.
3. Follow the protocol in **Section 2.4.2** 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.

7.4 After Completion of Each Day of Paper-Based Testing

7.4.1 Checklist of Tasks for Test Administrators to Complete After Paper-Based Testing

Table 7.3 After-Testing Activities for Paper-Based Testing

| Day of Testing | Reference |
|--|-----------------------|
| <input type="checkbox"/> Collect test materials from students. Return test materials to the STC. | Section 2.10 |
| <input type="checkbox"/> Inform the STC of any responses needing transcription. | Sections 2.10 and 6.3 |
| <input type="checkbox"/> Complete any documentation necessary for reporting any testing irregularity or security breach. | Section 2.4.2 |
| <input type="checkbox"/> Ensure that the STC knows who was absent so that make-up testing can be scheduled. | Section 2.6 |

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 > Test 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 platform or provided externally by TAs. Accessibility features can be used by any student taking the NJSLA or NJGPA. A selection of accessibility features available to all students needs 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 2.6 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 | 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. |
| Secure | 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 used scratch paper and printed ancillary testing materials written on by students, including mathematics reference sheets and periodic tables. |
| Session | In PAN , a session is the group of students registered to test a content area together (same time and location). |
| SR/PNP | 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. |
| Testing Environment | The Testing Environment refers to all aspects of the test surroundings immediately before, during, and immediately after testing, including what a student can see, hear, or access. |
| TestNav | 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. Support is available at the New Jersey Assessments Resource Center located under Technology Setup . |
| 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 | 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 2.6 of this manual provide unit details. In mathematics, certain units may be comprised of more than one section. |
| 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: Sign

NJSLA and NJGPA

TESTING

Please
Do Not Disturb


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.