



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

New Jersey Spring Statewide Assessments

Test Administrator Manual

2022 Spring Test Administrator Manual

Computer-Based & Paper-Based Testing

NJSLA English Language Arts, Mathematics & Science

NJGPA English Language Arts and Mathematics





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What's New for 2022 Administration?

| New For 2022 | Section Reference |
|---|---|
| <p>Major changes in policy or procedure in the document will be called out with a “new” icon.</p> <div style="background-color: black; color: white; padding: 2px 5px; display: inline-block; font-weight: bold;">New</div> | N/A |
| <p>The New Jersey Graduation Proficiency Assessment (NJGPA) will be administered to students in grade 11 to meet the state assessment requirement for graduation.</p> | Section 1.3 TAM |
| <p>Electronic versions of the <i>Test Coordinator Manual</i> and <i>Test Administrator Manuals</i> will be posted to the NJ Assessment Resource Center. Manuals will not be printed.</p> | N/A |
| <p>The NJ Assessment Resource Center has been reorganized to make it easier for New Jersey Test Coordinators, Technology Coordinators, and Test Administrators to locate information.</p> | N/A |
| <p>The Digital Item Library, which provides access to released items from the NJSLA assessments, is available as a new resource for educators, students, and parents.</p> | Section 1.4 |
| <p>There is a single version of the <i>Test Coordinator Manual (TCM)</i> and of the <i>Test Administrator Manual (TAM)</i> to be used for all content areas, all test types, and all test administrations in 2022.</p> | Section 1.1 TCM |
| <p>Initial student registration for NJSLA–Science is now done in NJ SMART, as it is for NJSLA–ELA/Math and NJGPA.</p> | Section 3.2.1 TCM |
| <p>Test administrator scripts are no longer included in the TAM. Scripts are available at the NJ Assessment Resource Center.</p> | Section 2.8 TAM |
| <p>Regular-print paper tests are now packaged in individual kits for a single student to use. A regular test kit will include the test booklet, answer document (if applicable) and ancillary materials (mathematics tools and reference sheet or periodic table). This means that shrink packs of test booklets, answer documents, mathematics tools, mathematics reference sheets, or periodic tables are no longer available to order.</p> | Sections 6.2 TAM and Section 3.6.1 TCM |
| <p>Spanish test kits will no longer include an English test booklet.</p> | Section 6.2 TAM and Section 6.2.1 TCM |
| <p>For students with an accommodation to use a screen reader, Braille Kits will be included in the initial shipment of test materials for them instead of Tactile Graphics Kits.</p> | Section 2.2 TAM and Section 6.2.1 TCM |



| New For 2022 | Section Reference |
|---|--|
| <p>If a student has been inactive in TestNav for 20 minutes, an Inactivity Timer comes on by giving a 30-second pop-up warning. If the student does not interact with the testing device to restart the timer, the student test will be placed in Exited status. The test administrator will have to Resume the student, and the student must use their log in to re-enter TestNav.</p> | <p>Sections 4.2.1 TAM and Section 4.1.4 TCM</p> |
| <p>A new 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.</p> | <p>Section 4.2.2</p> |
| <p>TestNav will display a battery indicator when a student is actively testing.</p> | <p>Section 1.4</p> |
| <p>A new Zoom Tool is available in TestNav. Students will still be able to use shortcuts to magnify.</p> | <p>Section 1.4</p> |
| <p>For NJSLA–ELA/Math, School Test Coordinators will return test materials in all subject areas to their District Test Coordinator instead of directly to the vendor.</p> | <p>N/A</p> |
| <p>Hardcopy versions of the NJSLA–Science Parent, Student, and Teacher Information Guides are no longer produced. A digital version is available to download from the NJ Assessment Resource Center.</p> | <p>Section 1.4</p> |



Testing Platforms and Support Information

| Key Point | Details |
|--|--|
| Platform for Test Coordinators and Test Administrators | <p>PearsonAccess^{next} (PAN) is the portal used for the registration, setup, preparation, and management of both the computer-based and paper-based formats of the assessments. PearsonAccess^{next} is a secure site that requires a username and password.</p> <p>PearsonAccess^{next} Live Site: nj.pearsonaccessnext.com PearsonAccess^{next} 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 2022 and NJSLA–Science Spring 2022). Make sure you have the correct scope selected when working within PAN.</p> |
| Testing Platform for Students | TestNav is the computer-based testing platform used by students to take the computer-based assessments. |
| Where to go for more Information | The NJ Assessment Resource Center is your one-stop shop to access all NJSLA and NJGPA resources. From practice tests and technology setup to downloadable forms, testing tools, and manuals, this website has you covered. |
| Support within the document | Look for icons within this document that call out information specific to administrations and content areas. (See Table 1.0 in Section 1.3 for examples.) |



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 ELA, mathematics, and science. The New Jersey Graduation Proficiency Assessments (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. English language arts (ELA) assessments will focus on writing effectively when analyzing text. Mathematics assessments will focus on applying skills and concepts and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools. 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 answering selected-response items and technology-enhanced questions.

Each assessment is comprised of multiple units. One of the mathematics units 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 PearsonAccess^{next} (PAN). With PAN, you can perform all your 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 instructions that Test Administrators (TAs) need for 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 7** contains similar information for paper-based testing. **Section 6** describes how to use the *Accessibility Features and Accommodations 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**.

This manual and related documents can be found at the [NJ Assessment 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 no longer included in this manual. They are only available at the [NJ Assessment 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.

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 NJGPA and NJSLA Program Coordinators and the Customer Support Center.

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



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

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

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

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

A TA must hold one of the endorsements required for DTCs and STCs listed above. Paraprofessionals may only serve as TAs if they hold one of these endorsements. Long-term substitutes may only serve as TAs if they hold one of the endorsements listed above **and** have had contractual employment at the testing site for more than 20 consecutive school days **prior** to the start of the testing window and will have additional continual uninterrupted employment at the school during the prescribed testing window for 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 your STC to review test security and administration protocols
- Reviewing policies and instructions in the Test Administrator Manual (TAM)
- Assisting in the preparation of the testing environment
- Assisting in the supervision of test administration during each unit

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 PearsonAccess^{next}
- 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 (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.

NJDOE offers the summer assessments for students enrolled in summer courses (including middle school students enrolled in high school mathematics courses) in ELA 9, Algebra I, Geometry and Algebra II. The Fall Block assessments are offered for districts that operate the semester block schedule, for students in grade 9 who are enrolled ELA 9, Algebra I, Geometry or Algebra II for the first time.

Table 1.0: Tested Grades

| Content Area | Grades |
|------------------|------------------|
| ELA (NJSLA) | Grades 3–9 |
| Math (NJSLA) | Grades 3–9 |
| Science (NJSLA) | Grade 5, 8, & 11 |
| ELA/Math (NJGPA) | 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 a course who have previously passed the associated assessment are not required to re-take that assessment. Grade-level ELA course/credit assignment determines participation in NJSLA, not grade-level homeroom assignment.

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

Middle School Mathematics

Districts 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 are expected to **take both the NJSLA Algebra I and NJSLA Mathematics Grade 6 assessments**.



- 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

Most high school students will take the NJSLA for mathematics in grade 9. Some students may be required to test in grade 10, 11, or 12 instead of grade 9 based on unique circumstances.

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

Students enrolled in an Algebra I, Geometry, or Algebra II course must take the corresponding NJSLA unless they are:

- Repeating the course and have previously passed the assessment associated with the course.
- Enrolled in an integrated mathematics course that is a prerequisite for an Algebra I course. Students do not take the Algebra I assessment while enrolled in the integrated course. These students must wait until they are enrolled in the Algebra I course to take the corresponding assessment.
- Enrolled in an integrated mathematics course that serves as an alternative to an Algebra I course. These students must take the Algebra I assessment.
- Following a mathematics course sequence where students will take Algebra I later in high school. These students must wait to be tested until they are taking Algebra I.

Grade 9 students enrolled in multiple mathematics courses will take only one state mathematics assessment per assessment administration. A student must take Algebra I in cases where the student is taking Algebra I and Geometry. In cases where a student is taking Algebra II and Geometry, NJDOE recommends taking the Geometry assessment.

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

Some students may be required to test in grade 10, 11, or 12 instead of grade 9. The following examples provide some instances when a student in grade 10, 11, or 12 may be required to take an NJSLA mathematics assessment:

- Students who did not take Algebra I in middle school and are enrolled in Algebra I for the first time must take the Algebra I assessment.
- Students who took Algebra I in middle school who are enrolled in a tested mathematics course (either Geometry or Algebra II) for the first time in high school must take the corresponding assessment.
- Students who started a two-year Algebra I or Geometry course starting in grade 9 must take the corresponding assessment in grade 10.
- Students who are following a mathematics course sequence where they will take Algebra I later in high school must take the Algebra I assessment when they are enrolled in the Algebra I course.

Please note that the above list is not exhaustive. Reach out to the appropriate state assessment coordinator for guidance on any other unique circumstances.

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 on the ELA or mathematics section, the student may retake the NJGPA in the following summer or fall.



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](#).

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 NJSLA or NJGPA and still meet high school graduation requirements. These students are required to take the NJSLA or NJGPA but are not required to pass the NJSLA or NJGPA, take alternate graduation assessments, or participate in the appeals process. Exemptions from passing the NJSLA or 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 unless they are undergoing a medical emergency as described under **Students who are exempt from taking the NJSLA**. Districts have the option of administering either the paper-based tests or the computer-based tests using a district supplied portable electronic device and mobile hotspot to these students. The mode of testing should be based on individual student need and the content area being assessed. Detailed procedures and guidance are included in the *Homebound Testing Procedures* document available at the [NJ Assessment 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 unless they are exempt due to one of the reasons listed under Students who are exempt from taking the NJSLA. If the Out-of-District Placement will not administer the NJSLA, the student must return to their home district to be tested or the home district must send a TA to the student’s ODP site to test the student.

Adult High School Students

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

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

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

1. Newly arrived English Language Learners (ELLs) in grades 3 through high school, who are enrolled in United States schools after June 1 of the previous school year, may be excluded from the NJSLA–ELA in the current school year, but not from NJSLA–Math and NJSLA–Science.
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. 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.

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

1.4 Assessment Preparation Resources

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 [NJ Assessment Resource Center](#) 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.



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’s 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 in PAN.



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 [NJ Assessment Resource Center](#) 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 them.

Note that 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 new functionality, such as:

- A new 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 new Student Test Status Dashboard described in **Section 4.2.2**.

Additional Assessment Preparation Resources

A new 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.

Schools should also strongly encourage teachers to familiarize students with the ELA scoring rubrics prior to administration to help them understand the criteria by which their responses to prompts on ELA assessments will be scored. These scoring rubrics can be found at the [NJ Assessment Resource Center](#) located under **Educator Resources > Practice Tests**.

A Parent, Student, and Teacher Information Guide for NJSLA–Science is published online at the [NJ Assessment Resource Center](#). 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 at the end of each day of testing (**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.
- TAMs: electronic versions of the manuals can be viewed at the [NJ Assessment Resource Center](#) located under **Educator Resources > Test Administration Resources > Test Administration Manuals** as well as the [NJSLSA-S website](#).
- TA Scripts are no longer included in this manual. They are available only at the [NJ Assessment Resource Center](#) 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 [NJ Assessment Resource Center](#). (**Note:** students cannot supply their own devices for testing)
-  Paper-based test kits: Kits include test booklet(s), answer document, mathematics tools, reference sheet, or periodic table (if applicable). The contents of each type of kit are listed in **Section 6.2.1**.

New

 Note that braille test kits are now provided for students using a screen reader in computer-based testing instead of tactile graphics kits.

- 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.
 - **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 securely destroyed. Scratch paper must be securely shredded if it has been used. Schools may reuse unused scratch paper only if paper is completely blank.
- Materials which may be needed depending on content area, local policy, or test format
 - **Math** Hand-held 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 re-used for another unit if written on; a new one should then be provided.
- Headphones (see **Section 2.2.4**, Headphones, for more information)

2.2.1 **Math** **Science** Calculators

Usage of calculators is permitted only in certain units or sections of units in the mathematics assessment, and in all units of the science assessment.

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

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 hand-held calculator because an online calculator will **not** be available.

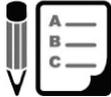
For more clarifications and complete guidance, refer to 4D and 4E in **Section 2 (CBT) or Appendix A (PBT)** of the *AF&A Manual* and the Calculator Policy at the [NJ Assessment Resource Center](#) located under **Educator Resources > Test Administration Resources**.



Table 2.4: Hand-Held Calculator Types

| Grades | Math | Science |
|-------------|--|---|
| Grades 3–5 | For grades 3–5, calculators are allowed for accommodation use only. | For grade 5, all students should 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.</p> <p>However, districts or schools may choose to provide students with hand-held calculators. Districts or schools should make this determination based on what is regularly used during instruction. If districts or schools choose this option, they will determine who is responsible for providing hand-held calculators (e.g., school or student). During mathematics units that are comprised of both a non-calculator section and calculator section, students will be prompted to raise their hand to ask for a calculator if this option applies.</p> |
|  | <p>Hand-held calculators must be used. Hand-held calculators must be distributed and collected as specified in the TA scripts.</p> <p>Districts will determine who is responsible for providing hand-held calculators (e.g., school or student).</p> |



Hand-held Calculators

If hand-held calculators will be used, it is essential that TAs provide hand-held calculators for all sections and units where calculator usage is permitted, and then collect the calculators afterwards. TAs must confirm that the memory on all calculators has been cleared before and after the test sessions. TAs should not administer a unit requiring a calculator to a student for whom a grade-appropriate calculator is not available. If a student does not have a grade-appropriate calculator and one cannot be obtained on that day, that student should test in a make-up unit with a grade-appropriate calculator.

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

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop, PDA, or phone-based calculators are allowed during the assessments.
- Students are not allowed to share calculators with another student during a test unit.
- Instructional manuals and function reference sheets for hand-held calculators should be removed before testing.
- Calculators with “QWERTY” keyboards are not permitted.
- If districts or schools permit students to bring their own hand-held calculators for 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 **Math** Mathematics Tools for Administration

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

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 | These tools are allowable for use on the high school mathematics assessments. If these tools will be used by students during the assessments, schools must provide them. | The vendor will provide required rulers and protractors for paper-based assessments at certain grade levels, as outlined in Table 2.5 . <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 NJ Assessment Resource Center located under Educator Resources > Test Administration Resources > Testing Resources. • The copies must be free of any writing or notes. • If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that unit. | <p>For paper-based testing, mathematics reference sheets are vendor-supplied for grades 5–8 and high school.</p> <ul style="list-style-type: none"> • Mathematics reference sheets will be included in test kits. • The copies must be free of any writing or notes. Do not distribute copies with student writing. • If additional copies are needed, schools may locally print the approved copies available at the NJ Assessment Resource Center located under Educator Resources > Test Administration Resources > Testing Resources. • If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that unit. |
| Geometry Tools | 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. | 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. |



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 NJ Assessment Resource Center located under **Educator Resources > Test Administration Resources > Testing Resources**.



2.2.3 **Science** 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 followed:

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 NJ Assessment Resource Center located under Educator Resources > Test Administration Resources > Testing Resources. • The copies must be free of any writing or notes. • If students write on the periodic tables during testing, they are then considered secure materials and must be securely destroyed after testing that unit. | <p>Periodic Tables: For paper-based testing, periodic tables are vendor-supplied for grades 8 and 11.</p> <ul style="list-style-type: none"> • Periodic tables will be provided in each test kit. • The copies must be free of any writing or notes. Do not distribute copies with student writing. • If additional copies are needed, schools may locally print the approved copies available at the NJ Assessment Resource Center located under Educator Resources > Test Administration Resources > Testing Resources. • If students write on the periodic tables during testing, they are then considered secure materials and must be securely destroyed after testing that unit. |



2.2.4 Headphones

Table 2.9: Headphone Requirements

| Content Area | Requirement |
|---|---|
| <div style="background-color: black; color: white; padding: 2px; display: inline-block; font-weight: bold;">ELA</div> | Required for all computer-based testing students |
| <div style="background-color: black; color: white; padding: 2px; display: inline-block; font-weight: bold;">Math</div> <div style="background-color: black; color: white; padding: 2px; display: inline-block; font-weight: bold;">Science</div> | Required for students who receive the following accessibility features: <ul style="list-style-type: none"> • Text-to-speech • Stand-alone headphones used as a noise buffer |

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 or the text-to-speech accessibility feature for mathematics and science assessments.

 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. Students can adjust the volume level within TestNav at any point in the unit; however, they will no longer be able to adjust the volume on the device while TestNav is running.

Note: Music programs on all testing devices should be closed and not running in the background.

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.

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

2.2.5 Math 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 scripts are necessary for the completion of testing and are considered secure materials. These secure documents are required to be used when providing a human reader accessibility feature for mathematics. Human reader scripts must be returned to your STC at the end of testing.

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

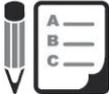
2.3 Maintaining the Security of Test Materials and Content

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 should 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 |
|---|--|
|  | The following computer-based testing materials are secure: 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) |
|  | The following paper-based testing materials are secure: Test booklets, including Spanish, large print, and braille editions Answer documents (grades 4–high school) Mathematics reference sheets written on by students Periodic tables written on by students Scratch paper written on by students Human reader scripts for mathematics (if applicable) |

Follow the school security plan developed by your STC and/or principal. Contact your 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 your 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 NJ Assessment Resource Center located under **Educator Resources > Test Administration Resources > Test Administrator Scripts**.
- Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (refer to **Section 2.4**).
- 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. Note that 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 PearsonAccess^{next}.

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



- Monitor the testing process by continually moving about the room in a way that does not disturb students or attract attention. While monitoring the classroom during paper-based testing, a TA may view students' test booklets and answer documents for the sole purpose of confirming that students are working in the correct unit. TAs may **not** review test booklets and answer documents and/or confirm whether a student has responded to all test items.
 - Ensure that students are supervised during testing, including during breaks.
 - Ensure 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 your STC. Refer to the following procedure to handle these situations. 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.
 - The incident must be reported to your STC immediately.
 - If follow-up documentation is required by your DTC or NJSLA 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 assessment testing in an approved IEP or a 504 plan, or an ELL plan for English language learners.



- Follow guidelines on proper administration of accommodations or accessibility features as prescribed in the *Accessibility Features and Accommodations (AF&A) Manual* and the *Decision-Making Process Manual* available at the [NJ Assessment 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 in **Appendix B** or at the [NJ Assessment 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. Districts must retain the signed forms for three years. Do not submit *New Jersey Test Security Agreement* forms to PearsonAccess^{next} 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 Paper-Based Testing 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; if the student completes the wrong unit of a test, the DTC must immediately contact the appropriate NJSLA Program Coordinator for directions.
 - Student receiving an accessibility feature or an accommodation they are not intended to have, or a student not receiving an accessibility feature or an accommodation they are required to be provided
- **Electronic Devices Irregularities**
 - Using a cell phone or other prohibited electronic device (e.g., smartphone, iPod®, smart watch, scanner, eReader) while secure test materials are still distributed, while students are testing, after students turn in their test materials, or during a break



- Exception: Test Coordinators, Technology Coordinators, TAs, and proctors are permitted to use cell phones in the testing environment **only** in cases of emergencies or when timely administration assistance is needed. Districts may set additional restrictions on allowable devices as needed.
- Exception: Certain electronic devices may be allowed for medical or audiological purposes during testing. Refer to the *NJSLA Decision-Making Process Manual*, available at the [NJ Assessment 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 PearsonAccess^{next} 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 Materials Irregularities and Breaches**
 - Losing a student testing ticket
 - Losing a student test booklet or answer document
 - 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
- **Testing Environment Irregularities**
 - Failing to follow administration directions exactly as specified in the TAM



- Displaying any resource (e.g., posters, models, displays, teaching aids) that defines, explains, or illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing
- Allowing preventable disruptions such as talking, making noises, or excessive student movement around the classroom
- Allowing unauthorized visitors in the testing environment
 - Unauthorized Visitors: Visitors, including parents/guardians, school board members, reporters, and school staff not authorized to serve as TAs or proctors, are prohibited from entering the testing environment.
 - Authorized Visitors: Observation visits by the principal, monitors from the NJDOE Office of Assessments, monitors from the district, and NJDOE-authorized observers are allowed as long as these individuals do not disturb the testing process. Contact your STC for details about observation visits.

2.4.2 Reporting Testing Irregularities and Security Breaches

For a list of testing irregularities and security breaches that must be reported and documented, refer to **Section 2.4.1** and contact your STC with any questions. In the event of a testing irregularity or a test security breach, TAs must be prepared to provide their STC or DTC with detailed information. If an incident must be reported, follow this procedure:

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

2.5 Testing Environment

The testing environment is defined as the location in which students are actively testing (e.g., classroom, computer lab). There must be good lighting and ventilation and a comfortable room temperature. Chairs should be comfortable and tables at an appropriate height with sufficient room for approved testing materials. It is important to establish procedures to maintain a quiet environment throughout testing.

When setting up the testing environment, the following should be taken into consideration:

- Some students may finish testing before others, and the expectations for what those students may do must be determined and established in advance of the testing day. Contact your 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.
-  To maintain security in a computer-based testing environment, the following configurations for seating students are ideal (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 must be used to prevent students from viewing other testing devices. Schools may already have materials available that can be adapted for this purpose. For example:
 - Tape card stock (e.g., manila folders) to the sides of monitors.



- Cut, fold, and tape flattened cardboard boxes to form a visual barrier between testing devices. Place free-standing tri-fold display boards (such as those used for science project exhibits) between testing devices.
- Use cardboard carrels.
- Use privacy screens to narrow the viewing angle of a computer monitor so that it is visible only to someone sitting directly in front of it. 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.
-  In the event that 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

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

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

For more information on administrative considerations that are available for **all** students, refer to **Table 2** of the *AF&A Manual* and the *Decision-Making Process Manual* available at the [NJ Assessment 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 interfere with the assessment, thus producing invalid results. Prohibited materials must be covered or removed from the testing room.

The following materials may not be used at any time during a unit, including after students have completed testing (e.g., submitted section) or during a break. Students, TAs, proctors, or other authorized persons in the test environment may not possess these or any other materials.

- All personal electronic equipment not related to testing (e.g., cell phones, iPods®, eReaders, electronic pens, or smart watches; refer to **Section 2.4.1** for exceptions)
- Any resource (e.g., books, posters, models, displays, teaching aids) that defines, explains, or illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing; refer to the *AF&A Manual* for additional information on approved resources for a student with a disability or an English Language Learner
- Mathematical formulas, number lines, and conversion tables other than the grade-or course-specific, NJSLA-provided mathematics reference sheets
- 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., locker, or book bag). No coats, backpacks, or purses are permitted in the testing rooms. If a student is found to possess any prohibited materials upon arrival for testing, the TA must instruct the student to hand in the materials. 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 and answer document). Subject matter of recreational books must be unrelated to content being assessed. Contact your STC for specifics.

Exceptions for Test Accommodations

A student with a disability or who is an English Language Learner (ELL) 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 ELL plan. For details, refer to the *AF&A Manual* and the *Decision-Making Process Manual*, available at the [NJ Assessment 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 your device to manage the test session in PearsonAccess^{next} is set up.
- Confirm that each student will have adequate work space and be sufficiently separated from other students to support a secure testing environment.
- Check that all needed materials and equipment are available and in good working condition.
- 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 on the board; 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 on the board.
 - 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 on the board.
 - 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 6:30am ET or after 6:00pm ET) for alternative high school programs 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 your STC with any questions about the testing administration dates or time.



Testing Time

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

Administration Time

Administration Time is the total time that schools should schedule for each unit. It includes the unit testing time and the approximate times for administrative tasks such as reading directions, answering questions, distributing materials, closing units, and collecting test materials (shown in **Table 2.11**). Note that times vary by content area, unit, and grade/course. In planning the school’s testing schedule, STCs should plan for the entire testing time for each unit.

Example: When the unit testing time is 60 minutes, schools might schedule a total of 85 minutes, 15 minutes for reading directions + 60 minutes of testing + 10 minutes for closing the unit.

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

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

Table 2.12: Unit Testing Times for Science

| Unit | Unit Testing Time (Minutes) for Grade 5 | Unit Testing Time (Minutes) for Grade 8 | Unit Testing Time (Minutes) for Grade 11 |
|--------|---|---|--|
| Unit 1 | 45 | 45 | 60 |
| Unit 2 | 45 | 45 | 60 |
| Unit 3 | 45 | 45 | 60 |
| Unit 4 | 45 | 45 | 60 |



Table 2.13: Unit Testing Times for Grades 3–5 ELA and Mathematics

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

Table 2.14: Unit Testing Times for Grades 6–8 ELA and Mathematics

| 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 | | | 90 |
| ELA Grade 8 | | | 90 |

Table 2.15: Unit Testing Times for High School ELA and Mathematics

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

Table 2.16: 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.

If any student starts a unit and leaves the testing environment (e.g., due to illness, family emergency) without finishing that unit, they may be allowed to complete that unit on a different day. However, if there are concerns about a student completing a unit, do not allow the student to begin. TAs must note the exact place in the unit where the student stopped and the amount of time remaining.

 The TA should lock the unit in PAN as well.

During make-up testing for a unit that was already started, students are not allowed to alter any previously entered or written responses. They must resume testing exactly where they left off and be provided with the remaining time noted at the time testing was interrupted. TAs must closely monitor make-up testing to ensure students do **not** alter any previously entered responses.

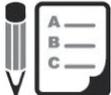
 TestNav will automatically resume at the exact point where a student exited a unit.

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 your STC for additional requirements regarding breaks.

Table 2.17: Break Policy by Test Format

| Test Format | Description |
|---|---|
|  | During short breaks, visual blocks should 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 should also ensure the security of students' scratch paper and hard copies of mathematics reference sheets and periodic tables (if applicable). |
|  | The TA should ensure the security of students' test booklets, answer documents, 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 administration consideration for any student. Administrative considerations must be identified for the student in the Student Registration/Personal Needs Profile (SR/PNP); refer to the *AF&A Manual* for additional information. TAs should not “stop the clock” for students with frequent breaks. For students with disabilities or English language learners who may require frequent breaks, it is highly recommended that schools consider the extended time accommodation.

Students must be provided with one sheet of blank scratch paper at a time. If a student requires an additional sheet of blank scratch paper, the Test Administrator must collect the used scratch paper before providing the student with a new one.

During these breaks, visual blocks should be applied to students’ testing devices (e.g., turn off the monitor, tape folders to the screen) instead of having students use online functions to exit and resume the test. The TA should also ensure the security of students’ scratch paper and periodic tables (if locally printed).

2.7.2 Breaks Between Units

If your STC schedules 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 [NJ Assessment 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. Districts will need to translate the directions themselves for students who have an accommodation for a TA to read test directions in another language. 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 should be read aloud **only** if they are applicable to the students testing. Some directions may differ slightly by unit and are noted within the administration script. 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 an English Language 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 may not individually remind or encourage a student to answer all questions. TAs and proctors may not point or gesture to the student to complete a specific test item or encourage a student to select an answer choice.

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* in **Appendix B** of this manual within five school days unless otherwise directed by the DTC or the test Coordinator. Contact your 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 PearsonAccess^{next}.

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 your 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 NJSLA 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 this protocol:

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

In the event that a building evacuation, lockdown, or school closure occurs **during** the unit, follow this protocol:

- 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 example, lock the test units in PearsonAccess^{next}.
- Upon returning to the testing room, prepare students for the continuation of the unit.
 - Inform students how many minutes remain for the unit.
 - Write the updated start time and stop time of the unit on the board.
 -  Student test statuses may need to be changed to Resumed in PearsonAccess^{next}.
- Document the situation using the *Testing Irregularity and Security Breach Form*.



- Report the event or incident to your STC immediately. Contact your STC for information about reporting a testing irregularity.

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
- Hand-held calculators (the TA must clear the memory on the calculators)
-  Test booklets
-  Answer documents
- 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 your STC.

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

Make sure that a student name is identified on any accommodated responses captured on paper or an electronic device. Inform your STC of any responses needing transcription.

Return the materials collected from students, as well as the following materials, to your 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 your 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 your STC. | Appendix B |
| <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 ELA scoring rubrics and NJSLA–Science Parent, Student, and Teacher Information Guides 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 PearsonAccess ^{next} 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 [PearsonAccess^{next}](#) 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 your STC and track them using the <i>Chain-of-Custody Form for Computer-Based Testing Materials</i> . | Section 2.2 |
| <input type="checkbox"/> Manage tests in PearsonAccess ^{next} : <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. | NA |
| <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 your STC for help. | 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 PearsonAccess ^{next} . | Section 2.6 |
| <input type="checkbox"/> Troubleshoot computer-based testing issues as needed. | Section 4.7 |
| <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. TestNav will not automatically log off at the end of unit testing time. Ensure that students have submitted their completed test units. | Section 4.4.1 |



| Day of Testing | Reference |
|--|----------------------|
| <input type="checkbox"/> Complete any documentation necessary for reporting any testing irregularity or security breach. | 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 your STC to determine who will complete these two tasks just prior to testing. After a session is started, TAs should 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 your 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 [NJ Assessment Resource Center](#) under **Educator 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**.

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 8 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 students in Exited status can be resumed. Students in Ready, Completed, or Marked Complete statuses cannot be resumed.</p> |
| Resume Upload | 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 will force the user to browse for an SRF on the testing device. |
| Completed | The unit has been submitted by the student through TestNav and has been processed. |
| 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 Session** screen. Refresh your browser window or select the **Refresh** button to see updated information. For Active or Completed tests, click the test status hyperlink to view the “Student Test & Item Progress” popup window. This window displays a bar graph with the number of items answered, visited, and remaining.

ELA-5-GREEN-304-AM

[Resources](#) [Details](#) [Edit](#)

In Progress Stop Session Refresh

ELA-5-GREEN-304-AM (10 Student Tests) 10

Student Test Status Key

- Ready
- Resumed, Resumed
- Upload
- Active
- Exited
- Completed, Marked
- Complete

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



New 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.

ELA-5-GREEN-304-AM

Resources ▾ Details Edit

● In Progress Stop Session Refresh

ELA-5-GREEN-304-AM (10 Student Tests) 🔗 🔒 🔒

10

Student Test Status Key

- Ready
- Resumed, Resumed Upload
- Active
- Exited
- Completed, Marked
- Complete

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.

ELA-4-HUPPERT-221-AM ● In Progress **Grade 04 ELA**

All Test Statuses ▾ Total Students: 10 ➔ Refresh

■ - Answered
 ■ - No Response Required
 ■ - Visited
 ■ - Remaining

| Student Name | Test Status | Test Duration | Test Progress |
|-------------------------------|-------------|---------------|---------------|
| ELA IV, MAIN I (SCM0000221) | Ready | --:-- | n/a |
| ELA IV, MAIN II (SCM0000222) | Ready | --:-- | n/a |
| ELA IV, MAIN III (SCM0000223) | Ready | --:-- | n/a |
| ELA IV, MAIN IV (SCM0000224) | Ready | --:-- | n/a |
| ELA IV, MAIN V (SCM0000225) | Ready | --:-- | n/a |



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)
- 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.

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.

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 quick troubleshooting steps that may be followed by proctors 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.
- 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 Pearson 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 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 your STC know about the testing irregularity.

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 are remaining and write the new start and stop time in the Timing Box.
- Document the situation in writing and let your STC know about the testing irregularity.

4.3.1 Irregularities with Specific Items

If 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. At the end of testing, the TA should try to troubleshoot the issue with the item by contacting the Technology Coordinator or by using the troubleshooting guidance available at the [NJ Assessment Resource Center](#) under **Technology Setup > User Guides**. This guidance can help you determine whether a tool, feature, or interaction is behaving correctly in TestNav. A list of error codes may be seen here as well.

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

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

The Technology Coordinator or STC should then call Customer Support at (888) 705-9416. Inform them you have a live testing issue and need to speak to Level 2 support. To identify the issue more quickly, Pearson may request TestNav and system log files from the device. If a timely solution cannot be found, the student should submit their answers, and TA should provide information to the STC to complete a *Testing Irregularity Form and Security Breach Form*.

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 should never be referenced, captured as an image, emailed within the school or district, or included in communication with NJDOE or the assessment vendor's helpdesk. Doing so is a breach of security. To ensure privacy, only provide the student's SID in communications rather than the student's name.

4.4 Ending Each Unit

4.4.1 Exit Units, Lock 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 exit the unit. To lock a unit for an individual student, click the unit by the student's name in the Students in Sessions screen.

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 PearsonAccess^{next}. Student tests that are still active in TestNav will have an **Active** status. Check those student testing devices and exit 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.



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 reporting any testing irregularity or security breach. | Section 2.4.2 |
| <input type="checkbox"/> Lock units and stop test sessions in PearsonAccess ^{next} . (This task may be completed by your STC.) | Section 5.2 |
| <input type="checkbox"/> Notify your 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 your 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. A test session can only be stopped if all tests in the testing session are in completed or marked complete status. Therefore, your STC may need to do this step instead, after handling tests that are in other statuses.



6.0 Providing Accessibility Features and Accommodations

New Jersey has designed an inclusive assessment system for all students, including students with disabilities, ELLs, and ELLs with disabilities. This system includes three levels of support: accessibility features, administrative considerations, and accommodations.

- 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. A small selection of these accessibility features must be identified in advance.
- 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.
- Accommodations are intended to provide equitable access for students with disabilities or for English language learners (ELLs). Some accommodations are built into the test, and others must be provided by the TA. All accommodations for students with disabilities or ELLs must be approved and documented in advance in an IEP, 504 plan, or an ELL plan.

6.1 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 [NJ Assessment 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 and 2 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. An example of the difference is shown in **Table 6.0**.

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



Table 6.0: Accessibility Feature Examples from AF&A Manual

| Accessibility Feature | Administration Guidelines |
|--|--|
|  <p>Human Reader or Human Signer for Mathematics and Science Tests</p> | <p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for Student Registration/Personal Needs Profile (SR/PNP): <ul style="list-style-type: none"> ◦ Student’s SR/PNP must have Human Reader/Human Signer selected. A student must be manually placed into a Human Reader test session to provide the Human Reader accessibility feature. This will assign all students in the test session the same form as the Test Administrator and will match the Mathematics Human Reader Script. ◦ The Test Administrator will be assigned a separate authorization login to access the same form as all students within the Human Reader session and also receive a secure Mathematics Human Reader Script. • Materials: Mathematics Human Reader Script (Note: Human reader scripts are not provided for science.) • TA Training—Human Readers and Human Signers providing this accessibility feature must review: <ul style="list-style-type: none"> ◦ The Mathematics Human Reader Script, at least two school days prior to testing. Review of the Human Reader Script must occur in a secure environment. ◦ Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics/Science Assessments ◦ Appendix I: Human Signer Guidelines (signers only) <p>During Testing: A TA (human reader or human signer) reads aloud to a student using the provided Human Reader Script. For science, read from the test in TestNav. The student must be tested in an individual or small group setting. A small group is defined as a small number of students not to exceed 15, with similar accessibility features and/or accommodations who will be administered the test as a group.</p> <p>After Testing: Mathematics Human Reader Scripts contain secure item content and should be handled as secure test materials. TAs should return materials to STCs. STCs must return Human Reader Scripts with the nonscorable materials.</p> |



Table 6.0: Accessibility Feature Examples from AF&A Manual, continued

| Accessibility Feature | Administration Guidelines |
|--|--|
|  <p>Human Reader or Human Signer for Mathematics and Science Tests</p> | <p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for Student Registration/Personal Needs Profile (SR/PNP): <ul style="list-style-type: none"> ◦ Student’s SR/PNP must have Human Reader/Human Signer selected. • Materials: Read Aloud Kits, which include two copies of the student test booklet, an answer document, and a Mathematics Human Reader Script. (Note: Human reader scripts are not provided for science.) • TA Training—Human Readers and Human Signers providing this accessibility feature must review: <ul style="list-style-type: none"> ◦ Read Aloud Kits, including the Mathematics Human Reader Script, at least two school days prior to testing. Review of the kits must occur in a secure environment. ◦ Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics/Science Assessments ◦ Appendix I: Human Signer Guidelines (signers only) <p>During Testing: A TA (human reader or human signer) reads aloud to a student using the provided Human Reader script and test booklet. The student must be tested in an individual or small group setting. A small group is defined as a small number of students not to exceed 15, with similar accessibility features and/or accommodations who will be administered the test as a group.</p> <p>After Testing: Read Aloud Kits must be handled as secure test materials. TAs should return materials to STCs. STCs must return Human Reader Scripts with the nonscorable materials.</p> |



Table 6.1: Accommodations Examples from AF&A Manual

| Accommodation | Administration Guidelines |
|--|--|
|  <p>Accommodated Responses for ELA Selected Response or Technology Enhanced Items and Mathematics/Science Items</p> <p>Speech-to-Text Human Scribe Human Signer Assistive Technology Device</p> | <p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: Student’s SR/PNP must have Speech-to-Text, Human Scribe, Human Signer, or Assistive Technology Device selected. • Materials: External devices should be provided by the student, if needed. If the student uses speech-to-text software, such as Dragon® Naturally Speaking, then a separate computer must be provided, one to run the assessment on TestNav and a second computer to run the software. TestNav does not contain embedded speech-to-text software. • Test Administrator Training: TAs providing the scribe accommodation must review: <ul style="list-style-type: none"> ◦ Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses ◦ Appendix I: Human Signer Guidelines (signers only) <p>Note: If a student is using an allowable third-party external Assistive Technology that provides speech-to-text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non-Screen-reader to allow the assistive technology to work.</p> <ul style="list-style-type: none"> • Assistive technology, including speech-to-text software, should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some speech-to-text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software. • Reference the Assistive Technology Guidelines available at the NJ Assessment Resource Center located under Educator Resources > Testing Administration Resources > Accessibility Features and Accommodations (AF&A) Resources > Resources. |

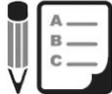


Table 6.1: Accommodations Examples from AF&A Manual, continued

| Accommodation | Administration Guidelines |
|--|--|
|  <p>Accommodated Responses for ELA Selected Response or Technology Enhanced Items and Mathematics/Science Items</p> <p>Speech-to-Text Human Scribe Human Signer Assistive Technology Device</p> | <p>During Testing: Student dictates responses either verbally, using an external speech-to-text device, using an augmentative/assistive communication device (e.g., picture or word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration.</p> <p>Note: TestNav does not have embedded Speech-to-Text functionality—students must use allowable Assistive Technology or an external third-party device (responses must be transcribed).</p> <p>After Testing:</p> <ul style="list-style-type: none"> • Responses must be transcribed exactly as dictated or signed (e.g., the human scribe or signer may not change, embellish, or interpret a student’s responses when transcribing) into the student’s standard test booklet or answer document. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • TAs are responsible for collecting all paper nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded. |



Table 6.1: Accommodations Examples from AF&A Manual, continued

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



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

Table 6.2: AF&A Manual References

| Accommodation | AF&A Manual References |
|--|---|
| <p>Human Reader</p> | <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 NJ Assessment 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> |
| <p>Human Scribe</p> | <p>Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Human Responses, used to ensure consistency of scribing and transcription</p> |
| <p>Human Signer</p> | <p>Appendix I: Human Signer Guidelines (used to give guidance to signers to ensure consistency in administration)</p> |
| <p>Extended Time</p> | <p>Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation</p> |
| <p>Large Print and Braille</p> | <p>Appendix J: NJSLA for Students with Visual Impairment, Including Blindness, is available at the NJ Assessment Resource Center.</p> |
| <p>Assistive Technology (Screen Reader and Non-Screen Reader)</p> | <p>NJSLA Assistive Technology Guidance is available at the NJ Assessment Resource Center located under Educator Resources > Testing Administration Resources > Accessibility Features and Accommodations (AF&A) Resources > Resources.</p> |

6.2 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.

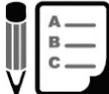
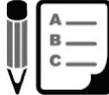
 Some accessibility features and accommodations are provided by a specific test form in TestNav. The TA should verify that the student has been assigned the correct form by viewing the accommodation indicator, as described in the *Personal Needs Profile Guidance: Managing Incorrect Accessibility Features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



The STC may need to supply materials necessary for the TA to provide 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 which are available from the vendor are listed in the next section. These materials will be included in the initial shipment of test materials according to the SR/PNP data submitted by the student registration deadline. The STC must place an additional order for any materials required for students registered after the deadline.

6.2.1 Accommodated Test Materials

New Table 6.3: Changes to Accommodated Test Kits

| Test Format | Description |
|---|---|
|  | Braille test kits will be included in the initial shipment of test materials instead of tactile graphics kits. |
|  | Regular-print paper tests are now packaged in individual kits for a single student to use. A regular test kit will include the test booklet, answer document, and ancillary materials (mathematics tools and reference sheet, or periodic table) — if applicable. This means that shrink-wrapped packs of test booklets, answer documents, mathematics tools, mathematics reference sheets, or periodic tables are no longer available to order. |
|  | Spanish test kits will no longer include an English test booklet. |
|  | Science Spanish, Large-Print, and Read-Aloud test kits will only include one periodic table instead of two for consistency with other kits. |

The following accommodated test materials are available from the vendor.

 **Mathematics Human Reader script**

 **Regular Test Kit**

- Regular test booklet
- Answer document (except for grade 3, which will have a consumable test booklet)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Mathematics reference sheet (grades 5–high school, mathematics only)
- Periodic table (grades 8 and 11, science only)

 **Large Print Test Kit**

Large Print test booklet

- Answer document (except for grade 3, which will have a consumable test booklet)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Large Print mathematics reference sheet (high school mathematics only)
- Periodic table (grades 8 and 11, science only)



Read-Aloud Test Kit

- 2 regular test booklets
- Answer document (except for grade 3, which will have a consumable test booklet)
- Human Reader script (mathematics only)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Mathematics reference sheet (high school mathematics only)
- Periodic table (grades 8 and 11, science only)

Note: For ELA and science, Human Readers should read aloud from the 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
- Regular answer document (except grade 3, which will have a consumable test booklet)
- Braille mathematics reference sheet (grades 5–high school mathematics only)
- Braille protractor (grades 4–7, mathematics only)
- Braille periodic table (grades 8 and 11, science only)

Note: Braille test kits are now provided for students using a screen reader in computer-based testing instead of tactile graphics kits.



Spanish Test Kit (For mathematics and science only)

- Spanish test booklet
- Spanish answer document (except for grade 3, which will have a consumable test booklet)
- Spanish Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Spanish mathematics reference sheet (grades 5–high school, mathematics only)
- 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 answer document (except for grade 3, which will have a Spanish consumable test booklet)
- Spanish Large Print mathematics reference sheet (grades 5–high school, mathematics only)
- Spanish Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Spanish periodic table (grades 8 and 11, science only)



Spanish Read-Aloud Test Kit (For mathematics and science only)

- 2 Spanish test booklets
- Spanish answer document (except for grade 3, which will have a Spanish consumable test booklet)
- Spanish Human Reader script (mathematics only)
- Spanish mathematics reference sheet (grades 5–high school, mathematics only)



- Spanish Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Spanish periodic table (grades 8 and 11, science only)

Note: For science, 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 must be securely destroyed after testing that unit. Students must be provided with a new mathematics reference sheet or periodic table for the next unit. Schools must print them from the [NJ Assessment Resource Center](#) located under **Educator Resources > Test Administration Resources > Testing Resources**.

6.3 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 PearsonAccess^{next})
- Human Signer for science or mathematics (identified in advance in PearsonAccess^{next})

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

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

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

- Extended time
- Human Scribe for mathematics
- General administration directions read aloud, repeated, or clarified as needed in student's native language
 - Translated TA scripts are provided in Arabic, Bengali, Chinese (Mandarin), Gujarati, Haitian Creole, Korean, Portuguese, Russian, Spanish, and Urdu. For 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
 - 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 ELL plan, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the test administration.

Contact your STC if either of these circumstances occurs.

6.4 After Testing: Completing Accessible Test Administration

After testing, your 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.

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 your 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 your STC. | Appendix B |
| <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 & AF&A Manual |
| <input type="checkbox"/> Strongly Recommended: Administer paper practice tests. Review ELA scoring rubrics and NJSLA–Science Parent, Student, and Teacher Information Guides 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 your 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. <ul style="list-style-type: none">• Distribute test materials to students.• 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. | 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. | 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 reporting any testing irregularity or security breach. | Section 2.4.2 |

7.3 Handling Irregularities

7.3.1 Irregularities with Specific Items

If a student alerts a TA to a possible unanswerable or misprinted test item during testing, instruct the student to proceed with the test. Note the grade, content area or course, item number, test format (paper), and a brief description of the issue and provide that information to your STC to complete a *Testing Irregularity or Security Breach Form*. Actual wording from the question should 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 a student's test booklet or answer document becomes contaminated with bodily fluids (e.g., student becomes ill on a test booklet or answer document), the following procedures must be followed.

1. The TA must immediately:
 - a. Stop testing for the student or group, as needed.
 - b. Record the amount of time remaining.
 - c. If possible, record the item number and page number where the student(s) stopped testing.



- d. Follow the school procedure for medical emergencies.
2. Qualified school personnel must safely handle the soiled test booklet or answer document and place it in a resealable plastic bag with the security barcode label visible from the exterior. Handling materials must be done in accordance with procedures outlined in Occupational Safety and Health Administration (OSHA) regulations.
3. After the testing area is cleaned and the student(s) have returned, the TA must remind the student(s) of the amount of time remaining for the unit prior to the disruption. Testing may then resume. The affected student(s) must be provided with a replacement test booklet and/or answer document.
4. If the ill student returns to resume testing and the completed responses can be transcribed into a replacement answer document, the TA must provide the student with a new test booklet or answer document. The TA must ensure the student's name is recorded on the front of the replacement test booklet or answer document for proper identification.
 - a. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement answer document, the student may be given the opportunity to retake those units using a replacement test booklet and answer document during make-up testing. Contact NJDOE for further guidance if necessary.
5. Your 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 or answer document is damaged (e.g., ripped pages, or incorrectly applied labels), the following procedures must be followed.

1. The test booklet or answer document must be replaced. After testing, but within the test window, the student's answers must be transcribed into a replacement test booklet or answer document. 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 [NJ Assessment 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 or answer document on the Form to *Report Contaminated, Damaged, or Missing Materials* found in **Appendix B** or at the [NJ Assessment 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 or answer document on the chain-of-custody form.
5. Use the chain-of-custody form to document the transfer of the replacement test booklet or answer document 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 or answer document.



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 your STC of any responses needing transcription. | Section 2.10 and 6.4 |
| <input type="checkbox"/> Complete any documentation necessary for reporting any testing irregularity or security breach. | Section 2.4.2 |
| <input type="checkbox"/> Ensure that your STC knows who was absent so that make-up testing can be scheduled. | Section 2.6 |



Appendix A: Glossary of Terminology



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 English Language Learner (ELL) plan. More information on accommodations is available at the NJ Assessment 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> |
| 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 ELL Plan | <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>An English Language Learner (ELL) plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.</p> |
| Non-secure | <p>Non-secure materials are test materials that have been made available to the public, including manuals and user guides. The availability of non-secure materials does not compromise test security or score validity.</p> |



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



| Term | Definition |
|--------------------------|---|
| Unit | 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 | Unit testing time is the amount of time any student who needs it must be provided to complete the unit. As such, it is the amount of testing time schools must schedule for each unit. A new unit cannot be started until all students in the unit are finished or until unit testing time has expired. |



Appendix B:

New Jersey Test Security Agreement

Note: A PDF version is available at the [NJ Assessment Resource Center](#) located under **Educator Resources > Test Administration Resources > Forms**.



New Jersey Test Security Agreement

New Jersey Student Learning Assessment

New Jersey Graduation Proficiency Assessment

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

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

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

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

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

For Test Administrators and Proctors

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

First Name (print)

Last Name (print)

Role: DTC STC Technology Coordinator Test Administrator Proctor Other: _____

Signature

Date

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

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



Appendix C: Sign



NJSLA and NJGPA

TESTING

Please
Do Not Disturb

Computer-Based Testing: Are You Ready?

- 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).
- Make sure Test Administrators can log in.
- 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 rooms.
- Supervise test administration and answer questions.
- Return all testing materials to the School Test Coordinator.
- Complete any documentation necessary for reporting any testing irregularity or security breach.

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 |
| 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?

- Distribute test materials.
- Monitor testing rooms.
- Supervise test administration and answer questions.
- Return all testing materials to the School Test Coordinator.
- Complete any documentation necessary for reporting any testing irregularity or security breach.

Paper-Based Testing: After You're Done

Apply student ID labels or grid student information on answer documents.

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

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

- Test booklets
- Answer documents
- Human Reader scripts
- Spanish test booklets
- Braille test booklets
- Large Print test booklets