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DEPARTMENT OF EDUCATION

2020


NEW JERSEY STUDENT LEARNING ASSESSMENT (NJSLA)

Test Coordinator Manual








2020 Test Coordinator Manual
Computer-Based & Paper-Based Testing
English Language Arts, Mathematics, & Science



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New Jersey Student Learning Assessment Contact Information

For Questions About	Whom to Contact	Contact Information and Resources
<ul style="list-style-type: none"> Technology, including PearsonAccess^{next} and TestNav Test administration Test materials 	NJSLA Customer Support Center	<p>NJSLA Resource Center, https://nj.mypearsonsupport.com/ Telephone: 888-705-9416</p> <p>Chat: Log in to PearsonAccess^{next} and select Click here for Live Chat under Contact Us in the right side panel.</p> <p>NJSLA–ELA/Math Support Hours: Monday–Friday, 6:30 am–7:30 pm (ET) NJSLA–Science Support Hours: Monday–Friday, 8:00 am–5:00 pm (ET) NJSLA–Science Email Support: NJScienceHelp@measinc.com</p>
<ul style="list-style-type: none"> Administration policies Test security 	School Test Coordinators should contact their District Test Coordinators. District Test Coordinators may contact an NJSLA Program Coordinator.	<p>NJDOE Office of Assessment website, https://www.nj.gov/education/assessment/district/</p> <p>Orlando Vadel (Elementary and Middle School Program Coordinator) Email: Orlando.Vadel@doe.nj.gov Phone: 609-376-3470</p> <p>Timothy Steele-Dadzie (High School Program Coordinator) Email: Timothy.SteeleDadzie@doe.nj.gov Phone: (609) 376-3469</p>

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What's New for 2020 Administration?

New For 2020	Section Reference
Major changes in policy or procedure in the document will be called out in this manual with a “new” icon. 	N/A
The NJSLA Resource Center , https://nj.mypearsonsupport.com/ , has been reorganized to make it easier for New Jersey test coordinators, technology coordinators, and test administrators to locate information.	N/A
A new resource for educators, students, and parents, is the Digital Item Library , https://nj.digitalitemlibrary.com , which provides access to released items from the NJSLA–ELA/Math. The Digital Item Library allows users to search for specific items by grade/course and content area, as well as sort by evidence statement or standard. The test items are displayed online and allow users to interact with the items in the same way as students.	N/A
There is now a single version of the <i>Test Coordinator Manual</i> , to be used for all content areas, and all administrations in 2020.	Section 1.1
The science testing window now coincides with the ELA/mathematics testing window.	N/A
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, reference sheets, and periodic tables – if applicable). This means that shrink packs of test booklets, answer documents, mathematics tools, mathematics reference sheets, or periodic tables are no longer available to order.	Section 3.6.1
Spanish test kits will no longer include an English test booklet.	Section 6.2.1
Science Spanish, Large-Print, and Read-Aloud test kits will only include one periodic table instead of two for consistency with other test kits. If students write on the 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 periodic table for the next unit. Schools may print them from the NJSLA Resource Center , https://nj.mypearsonsupport.com/ , located under Manuals and Resources > Testing Resources .	Section 6.2.1

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New For 2020	Section Reference
Tactile Graphic Kits will be included in the initial shipment of test materials for NJSLA–Science, as they are for NJSLA–ELA/Math, based on the students registered by the deadline.	Section 3.2.1
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.	Section 4.1.4
A new Zoom Tool is available in TestNav. It is not available in browser-based practice tests, or on touch-screen devices. Students will still be able to use short-cuts to magnify.	N/A
For NJSLA–ELA/Math, School Test Coordinators will now return test materials to their District Test Coordinator instead of directly to the vendor, as they do for NJSLA–Science. This means that all schools will no longer receive Test Coordinator Kits since the materials for returning testing material are included only in the district overage shipment.	Section 5.4.1

NJSLA Testing Platforms and Support Information

Key Point	Details
Platform for Test Coordinators and Test Administrators	<p>PearsonAccess^{next} (PAN) is the online portal used for the registration, setup, preparation, and management of both the computer-based and paper-based formats of the NJSLA. PAN is a secure site that requires a username and password.</p> <p>PearsonAccess^{next} Live Site, https://nj.pearsonaccessnext.com/ PearsonAccess^{next} Training Site: https://trng-nj.pearsonaccessnext.com/</p> <p>Note: Within PAN the NJSLA administrations will appear as two different scopes (e.g., NJSLA–ELA/Math Spring 2020 and NJSLA–Science Spring 2020). Make sure you have the correct scope selected when working within PAN.</p>
Testing Platform for Students	<p>TestNav is an application installed on the testing device or the online version accessed via a browser - the computer-based testing platform used by students to take the computer-based NJSLA. The latest version is TestNav 8.</p>
Where to go for more Information	<p>The NJSLA Resource Center, https://nj.mypearsonsupport.com/, is your site to access all NJSLA resources - practice tests and technology setup, downloadable forms, testing tools, and manuals.</p>
Support within the document	<p>Look for icons within this document that call out information specific to administrations and content areas (See Table 1 below for examples).</p>

1.0 Overview

The New Jersey Student Learning Assessments (NJSLA) are statewide assessments that assess students' progress toward the New Jersey Student Learning Standards in ELA, mathematics and science. 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 students' understanding and explanation of scientific phenomena and scenarios. It comprises two parts—the performance-based assessment (PBA) and the machine scorable assessment (MSA). 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 (grades 6, 7 and high school only). Refer to **Section 2.4** for additional information about the number of units for each assessment.


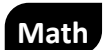

For the NJSLA, you will use a test administration portal called PearsonAccess^{next} (PAN). With PAN, you can perform all your test administration duties, from ordering materials and submitting student data to assigning tests and viewing student results..

1.1 About This Manual

This manual provides district and school test coordinators with instructions for the administration of the computer-based and paper-based versions of the NJSLA, as well as the procedures and protocols to complete before, during, and after administration. Definitions of terms used in this manual can be found in **Appendix A**.

Table 1: Visual Reference Table




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

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

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

Specific instructions and administration scripts are provided in Test Administrator Manuals (TAMs). Administration scripts are also available as separate documents and translated versions. The TAMs and scripts can be found at the [NJSLA Resource Center](https://nj.mypearsonsupport.com/), <https://nj.mypearsonsupport.com/>, located under **Manuals and Resources**.

Table 2: Available Translated Test Administration Scripts Reference Table

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

Note: For students who have an accommodation for Test Administrators to read test directions in a language that is not available, districts will need to translate the directions only, as no prepared scripts exist for other languages.

1.2 Roles of Individuals

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

The **School Test Coordinator (STC)** is the individual at the school level who is responsible for the overall coordination of test administration. The role may be taken on by the principal or designee. This individual is responsible for coordinating test administration at his or her school. This individual is also responsible for all post-testing procedures (e.g., stopping all online test sessions, or returning of all secure materials).

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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 certifications required for DTCs and STCs listed above.

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

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 certifications; 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.

Table 3: Proctor Recommendation Reference Table

Test Format	Description
	A proctor is recommended for all computer-based test sessions due to the nature of computer-based testing.
	A proctor is recommended for all paper-based test sessions with more than 25 students.

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 Coordinators' responsibilities include but are not limited to:




- Ensuring each testing device meets technology requirements

- Ensuring the infrastructure (e.g., wireless access points, or bandwidth) is adequate
- Installing ProctorCache
- Precaching test content
- Purging test content from ProctorCache
- 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 in grades 3 through 10 in the New Jersey public school system are expected to participate in the NJSLA assessments, with some exceptions (see below). Students in grades 3 through 8 are expected to participate in the NJSLA assessments 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 1, Geometry, or Algebra II) are expected to take the NJSLA assessments that match 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).

Table 4: NJSLA Tested Grades

Content Area	Grades
 ELA	Grades 3–10
 Math	Grades 3–10
 Science	Grade 5, 8, & 11

Students who are exempt from taking the NJSLA

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

1. Newly arrived English language learners (ELLs) in grades 3 through high school, who are enrolled in United States schools after June 1 of the prior school year, may be excluded from taking the NJSLA–ELA in the current school year, but not from taking the NJSLA–Math and NJSLA–Science.
2. Students with the most significant intellectual disabilities who meet the participation guidelines for the Dynamic Learning Maps (DLM) assessment—they also need to have DLM assessment specified in their Individual Education Program (IEP)—are exempt from

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taking the NJSLA. Detailed information and decision guidelines for DLM are available on the [New Jersey Department of Education \(NJDOE\) website](http://www.state.nj.us/education/assessment/apa/dlm/), <http://www.state.nj.us/education/assessment/apa/dlm/>, and the [NJ DLM webpage](https://dynamiclearningmaps.org/newjersey), <https://dynamiclearningmaps.org/newjersey>.

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, including the NJSLA–S. 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, including the NJSLA–S.

High School ELA

High school students enrolled in grade 9 ELA or grade 10 ELA course must take the NJSLA–ELA regardless of the type of ELA course they take. Grade-level ELA course/credit assignment determines participation in NJSLA, not grade-level homeroom assignment. Students repeating a course who have previously passed the assessment associated with that course are not required to re-take that assessment.

High school students not enrolled in a grade 9 ELA or grade 10 ELA course do not take the ELA assessment.

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.

Students enrolled in multiple ELA courses will take only one ELA assessment as deemed appropriate by the school district. If one of the courses is grade 10 ELA, then these students must take the grade 10 ELA assessment.

Middle School Mathematics

Students enrolled in a one-year Algebra I or Geometry course must take the Algebra I or Geometry assessment instead of their current grade level mathematics course. Middle School Students enrolled in a two-year Algebra I or Geometry course must take their grade-level mathematics assessment in the first year of the course then take the Algebra I or Geometry assessment in the second year of the two-year course. Students enrolled in multiple high school-level mathematics courses (Algebra I, Geometry, Algebra II) will take only one mathematics assessment, either Algebra I or Algebra II.

High School Mathematics

High school students not enrolled in an Algebra I, Geometry, or Algebra II course do not take the NJSLA mathematics assessments.

The following applies only to high school students in grades 9 and 10:

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

The following applies only to **high school students in grade 11**:

Districts are not required to administer the NJSLA–Math in Algebra I, Algebra II, or Geometry to students in grade 11. However, districts may choose to do so if needed to meet the second graduation assessment pathway outlined in the [New Jersey High School Assessment Graduation Requirements](https://www.state.nj.us/education/assessment/parents/GradReq.pdf), <https://www.state.nj.us/education/assessment/parents/GradReq.pdf>, on the NJDOE website, or to support already planned student performance data collection plans.

Science

All students enrolled in grades 5, 8, and 11 must take a state science assessment, either the NJSLA–S 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 IEP Exempt from Passing

IEP plans may specify that certain students be exempt from passing the NJSLA and still meet high school graduation requirements. These students are required to take the NJSLA, but are not required to pass the NJSLA, take alternate graduation assessments, or participate in the appeals process. Exemptions from passing the NJSLA 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 previously 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 [NJSLA Resource Center](https://nj.mypearsonsupport.com/), <https://nj.mypearsonsupport.com/>, located under **Manuals and Resources > Testing Resources**.

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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 previously listed. If the Out-of-District Placement will not administer the NJSLA, either 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 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 statewide assessments must meet the graduation testing requirement via the alternative pathways or the portfolio appeal process. Students who previously participated in the High School Proficiency Assessment (HSPA) do 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 or portfolio appeals. Adult high school students should not take the NJSLA–Science since it is not a graduation requirement.



2.0 Test Security and Administration Policies

2.1 Maintaining the Security of Test Materials and Content

The administration of the NJSLA is a secure testing event. Maintaining the security of test materials before, during, and after the test administration is crucial to obtaining valid and reliable results. 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 should be made aware that security breaches may have professional consequences for staff, and/or disciplinary consequences for students.

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

Table 5: Secure Testing Material Reference Table

Test Format	Description
	<p>The following computer-based testing materials are secure:</p> <ul style="list-style-type: none"> • Student testing tickets • Mathematics reference sheets written on by students • Periodic tables written on by students • Scratch paper written on by students • Human reader scripts for mathematics (if applicable) • Tactile graphics (if applicable)
	<p>The following paper-based testing materials are secure:</p> <ul style="list-style-type: none"> • Test booklets, including Spanish, large print, and braille editions • Answer documents (grades 4–high school) • Large print and braille test booklets • 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)

2.1.1 Test Coordinator Responsibilities for Maintaining Security

Before testing, DTCs and STCs must develop a security plan for their districts or schools that aligns with school, district, and state policy. A sample security plan can be seen in the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Manuals and Resources > Testing Resources**. An effective security plan will accomplish the following:

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

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



To ensure the integrity of the test administration, STCs may wish to periodically check student login records in PearsonAccess^{next} to ensure that students have

only been logged in to TestNav on days when they were expected to be testing.

2.1.2 TA Responsibilities for Maintaining Security

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

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

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

- Administer tests during the NJSLA testing window and administer units in the prescribed order.
- Follow the directions and read the scripts in the TAM verbatim to students. TAMs and translated scripts are available in the [NJSLA Resource Center](https://nj.mypearsonsupport.com/), <https://nj.mypearsonsupport.com/>, located under **Manuals and Resources**.
- Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (refer to **Section 2.3**).
- Provide students with all required test materials listed in the TAM.
- Prevent the use of prohibited materials (refer to **Section 2.3**) during testing units. Results may be invalidated for students who use cell phones or other prohibited electronic devices during testing, including after a student turns in their test materials, or during a break. (See exception listed in **Section 2.2.1**.)
- Manage test sessions in 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 can be a testing irregularity that must be reported to the STC. See **Section 2.2.2** for instructions on how to report these situations.

4. **Ensure that students do not participate in any form of cheating.**

- Ensure that students do not consult notes, textbooks, or other teaching materials.
- Ensure that students do not share test questions with other students.
- Ensure that students do not consult other students, school personnel, or anyone else during testing.
- Ensure that students are not able to see content on other students' test materials or on other students' testing devices.

- If a TA observes a student participating in any form of cheating, refer to the following procedure to handle the situation.
 - The incident must be reported to the STC immediately.
 - If follow-up documentation is required by your DTC or NJSLA Program Coordinator, complete any additional documentation.
- 5. Do not provide unauthorized assistance to a student that could impact their answers.**
 - At any time during a test session, a TA may repeat a portion of the TAM script if necessary for clarification.
 - However, TAs must not assist students during testing or alter or interfere with students' responses in any way that would impact their answers. Examples of unauthorized assistance include, but are not limited to:
 - Providing answers to a student
 - Indicating that a student has answered a question incorrectly or left a question blank
 - Defining words or providing synonyms
 - Spelling words
 - Influencing a student's responses by offering verbal or non-verbal hints, clues, or cues
 - Altering, explaining, simplifying, or paraphrasing any test question, stimulus, prompt, or answer option
 - Suggesting that students write more on a question, check their work, or review or reconsider a response to a question

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6. **Follow proper test security procedures for providing accessibility features or accommodations.**
 - Ensure that students are **only** provided accommodations that are listed specifically for use during NJSLA testing in an approved IEP or a 504 plan, or an English language learner (ELL) plan for ELLs.
 - Follow guidelines on proper administration of accommodations or accessibility feature as prescribed in the *NJSLA Accessibility Features and Accommodations (AF&A) Manual* available at the [NJSLA Resource Center](https://nj.mypearsonsupport.com/), <https://nj.mypearsonsupport.com/>, located under **Manuals and Resources > Manuals > Accessibility Features and Accommodations Manual**.
7. Follow chain-of-custody requirements to return all test materials after testing each day.

2.1.3 Security Agreement

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

2.1.4 Material Tracking and Chain-of-Custody Requirements

Note: See the “Where to Locate” column of Table 6 on p. 24-26 for the location of each chain-of-custody form mentioned in this section.

Before Testing

The DTC should use the *District Chain-of-Custody Form for Initial Shipment* to verify that all secure materials in the initial shipment were received from the vendor, and to document that they were distributed to schools. See **Section 3.6.1**. The DTC should also complete the *District Receipt Form* found in **Appendix B** or at the [NJSLA Resource Center](https://nj.mypearsonsupport.com/), https://nj.mypearsonsupport.com, located under **Manuals and Resources > Forms**.

During Testing

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

Additional Orders

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

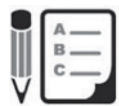
Computer-based Testing



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

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

Paper-based Testing



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

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

Student Transfers

If a student moves from one school in New Jersey to another in the middle of paper-based testing, see **Section 3.2.6** and use one of the following forms, which may be found at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Manuals and Resources > Forms** and upload it to [PearsonAccess^{next}](https://pearsonaccessnext.com), <https://pearsonaccessnext.com> (PAN).

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

These are the only chain-of-custody forms that must be uploaded to PAN.

After Testing

Computer-based Testing



After computer-based testing, the school must save the Session Rosters from PearsonAccess^{next}, or an equivalent classroom roster that shows the TA and proctors for each test session and the names of students assigned to them.

Paper-based Testing



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

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

If the district has secure materials that must be returned to the vendor, the DTC should also complete the *District Return Form* found in **Appendix B** or at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Manuals and Resources > Forms** and upload it to PAN. See instructions in **Section 2.1.6**.

2.1.5 Missing, Contaminated, or Damaged Secure Test Materials

To report missing, incorrectly numbered, contaminated or damaged secure test materials, the DTC should contact the appropriate NJSLA Program Coordinator and complete the *Form to Report Contaminated, Damaged, or Missing Materials* found in **Appendix B** or at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Manuals and Resources > Manuals > Accessibility Features and Accommodations Manual**. At the discretion of the DTC, the STC rather than the DTC may complete this form. The form must be uploaded to PearsonAccess^{next} within five school days. See instructions in **Section 2.1.6**. The DTC must keep the completed forms for three years. If needed, place an additional order to replace the missing or damaged material.

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

Procedures for Torn or Damaged Student 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 *NJSLA Accessibility Features and Accommodations Manual* which can be found at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), [http://nj.mypearsonsupport.com](https://nj.mypearsonsupport.com), located under **Manuals and Resources > Manuals > Accessibility Features and Accommodations Manual**.

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 [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Manuals and Resources > Forms**.
3. Follow the protocol in **Section 2.2.2** for reporting testing irregularities.
4. Record the Test Administrator name and student name for the replacement test booklet 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. After testing is complete:
 - a. The STC applies the student ID label (if available) to the replacement test booklet (grade 3) or answer document (grades 4–high school), or completes the demographic page with the student's personal identification information according to **Section 5.4.3**.
 - b. The DTC should return the replacement test booklet or answer document along with all other scorable materials and return the damaged test booklet or answer document with the nonscorable materials. Refer to **Section 5.4.2** for more information about marking test materials as Do Not Score.

Biologically Contaminated Test Materials

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

1. If biological contamination occurs during testing, the TA must immediately:
 - a. Stop testing for the student or group, as needed.
 - b. Record the amount of time remaining.
 - c. If possible, record the item number and page number where the student 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. Contaminated materials must be handled in accordance with procedures outlined in Occupational Safety and Health Administration (OSHA) regulations.
3. After the testing area is cleaned and the students have returned, the TA must remind students of the amount of time remaining for the test unit prior to the disruption. Testing may then resume. The affected student(s) must be provided with a replacement test booklet and/or answer document. Document the transfer of the replacement test booklet or answer document on the Chain-of-Custody Form.

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- a. If the ill student returns to resume testing and the completed responses can be transcribed into a replacement test booklet (grade 3) or answer document (grades 4–high school), follow the guidelines for transcribing student responses in **Section 5.3**. The TA must provide the student with a new test booklet or answer document. The TA must ensure the student’s name is recorded on the front of the replacement test booklet or answer document for proper identification.
- b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement test booklet (grade 3) or answer document (grades 4–high school), the student must be given the opportunity to retake those units using a replacement test booklet and answer document during make-up testing. Contact the appropriate NJSLA Program Coordinator for further guidance if necessary.
4. After testing is complete, the STC must:
 - a. Apply the student ID label (if available) or grid the student information on the replacement test booklet (grade 3) or answer document (grades 4–high school) as described in **Section 5.4.3** prior to returning it.
 - b. Record the security number of the contaminated test booklet or answer document on the *Form to Report Contaminated, Damaged, or Missing Materials* found in **Appendix B** or at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Manuals and Resources > Forms**.
 - c. Record the security number of the replacement test booklet or answer document on the chain-of-custody form.
 - d. If applicable, transcribe the completed response from the contaminated test booklet or answer document into a replacement one.
 - i. Follow the guidelines for transcribing student responses in **Section 5.3**.
 - ii. Return the replacement test booklet or answer document along with all other scorable materials to Measurement Incorporated (science) or Pearson (ELA/mathematics).
 - e. Securely destroy the contaminated test booklet or answer document according to district biohazard protocols. Do not return contaminated material to Measurement Incorporated or Pearson.
 - f. Compile a list of contaminated test booklets and answer documents and maintain it on file for three years.

2.1.6 Security Forms

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

Table 6: Security Forms

Form	Policy/How to use	Where to locate	What to do with forms
<i>Security Agreement</i>	See Section 2.1.3	See Appendix B . A fillable PDF version can be found at the NJSLA Resource Center , https://nj.mypearsonsupport.com , under Manuals and Resources > Testing Resources .	*DTC retains for three years
<i>District Receipt/Return Forms</i>	See Section 2.1.4	See Appendix B . A fillable PDF version can be found at the NJSLA Resource Center , https://nj.mypearsonsupport.com , under Manuals and Resources > Forms .	DTC retains for three years
<i>District Chain-of-Custody Form Initial Shipment</i>	See Section 2.1.4	In initial shipment from vendor	DTC retains for three years
<i>District Chain-of-Custody Form for District Overage of Materials</i>	See Section 2.1.4	In additional shipment from vendor	DTC retains for three years
<i>School Chain-of-Custody Form</i>	See Section 2.1.4	In initial or additional shipment from vendor	*DTC retains for three years
<i>Chain-of-Custody Form for Computer-Based Testing Materials</i>	See Section 2.1.4	See Appendix B . A fillable PDF version can be found at the NJSLA Resource Center , https://nj.mypearsonsupport.com , under Manuals and Resources > Forms .	*DTC retains for three years
<i>Chain-of-Custody Form for Paper-Based Testing Materials</i>	See Section 2.1.4	See Appendix B . A fillable PDF version can be found at the NJSLA Resource Center , https://nj.mypearsonsupport.com , under Manuals and Resources > Forms .	*DTC retains for three years
<i>District-to-District Chain-of-Custody Form for Accommodated Test Materials</i>	See Section 2.1.4	See Appendix B . A fillable PDF version can be found at the NJSLA Resource Center , https://nj.mypearsonsupport.com , under Manuals and Resources > Forms .	DTC retains for three years Also submit online through PAN under Support

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Form	Policy/How to use	Where to locate	What to do with forms
<i>Intra-District School-to-School Chain-of-Custody Form for Accommodated Test Materials</i>	See Section 2.1.4	See Appendix B . A fillable PDF version can be found at the NJSLA Resource Center , https://nj.mypearsonsupport.com , under Manuals and Resources > Forms .	DTC retains for three years Also submit online through PAN under Support
<i>Session Rosters or equivalent</i>	See Section 2.1.4	PearsonAccess^{next} , https://pearsonaccessnext.com	*DTC retains for three years
<i>Testing Irregularity and Security Breach Form</i>	See Section 2.2	See Appendix B . A fillable PDF version can be found at the NJSLA Resource Center , https://nj.mypearsonsupport.com , under Manuals and Resources > Forms .	*DTC retains for three years Also submit online through PAN under Support
<i>Form to Report Contaminated, Damaged, or Missing Materials</i>	See Section 2.1.5	See Appendix B . A fillable PDF version can be found at the NJSLA Resource Center , https://nj.mypearsonsupport.com , under Manuals and Resources > Forms .	*DTC retains for three years Also submit online through PAN under Support
<i>Post-Test Certification Form</i>	See Section 5.4.5	See Appendix B . A fillable PDF version can be found at the NJSLA Resource Center , https://nj.mypearsonsupport.com , under Manuals and Resources > Forms .	*DTC retains for three years Also submit online through PAN under Support

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

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

- Log in to [PearsonAccess^{next}](https://nj.pearsonaccessnext.com), <https://nj.pearsonaccessnext.com>.
- Select the appropriate administration scope.
- Go to **Support > Support Requests > Select Tasks > Create/Edit Requests > Start**.
- Select your **Organization** and **Category** from the drop-down menus and fill in the **Title** and **Question/Concern** fields. Only choose one of the following options for **Category**:
 - Form – Testing Irregularity/Security Breach
 - Form – Contaminated/Damaged/Missing Materials
 - Form – Post-Test Certification
 - Form – Chain-of-Custody for Intra/Inter-District Transfers
- Attach your security form by selecting the **Choose Files** button and selecting your form, and then click the blue **Create** button.






2.2 Testing Irregularities and Security Breaches

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

2.2.1 Examples of Testing Irregularities and Security Breaches

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

- **Test Administration Irregularities**
 - Student reviewing or working on the wrong unit of the test; if the student completes the wrong unit of a test, the DTC must **immediately contact** the appropriate NJSLA Program Coordinator for directions.
- **Electronic Devices Irregularities**
 - Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod®, smart watch, or eReader) while secure test materials are being distributed, while students are testing, after students turn in their test materials, or during a break.
 - Exception: DTCs, STCs, Technology Coordinators, TAs, and proctors are permitted to use cell phones in the testing environment **only** in cases of emergencies or when timely administration assistance is needed. Districts may set additional restrictions on allowable devices as needed.
 - Exception: Certain electronic devices may be allowed for medical or audiological purposes during testing. Refer to the *AF&A Manual* for specific information.
- **Test Supervision Irregularities**
 - Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test

- Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing
- Leaving students unattended without a TA for any period of time while secure test materials are still distributed or while students are testing (proctors must be supervised by a TA at all times)
- Deviating from testing time procedures as outlined in **Section 2.4**
- Allowing cheating of any kind
- Providing unauthorized persons access to secure materials
-  Unlocking a test in PearsonAccess^{next} during non-testing times without NJDOE approval
- Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
- Allowing students to test before or after the test administration window without NJDOE approval
- **Test Materials Irregularities**
 -  Losing a student testing ticket
 -  Losing a student test booklet or answer document
 -  Losing mathematics human reader scripts
 -  Losing mathematics or science tactile graphics booklets
 - Leaving test materials unattended or failing to keep test materials secure at all times
 - Reading or viewing the passages or test items before, during, or after testing
 - Exception: Administration of a human reader/signer accessibility feature for mathematics and science or accommodation for ELA which requires a TA to access passages or test items
 - Copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials or test forms
 - Revealing or discussing passages or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication
 - Removing secure test materials from the school building or removing them from locked storage for any purpose other than administering the test
- **Testing Environment Irregularities**
 - Failing to follow administration directions exactly as specified in TAMs
 - Displaying any resource (e.g., posters, models, displays, or teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing
 - Allowing preventable disruptions such as talking, making noises, or excessive student movement around the classroom
 - Allowing unauthorized visitors in the testing environment

- Unauthorized Visitors—Visitors, including parents or guardians, school board members, reporters, and school staff not authorized to serve as TAs or proctors, are prohibited from entering the testing environment.
- Authorized Visitors—Observation visits by the principal, monitors from the NJDOE Office of Assessment, monitors from the district, and NJDOE-authorized observers are allowed as long as these individuals do not disturb the testing process.

2.2.2 Reporting Testing Irregularities and Security Breaches

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

- The incident must be reported to the STC immediately. The STC should then contact the DTC immediately.
- The DTC contacts the appropriate NJSLA Program Coordinator immediately.
- The DTC (or at the discretion of the DTC, the STC) must complete the *Testing Irregularity and Security Breach Form* and/or the *Form to Report Contaminated, Damaged, or Missing Materials* (found in **Appendix B** or at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Manuals and Resources > Forms**) documenting the situation.
- Upload the forms(s) to [PearsonAccess^{next}](https://pearsonaccessnext.com), <https://pearsonaccessnext.com> (PAN) within five school days of the incident, unless otherwise directed by your NJSLA Program Coordinator. See **Section 2.1.6** for information on how to submit this form. Email the Support Request ID (i.e., confirmation number) to the appropriate Program Coordinator. Include the name of the form, CDS Code, and school and district names in the subject line. No student personally identifiable information (PII) should be included in the email.
- If follow-up documentation is required by your DTC or NJSLA Program Coordinator, complete any additional documentation and submit as directed.
- Occasionally, individuals will contact state Department of Education offices with allegations of testing irregularities or security breaches. In these instances, the NJSLA Program Coordinator may contact the DTC to investigate the allegations and report back to the NJSLA Program Coordinator.

2.3 Testing Environment

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

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available and in good and working condition. When setting up the testing environment, the following should be taken into consideration:

- Some students may finish testing before others, and the expectations for what those students may do must be established in advance of the testing day. District policy may allow the TA to either dismiss the student (if feasible) or to permit the student to silently read an approved recreational book (subject matter of recreational books must be unrelated to content being assessed).
- Unauthorized visitors are prohibited from entering the testing environment as described in **Section 2.2.1**.
- The testing sign should be posted on the outside of the room door (available at the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, located under **Manuals and Resources > Testing Resources**).
- Prohibited classroom resources (described in **Materials Prohibited in the Testing Environment**) should be removed or covered.



To maintain security in a computer-based testing environment, the following ideal configurations for seating students are recommended:

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

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

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

Administration Considerations for Students

The STC has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual. Accordingly, STCs may determine that any student may require one or more of the following test administration considerations, regardless of the student's status as a student with a disability or as an English language learner. Changes to the setting, including the testing location and conditions within the testing environment can benefit students who are easily distracted in large groups or who concentrate best in small group and individual settings. The following guidance has been excerpted and adapted from Table 2 of the *AF&A Manual*.

Table 7: Secure Testing Material Reference Table

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

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Materials Prohibited in the Testing Environment

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

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

- All personal electronic equipment not related to testing (e.g., cell phones or iPods®, eBooks, electronic pens, smart watches; refer to **Section 2.2.1** for exceptions).
- Any resource (e.g., books, posters, models, displays, or teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing. Refer to the *AF&A Manual* for additional information on approved resources for a student with a disability or 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 approved through a unique accommodation request prior to testing (refer to **Section 6.2.2** for more information).

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

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

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

Please contact the appropriate NJSLA Program Coordinator if you have any questions or concerns regarding other materials that may be permitted after a student has completed testing.

2.4 Scheduling and Testing Time

Administration Dates

All test units, including make-up testing (refer to **Appendix A** for definitions of session and unit) must be completed during the NJSLA testing window. Refer to the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, for specific dates. Any school days during the 30-day testing window may be utilized; districts are encouraged to start testing as soon as possible to ensure completion of the assessment.

Testing Time

NJSLA tests are strictly timed. No additional time may be permitted (with the exception of an extended time accommodation as noted in **Section 2.4.4**). TAs are responsible for keeping time during testing.

Administration Time is the total time that schools should schedule for each unit. It includes the unit testing time and the approximate times for administrative tasks such as reading instructions to students, answering questions, distributing test materials, closing units, and collecting test materials (shown in Table 8).

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

Test administration times are shown in Table 8 (note that times vary by content area, unit, and grade/course). In planning the school's NJSLA schedule, STCs should plan for the entire unit testing time for each unit.

Table 8: Entire Testing Time for Each Unit

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

Unit Testing Time is the amount of time that must be provided to all students to complete the unit. Tables 9–11 show the amount of time for each unit. TAs are responsible for keeping track of time during testing. Please note, in grades 6 and 7, and for high school, the total unit testing time for Unit 1 Mathematics includes the time for both non-calculator and calculator sections.

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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. You must provide guidance in advance to the TAs about what students may do if they complete a unit prior to the end of the unit testing time.

Table 9: Unit Testing Times for Grades 3–5

Test	Unit	Section	Unit Testing Time (Minutes)
Mathematics grade 3	Unit 1	Non-calculator	60
Mathematics grade 4	Unit 2	Non-calculator	60
Mathematics grade 5	Unit 3	Non-calculator	60
ELA grade 3	Unit 1	N/A	75
	Unit 2		75
	Unit 3*		75
ELA grade 4 ELA grade 5	Unit 1	N/A	90
	Unit 2		90
	Unit 3*		90
Science grade 5	Unit 1	N/A	45
	Unit 2		45
	Unit 3		45
	Unit 4		45

*All districts will take only two units of ELA testing, except districts that have been selected for field testing for the spring administration. These selected districts will take an additional unit of testing (Grade 3 unit time = 75 minutes, grades 4 & 5 unit time = 90 minutes). Refer to **Section 2.4.1** for additional details.

Table 10: Unit Testing Times for Grades 6-8

Test	Unit	Section	Unit Testing Time (Minutes)
Mathematics grade 6	Unit 1	Non-calculator/Calculator	60
Mathematics grade 7	Unit 2	Calculator	60
	Unit 3	Calculator	60
Mathematics grade 8	Unit 1	Non-calculator	60
	Unit 2	Calculator	60
	Unit 3	Calculator	60
ELA grade 6	Unit 1	N/A	90
ELA grade 7	Unit 2		90
ELA grade 8	Unit 3*		90
Science grade 8	Unit 1	N/A	45
	Unit 2		45
	Unit 3		45
	Unit 4		45

*All districts will take only two units of ELA testing, except districts that have been selected for field testing for the spring administration. These selected districts will take an additional unit of testing (Unit time = 90 minutes). Refer to **Section 2.4.1** for additional details.

Table 11: Unit Testing Times for High School

Test	Unit	Section	Unit Testing Time (Minutes)
Algebra I	Unit 1	Non-calculator/Calculator	90
Geometry	Unit 2	Calculator	90
Algebra			
ELA grade 9	Unit 1	N/A	90
ELA grade 10	Unit 2		90
	Unit 3*		90
Science grade 11	Unit 1	N/A	60
	Unit 2		60
	Unit 3		60
	Unit 4		60

*All districts will take only two units of ELA testing, except districts that have been selected for field testing for the spring administration. These selected districts will take an additional unit of testing (Unit time = 90 minutes). Refer to **Section 2.4.1** for additional details.

2.4.1 Participation in the English Language Arts Field Test



Students participating in the ELA field test will have three units. TAs should use the same test administration scripts they use for other ELA units. Schools participating in the ELA field test have been notified of their participation. Please check with your DTC if you are uncertain if your school is participating.

2.4.2 Guidelines for Scheduling

Units may be scheduled at any time on regular school days during the students' normal school hours throughout the scheduled testing window. After-hours testing is available for adult and alternative high school programs. For after-hours testing, the DTC must contact NJDOE to request a Delivery Schedule Override for test sessions prior to the start of the testing window. Contact your DTC if you have any questions about your testing dates.

Districts and schools are encouraged to schedule testing for the early part of each testing window to maximize the number of available test days in case of weather-related disruptions or other issues. Testing should be scheduled on regular school days (i.e., not early dismissal days) during the testing window to ensure students have sufficient time. A test session may be scheduled across multiple days with one or more units administered each day. Schools may administer no more than two units per day for any given student. When scheduling multiple units for a single day, schools may need to account for supervised breaks between units, which are highly recommended (refer to **Section 2.4.5** for the policy on breaks).

Table 12: Guidelines for Scheduling Units

Test Format	Description
	For security purposes, each unit (e.g., Unit 1 or Unit 2) should be scheduled as close together as possible for all students within the same grade/course, with the exception of make-up testing (refer to Section 2.4.3).
	For security purposes, each unit (e.g., Unit 1 or Unit 2) must be completed by all students within the same grade/course on the same school day , with the exceptions of make-up testing (refer to Section 2.4.3) and students with an extended time accommodation (refer to Section 2.4.4).

Each student is expected to complete a unit in a single sitting (i.e., all at once), with limited exceptions due to illness during testing (refer to **Section 2.4.3**). Units must be administered in sequential order with the exception of make-up testing. Schools may use their discretion in deciding which content areas are scheduled on what days, so long as units within each content area are scheduled in sequential order.

Separate testing environments are needed for the following circumstances:

- Paper-based and computer-based assessments (Administration scripts are different – see CBT and PBT TAMs).
- English language arts and mathematics assessments (Testing times and administration scripts are different.)
- Spanish form for mathematics
- Student directions read aloud in a language other than English (As a reminder, translated administration scripts are posted on the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, located under **Manuals and Resources > Test Administrator Scripts**.)

Testing Multiple Grades Together

For ELA and mathematics, schools may test multiple grades/courses in one testing location, if desired, provided the unit is the same content area, has the same length of testing time, uses the same type of test materials, and uses the same administration script provided in the TAMs. For example, a school may test Algebra I and Geometry courses for Unit 1 together because they are the same content area, have the same testing time (90 minutes), and use the same administration script (available in the TAMs). Even though grade 5 and 8 science has the same testing time, they cannot be tested together because grade 8 uses periodic tables and grade 5 does not.

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

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

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

Unit	Grades that May Be Grouped Together	Unit Testing Time (Minutes)
Unit 1	Grade 3	75
	Grade 4, grade 5	90
	Grade 6, grade 7, grade 8	90
	Grade 9, grade 10	90
Unit 2	Grade 3	75
	Grade 4, grade 5	90
	Grade 6, grade 7, grade 8	90
	Grade 9, grade 10	90
Unit 3*	Grade 3	75
	Grade 4, grade 5	90
	Grade 6, grade 7, grade 8	90
	Grade 9, grade 10	90

*All districts will take only two units of ELA testing, except districts that have been selected for field testing for the spring administration. These selected districts will take an additional unit of testing (grade 3 unit time = 75 minutes, grades 4–10 unit time = 90 minutes).

Table 14: English Language Arts – Paper-Based Testing Grouping

Unit	Grades that May Be Grouped Together	Unit Testing Time (Minutes)
Unit 1	Grade 3	75
	Grade 4, grade 5	90
	Grade 6, grade 7, grade 8	90
	Grade 9, grade 10	90
Unit 2	Grade 3	75
	Grade 4, grade 5	90
	Grade 6, grade 7, grade 8	90
	Grade 9, grade 10	90

Table 15: Mathematics – Computer-Based Testing Grouping

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

Unit	Grades that May Be Grouped Together	Unit Testing Time (Minutes)
Unit 3	Grade 3, grade 4, grade 5	60
	Grade 6, grade 7, Grade 8	60

Table 16: Mathematics – Paper-Based Testing Grouping

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

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


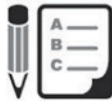
2.4.3 Make-Up Testing

Students who are not tested on the regular administration date should participate in make-up testing. Make-up tests may be scheduled after the original unit as long as it falls within the testing window. Every attempt should be made to administer make-up tests to students who were absent during the originally scheduled units.

Schools should consider that units may have different testing times when scheduling make-up tests. Students who require make-up testing may not be able to test together, if they are taking different units that have different administration times, unless otherwise noted). For example, a student making up the grade 3 ELA Unit 1 computer-based test may not be able to test in the same room at the same time as a student making up the grade 6 ELA Unit 2 computer-based test because the units have different unit testing times (refer to Table 14).

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

Table 17: Make-up Testing by Test Format

Test Format	Description
	<p>Tests will automatically resume at the exact point where a student exited. TAs must closely monitor make-up testing to ensure students do not alter any previously entered responses.</p> <p>If a student is not tested during the regular administration, he or she may be moved into a new make-up test session in PearsonAccess^{next}. However, if the student will rejoin the regular administration for any remaining units, it is recommended that you leave that student in the original test session in PearsonAccess^{next}. For students taking a make-up test, unlock the appropriate unit in PearsonAccess^{next} to allow the student to log in to the missed unit. The test session should not be stopped until all students in the test session have completed testing.</p> <p>Note: Make-up test sessions must reflect the original test session (e.g., a test session with a human reader will need a make-up test session with a human reader).</p> <p>For more information, refer to Manage Students in Sessions training module available on the PearsonAccess^{next} User Guide, https://support.assessment.pearson.com/x/H4BIAQ.</p>
	<p>For security purposes, each unit (e.g., Unit 1 or Unit 2) must be completed by all students within the same grade/course on the same school day—with the exceptions of make-up testing (refer to Section 2.4.3) and students with an extended time accommodation (refer to Section 2.4.4).</p>

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

2.4.4 Extended Time



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

2.4.5 Breaks Between Testing

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

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

Table 18: 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.

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

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

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

Frequent breaks: Frequent breaks may be offered as an administration consideration for any student. Administrative considerations must be identified for the student in the Student Registration/Personal needs profile (SR/PNP); refer to **Section 2.3**. TAs should not "stop the clock" for students with frequent breaks. For students with disabilities or English language learners who may require frequent breaks, it is highly recommended that schools consider the extended time accommodation.

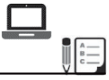



3.0 Before Testing

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

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

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

Table 19: Tasks to Complete at Least Two Months before Testing

Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Update user accounts in PearsonAccess^{next} , https://nj.pearsonaccessnext.com . Review the district and school personnel who have access to PAN and determine if any modifications to the user accounts are needed. <ul style="list-style-type: none"> Disable accounts that are no longer needed and assign new user roles if applicable. 	Section 3.2.2
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Enroll, register, and assign tests to students in PAN by the registration deadlines. (This includes completing the Personal Needs Profile for students to ensure accommodated materials are included automatically in the initial shipment).	Section 3.2.1
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Develop security, training, and logistics plans for test administration.	Sections 2.1.1 and 3.3
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Establish the test schedule.	Section 2.4.2





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

Table 20: Tasks to Complete at Least One Month before Testing

Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	<input type="checkbox"/>	N/A	N/A	<p>Schedule and lead a mandatory training session for all STCs and Technology Coordinators.</p> <ul style="list-style-type: none"> • Discuss test security and administration protocols and plans. • Plan technology setup. • Review test-day activities. • Collect signed <i>Security Agreements</i>. 	Section 3.3
	N/A	<input type="checkbox"/>	N/A	<p>Review student accommodations/accessibility features list and develop a plan to track accommodations use.</p>	Section 6
	N/A	<input type="checkbox"/>	N/A	<p>Schedule and administer tutorials and practice tests (recommended). Encourage teachers to familiarize students with the ELA scoring rubrics.</p>	Section 3.5



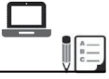





Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Revisit security, training, and logistics plans for test administration.	Sections 2.1.1 and 3.3
	N/A	<input type="checkbox"/>	N/A	Schedule and conduct mandatory trainings for School Technology Coordinators, TAs, and proctors. <ul style="list-style-type: none"> • Explain tasks and responsibilities for each role. • Discuss test security and administration protocols and plans. • Plan technology setup. • Explain accessibility features and accommodations • Review test-day activities. • Collect signed <i>Security Agreements</i>. 	Section 3.3
	N/A	<input type="checkbox"/>	N/A	Determine whether hand-held calculators will be provided, and by whom (e.g. school or students). Determine whether optional mathematics tools will be provided.	Section 3.6.3
	N/A	<input type="checkbox"/>	N/A	Meet with students to review test-day procedures.	Section 3.8
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Update student registration and PNP as needed in PearsonAccess^{next} , https://nj.pearsonaccessnext.com .	Section 3.2.1

Table 21: Tasks to Complete at Least Two Weeks before Testing

Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	N/A	<input type="checkbox"/>	N/A	Finalize the testing locations and assign TAs and proctors to student testing groups.	Sections 2.3 and 3.1
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Ensure all staff have reviewed and signed a <i>Security Agreement</i> .	Section 2.1.3
	N/A	<input type="checkbox"/>	N/A	Meet again with TAs and proctors to review test administration plans and answer questions.	Section 3.3



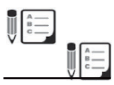


Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	<input type="checkbox"/>	N/A	N/A	<p>The DTC receives, documents, and stores materials:</p> <ul style="list-style-type: none"> • Ensure each test booklet has a corresponding answer document for the appropriate grade/course (grades 4–high school). • Account for damaged or missing test materials. • Submit Additional Orders, as needed. 	Section 3.6.1
	N/A	<input type="checkbox"/>	N/A	If not completed already, meet with students to review test-day procedures.	Section 3.8

Table 22: Tasks to Complete at Least One Week before Testing

Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	N/A	<input type="checkbox"/>	N/A	<p>The STC receives, documents, and stores materials:</p> <ul style="list-style-type: none"> • Ensure each test booklet has a corresponding answer document for the appropriate grade/course (grades 4–high school). • Account for damaged or missing test materials. • Request the DTC to submit Additional Orders, as needed. 	Section 3.6.1
	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<p>Set up and/or review test sessions in PearsonAccess^{next}, https://nj.pearsonaccessnext.com:</p> <ul style="list-style-type: none"> • Create test sessions and add students • Print student testing tickets and store in secure place. • Confirm TA accounts are active. • Check that computer-based form assignments and PNPs are correct. • Ensure students are in the correct test sessions, including students requiring human reader test sessions. 	Sections 3.2.3 and 3.2.4
	N/A	<input type="checkbox"/>	<input type="checkbox"/>	Confirm results of the Infrastructure Trial have been resolved; then, freeze the environment for testing.	Section 3.4



Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	N/A	<input type="checkbox"/>	<input type="checkbox"/>	Precache operational tests.	Section 3.1
	N/A	<input type="checkbox"/>	N/A	Verify testing rooms are ready.	Section 2.3

Table 23: Task to Complete the Day Before Testing






Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	N/A	<input type="checkbox"/>	N/A	Prepare sessions in PearsonAccess^{next} , https://nj.pearsonaccessnext.com	Section 3.2.5

Table 24: Tasks to Complete on the Day of Testing

Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	N/A	<input type="checkbox"/>	<input type="checkbox"/>	Confirm that tests are precached.	Section 3.2.4
	N/A	<input type="checkbox"/>	N/A	Distribute test materials to TAs and record the transfer of chain-of-custody forms	Section 3.6.3
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Confirm that online form assignments and PNPs are correct.	Section 3.2.4
	N/A	<input type="checkbox"/>	N/A	Start test sessions in PearsonAccess^{next} , https://nj.pearsonaccessnext.com , and unlock the first test unit.	Section 4.1.1

3.2 PearsonAccess^{next} Setup



DTCs and STCs must ensure all data and information for the school is properly configured in [PearsonAccess^{next}](https://nj.pearsonaccessnext.com) (PAN), <https://nj.pearsonaccessnext.com>, the management system for computer-based and paper-based testing. The following sections provide guidance on the tasks for the setup of PAN. For each of these tasks, review the PAN training modules located in [PearsonAccess^{next} Online Support](https://support.assessment.pearson.com/x/H4BIAQ), <https://support.assessment.pearson.com/x/H4BIAQ>. Step-by-step instructions are also available in [PearsonAccess^{next} Online Support](https://support.assessment.pearson.com/display/PAsup), <https://support.assessment.pearson.com/display/PAsup>.

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3.2.1 Student Registration and Personal Needs Profile (PNP)

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

Table 25: SR/PNP Import Process in Spring Administration

Scope	Description
	For ELA/mathematics, districts complete the initial student registration process in NJ SMART. NJDOE will extract NJ SMART data and import into PearsonAccess ^{next} in January. Afterwards, districts and schools will access PearsonAccess ^{next} to review and update SR/PNP data.
	For science, districts complete the initial student registration process directly in PearsonAccess ^{next} in December.

Students must be registered separately under the NJSLA–ELA/Math and the NJSLA–Science scope in PAN. For more details about registering students, refer to the Student Registration/Personal Needs Profile (SR/PNP) Field Definitions Document (available under **Support > Documentation** in [PearsonAccess^{next}](https://nj.pearsonaccessnext.com) (PAN), <https://nj.pearsonaccessnext.com>).

Note: The testing site, not the accountable school, must register out-of-district students in PearsonAccess^{next}. If you import an SR/PNP file, be sure to include the correct Accountable District Code and Accountable School Code, which should be different from your own Testing Site District and School Code. Please refer to section 5.5 for detailed information on data cleanup activities.

For spring administrations, initial shipments of the *Test Coordinator Manual* and TAMs will automatically be shipped to the district if students were enrolled, registered to NJSLA, and assigned to a test in PAN by the registration deadlines. To receive accommodated test materials, such as braille test kits or Mathematics Human Reader Scripts, DTCs and STCs must record any accommodations for individual students in PAN by the registration deadlines. Please note that tactile graphic kits for computer-based testing are automatically included in the initial shipment.

Note: For fall and summer administrations, the DTC must order all test materials via PAN. There are no automatic shipments.

3.2.2 Assign and Update User Roles

DTCs and STCs need to provide PAN user accounts for staff administering the test or staff who need to make updates in PearsonAccess^{next}. Refer to the *User File Field Definitions* document and the *User Role Matrix* document available at [PearsonAccess^{next}](https://nj.pearsonaccessnext.com), <https://nj.pearsonaccessnext.com>, located under **Support > Documentation** section for

detailed information about user roles and creating accounts. Users will have different levels of access depending on the user roles they are assigned. If you cannot access the site, contact your DTC. New districts that do not have access yet should contact an NJSLA Program Coordinator for assistance. Returning users may need to reset their passwords in PAN. After 180 days of inactivity, passwords are no longer valid.

Refer to [PearsonAccess^{next} Online Support](https://support.assessment.pearson.com/x/N4Dy) at <https://support.assessment.pearson.com/x/N4Dy> for step-by-step instructions for creating and managing user accounts.

3.2.3 Create and Manage Test Sessions (For Computer-Based Testing Only)

Test sessions are groupings of students who will take the same computer-based test at the same time and place. The suggested naming convention for sessions is: Content Area, Grade, Test Administrator Last Name, Room Number, AM/PM + Accommodation/Accessibility Feature; for example, ELA-5-Smith-3018-AM. Test sessions must be created in order to generate and print student testing tickets. Students are not added to sessions for paper-based testing.

Refer to [PearsonAccess^{next} Online Support](https://support.assessment.pearson.com/x/IYDy) at <https://support.assessment.pearson.com/x/IYDy> for step-by-step instructions for creating and managing sessions.

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

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

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

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

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

1. Register students for testing using the SR/PNP Import or User Interface.
 - All PNP information must be included in the import for students needing accessibility features and accommodations.
2. Run the PNP/Accommodations for Student Tests operational report and review with appropriate staff to make sure students are identified correctly with the appropriate accessibility features and accommodations.
3. Confirm test session setup and add students to test sessions.
4. Precache tests.

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5. Prepare test sessions. See **Section 3.2.5**.
6. Verify form assignments (for form-supported accommodations).
 - In PearsonAccess^{next}, select **Testing > Students in Sessions**.
 - On the **Students in Sessions** screen, add test sessions to the **Sessions List** by selecting the **Add Session** button, typing the test session name in the **Session Name** field, checkmark the session, and then select **Add Selected**.
 - Check for an accommodation indicator next to the State Student ID (SSID).

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

For additional information and step-by-step directions, refer to the *NJSLA Personal Needs Profile Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* document available at the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, under **Manuals and Resources > PAN Resources**.

3.2.5 Prepare Test Sessions (Computer-Based Testing)


Before students can begin computer-based tests, DTCs and STCs will need to log in to [PearsonAccess^{next}](https://nj.pearsonaccessnext.com) (<https://nj.pearsonaccessnext.com>), prepare each test session, and check accommodated form assignments. It is recommended to prepare test sessions at least one school day before testing is to begin for that session. Test sessions must be prepared before the units can be unlocked on testing day. Students are not added to sessions for paper-based testing. Refer to [PearsonAccess^{next} Online Support](https://support.assessment.pearson.com/x/24F8AQ) at <https://support.assessment.pearson.com/x/24F8AQ> for step-by-step instructions for preparing test sessions.


3.2.6 Managing Testing for Students Who Transfer Schools

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

Step-by-step directions for these processes can be found in the *Transfer Student (CBT) Guidance* and *Transfer Student (PBT) Guidance* documents located at the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, under **Manuals and Resources > PAN Resources**. All transfers will require the student's original school/district and new school/district to complete tasks before they are finalized.

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

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

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


3.3 In-District Training

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


3.3.1 Training for Test Coordinators, Test Administrators, and Proctors

DTCs and STCs should review this manual and the TAMs prior to training. The STC should also distribute and/or provide links to TAMs to TAs before meeting. TAs will read scripts and other instructions from the TAMs. Manuals, separate documents containing the scripts only, and translated scripts are available at the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, located under **Manuals and Resources**.

Training should include but is not limited to the following:

- Discussion of your district and school’s security plans (**Section 2.1.1**) with emphasis on the following:
 - Chain-of-custody requirements
 - Testing irregularities and security breaches
 -  When to unlock test units in PearsonAccess^{next}
 - Policies on testing time
 - Active proctoring during testing (i.e., focusing full attention on students at all times to confirm that students are working independently)
- Review policies and procedures described in this manual and emphasize the following:
 - TAs must use timing boxes.
 - For paper-based testing, TA may post “Go On” and “Stop” signs as visual cues for students at the start of testing (a copy of the sign is available in the TAMs).
 - TAs and proctors shall **not** comment on any student work at any time.
 - TAs and proctors shall **not** help students in any way except to clarify the general instructions or provide directions as specified in the TAMs.
 - Clarify the types of student questions TAs can answer during testing.
 - Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.

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- All test items and all student responses, including student work on scratch paper, are secure and may **not** be released, copied, or duplicated in any way, or kept at the school once testing is completed.
- Review local policies for testing day, including but not limited to:
 - Procedures for breaks
 - Calculators
 - Mathematics tools
 - Procedures for students who finish early, including allowable materials for students after testing
 - Procedures for dismissing ill or disruptive students
 - Escalation protocol for technical issues on testing day
- Ensure all relevant staff are familiar with tutorials and practice tests.
- Review accessibility features and accommodations that will be available in the NJSLA.
- Ensure that TAs who will administer accessibility features or accommodations that require TA interaction (e.g., human reader/human signer) have specific training so that they know what is allowed during the assessment.
- Provide TAs and proctors with their assigned group of students for testing.
- Provide a copy of the testing schedule to TAs and proctors and explain how it will be implemented for the school.
- Explain that some mathematics units include a non-calculator section and a calculator section and that testing time includes both sections.
- Inform TAs and proctors of the school's procedures for make-up testing.
- Review the *Security Agreement* and collect signed copies (refer to **Section 2.1.3** and **Appendix B**). Note: The DTC will also need to sign the *Security Agreement*.
- Ensure all relevant staff understand their user roles in PearsonAccess^{next} and how to complete tasks (as applicable).
- Ensure that PearsonAccess^{next} user accounts for TAs have been created before testing and review tasks for PearsonAccess^{next} as needed. Refer to the PearsonAccess^{next} training module for task-based modules on how to start, monitor, and end test sessions.
- Indicate how TAs can get assistance for technical issues from Techs during testing, if necessary.
-  Review common TestNav errors and how to resolve them.

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

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

- Review resources available for preparing for computer-based testing on the technology set-up page available at the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, located under **Technology Setup**.

- Review the technology specifications for testing and discuss your school’s technology readiness. **Important:** Be sure to check the current specifications and requirements as these may change between administrations. Specifications and requirements can be found at the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, located under **Technology Setup > System Requirements and Bulletins**.
- Discuss the tasks for completing technology set-up (refer to **Section 3.5**) and timeline for completion.
- Create PearsonAccess^{next} user accounts for Technology Coordinators.
- Schedule and plan an Infrastructure Trial. Show and discuss the *Infrastructure Trial Guide* available at the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, under **Technology Setup > User Guides**.
- Discuss a plan for logistics (including testing schedule) and how to resolve any hardware or network issues.
- Request that the Technology Coordinators remain in the school building to assist with troubleshooting during the days that students will be testing and create an escalation protocol for technical issues on or before testing day.
- Discuss the district and school’s security plans, including creating and maintaining a secure testing environment.
- Review the *Security Agreement* and collect signed copies (refer to **Section 2.1.3** and **Appendix B**).

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

3.4.1 Plan an Infrastructure Trial

The Infrastructure Trial introduces students to the TestNav testing interface through the computer-based test content and prepares TAs to understand their responsibilities in PearsonAccess^{next}.

This is a dress rehearsal to confirm that:

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

All instructions required to run an Infrastructure Trial are included in the *Infrastructure Trial Guide* posted on the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, under **Technology Setup > User Guides**. The Infrastructure Trial should take approximately 60 minutes to administer. Schools are encouraged to provide any feedback on the Infrastructure Trial to DTCs.

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3.4.2 Prepare Student Testing Devices

Prepare testing devices to meet security needs:

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

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

Note: Refer to the technology set-up page on the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, under **Technology Setup**, for more information.

3.4.3 Prepare Test Administrator Devices and a Proctor Caching Computer

TAs will require a computer or device that meets the PAN system requirements in the testing room to start, monitor, and manage test sessions in PAN. Position the TA computer in a location where all students can be seen while monitoring student testing statuses. Set up testing computers or devices so that the URL shortcut for [PearsonAccess^{next}](https://nj.pearsonaccessnext.com), <https://nj.pearsonaccessnext.com>, is available.

It is highly recommended that a school or district computer be designated as the proctor caching computer. The proctor caching computer downloads and stores test data, such as multimedia or test questions, and then serves that data to individual testing devices from within the local network. This enables faster test page loading times and more efficient test taking. Because cached test content is closer to testing devices, test delivery is accelerated, and the amount of internet bandwidth required for computer-based testing is reduced.

Proctor caching software needs to be downloaded from [TestNav Downloads](https://download.testnav.com), <https://download.testnav.com>. For complete proctor caching details and instructions, refer to the **Understand Proctor Caching** section of the [PearsonAccess^{next} User Guide](https://support.assessment.pearson.com/x/LYDy), <https://support.assessment.pearson.com/x/LYDy>.

3.5 Schedule Tutorials and Practice Tests

Administering the tutorials and practice tests is an important preparation step for both administration staff and students. It is highly recommended that STCs develop a plan to provide students with an opportunity to become familiar with TestNav and the NJSLA using both the

tutorials and practice tests available online at the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, under **Test Preparation**.

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

During the test, TAs will not be allowed to assist students with TestNav functionality and navigation. Therefore, it is important that these questions be answered during tutorials and practice tests. Districts and schools may set their own schedules, but the tutorials and practice tests should be administered on a separate day before the NJSLA is administered. Note there may be changes in TestNav from year-to-year. Therefore, it is important to administer the current tutorials and practice tests each year, so that students have an opportunity to practice with any new functionality.

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 [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, located under **Reporting > For Educators > Test Information**.

3.6 Organize Test Materials for Testing

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

3.6.1 Receive, Document, and Store Materials

For spring administrations, districts will automatically receive ELA and mathematics materials from Pearson and science materials from Measurement Incorporated. All test materials will be shipped to the district and packed by school, with separate boxes for district overage. District overage no longer contains extra paper-based test materials. District overage will contain manuals and the Test Coordinator Kit. Boxes are clearly labeled with the district's name and are shipped to the shipping contact in PearsonAccess^{next}, who is typically the Chief School Administrator or the Superintendent.

Upon Receiving Test Materials in the District

Immediately after the DTC receives test materials from the Chief School Administrator or the Superintendent, remove the packing list from box 1 of the district shipment and verify receipt of the *Test Coordinator Manual* and TAMs listed.

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

- Download a *District Receipt Form*, found in **Appendix B** or at the NJSLA Resource Center, <https://nj.mypearsonsupport.com>, located under **Manuals and Resources > Forms**.
- Open all boxes and count the number of each type of mathematics human reader script, tactile graphics kit, or test kit received for each school. Record the number on the *District Chain-of-Custody Form for Initial Shipment* and keep this form for your records. Complete the *District Receipt Form* and keep this form for your records.
- Locate the Test Coordinator Kit. Review the contents and place the kit in a secure location to be retrieved after the completion of testing. The kit contains the following items (note the differences in the table between ELA/mathematics and science kits):

Table 26: Contents of Test Coordinator Kits

ELA Math	Science
Paper bands for bundling and returning scorable test booklets (grade 3) and scorable answer documents (grades 4–high school)	Paper bands for bundling and returning scorable answer documents
Red Pearson Return Labels for scorable materials	Green Measurement Inc. Return Labels for scorable answer documents
Purple Pearson Return Labels for nonscorable materials	Yellow Measurement Inc. Return Labels for nonscorable materials
UPS Return Labels for scorable materials	FedEx Return Labels used to return scorable and nonscorable materials (shipping labels are the same for both)
UPS Ground Return Labels for nonscorable materials	N/A
Blank Header Sheet for Scorable Materials	Blank Header Sheet for Scorable Materials
Pearson Return Instructions Sheet	Measurement Inc. Return Instructions Sheet
Shipping Carrier Return Instructions	Shipping Carrier Return Instructions


- Keep all test materials in centrally located, locked storage with limited access until it is time to distribute them to the STCs.
- When transferring secure materials to the STCs, both the DTC and STC should initial the *District Chain-of-Custody Form for Initial Shipment*. Record the date and time of the transfer as well.
- Keep all boxes in which the test materials were delivered for returning scorable and nonscorable materials when testing is complete. Take care to keep the boxes for ELA/mathematics and science separate, as they are returned to different vendors.
- Report the following occurrences immediately to the appropriate NJSLA Program Coordinator using the *Form to Report Contaminated, Damaged, or Missing Materials* found in **Appendix B** or at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Manuals and Resources > Forms** and

see **Section 2.1.6** for information on how to submit this form. Return damaged test kits with all other nonscorable materials.

- Non-receipt of any mathematics human reader scripts or test kits listed on the School Packing List
- Discovery of a damaged test booklet or answer document
- Discovery of missing or duplicate security numbers on any test booklets or answer documents

New

Table 27: Changes to Paper-Based Test Materials

Test Format	Description
	<p>Regular-print paper tests are now packaged in individual kits for a single student to use. A regular test kit will include the test booklet, answer document (if applicable) and ancillary materials (mathematics tools, mathematics reference sheets, and periodic tables—if applicable).</p> <p>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.</p>

After Transferring Test Materials to the School

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

- Remove the packing list from box 1 and verify that you have received the *Test Coordinator Manuals* and TAMs listed. One TAM is provided for every 25 students registered in PearsonAccess^{next}. Manuals may be distributed to TAs at any time.
- If you received secure materials such as mathematics human reader scripts or tactile graphics kits for computer-based testing, or paper-based test kits, count the materials received to verify that the quantities listed on the school packing list were shipped as indicated.
- Open each kit to verify all needed materials are included. Report the following occurrences immediately to the DTC using the *Form to Report Contaminated, Damaged, or Missing Materials* found in **Appendix B** or at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Manuals and Resources > Forms**, and see **Section 2.1.6** for information on how to submit this form.
- If additional materials are needed, ask the DTC to place an additional order through PearsonAccess^{next}.
- Report any missing, misnumbered, or damaged test booklets and answer documents to the DTC. If replacements are needed, the DTC can submit an additional order through PearsonAccess^{next}.
- Keep all test materials in centrally located, locked storage with limited access until they are distributed to the TAs.

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- Test materials must be distributed only on the test administration day and must be returned to the STC for secure storage immediately after testing (except when needed for accommodations). Use a chain-of-custody form or equivalent to track the transfer.
- Remind TAs that all test materials are secure and must be returned immediately after testing.

3.6.2 Additional Orders

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

The DTC can place an additional order through the **Orders & Shipment Tracking** page in [PearsonAccess^{next}](https://nj.pearsonaccessnext.com), <https://nj.pearsonaccessnext.com>. For NJSLA–ELA/Math, this page can also be used to track orders placed by your district. For NJSLA–Science, Measurement Incorporated will send tracking numbers by email.

Copies of the *Test Coordinator Manual*, TAMs, mathematics human reader scripts, or accommodated test kits can be ordered. For a detailed list of materials that are included in test kits, see **Section 6.2**.

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


If mathematics human reader scripts or accommodated test kits are ordered at the district level in PAN, rather than for a specific school, the DTC will need to use the *District Chain-of-Custody Form for Additional Orders* to track the transfer of the materials to the school. To track the materials within the school, the STC will need to use a generic chain-of-custody form, which can be found at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Manuals and Resources > Forms**.






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

3.6.3 Distribute Test Materials to TAs

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

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

- **Materials printed locally by the DTC or STC**
 -  Student testing tickets are available at [PearsonAccess^{next}](https://nj.pearsonaccessnext.com), <https://nj.pearsonaccessnext.com>.

-  If hard copies are desired, periodic tables (for grades 8 and 11 only) and grade-specific mathematics reference sheets may be printed from the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, under **Testing Resources**.
- If needed, Test Administrator Scripts may be printed from the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Manuals and Resources > Test Administrator Scripts**.
- **Vendor-supplied materials:**
 -  Tactile Graphics Kit (for mathematics or science)
 -  Mathematics human reader scripts
 - Paper copies of TAMs; electronic versions of the manuals can be viewed in the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Manuals and Resources > Test Administrator Manuals**.
 -  Paper-based Test Kits: one kit per student, per test. Kits include Test Booklet(s), answer document(s), and applicable resources: reference sheet, periodic table, ruler, and protractor.
- **School-supplied materials**
 - Wooden No. 2 pencils with eraser(s)
 - Blank scratch paper
 - TAs must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the unit, if needed.
 -  If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units.
 - TAs are responsible for collecting all used scratch paper, which is to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
 - Calculators (see Calculators section for more information)
 - Optional Mathematics tools (see Mathematics Tools for Administration section for more information)
 - Testing devices that meet the minimum technology specifications set forth by the state and described at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Technology Setup > System Requirements and Bulletins** (Note: students should not supply their own devices for testing.).
 - Headphones (see Headphones, **Section 3.6.3**, for more information)
 - Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, see **Section 6.2.**)
 - Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
 - “Testing—Please Do Not Disturb” sign to post on the doors of the testing rooms (a copy of the sign is available in the TAMs)

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- Computers or tablets for TAs if they are managing test sessions

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.


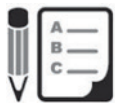
Students must only use calculators that are allowable for their grade and course assessment. Allowing the use of a calculator that is designated for a lower or higher grade-level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Only students with a specific calculator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

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

Table 28: Hand-Held Calculators by Grade for Mathematics and Science

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 29: 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 TAMs.</p> <p>Districts will determine who is responsible for providing hand-held calculators (e.g., school or student).</p>

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

- No calculators with Computer Algebra System (CAS) features are allowed.

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

Math

Mathematics Tools for Administration

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

Table 30: 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	Required tools will be provided through the TestNav platform. Schools may not provide their own rulers and protractors in the grades where rulers and protractors are NJSLA-provided tools (see Table 31).	<p>The vendor will provide required rulers and protractors for paper-based assessments at certain grade levels, as outlined in Table 31.</p> <ul style="list-style-type: none"> • Required tools will be included in test kits. • Students are not permitted to use outside rulers or protractors if these tools are vendor-supplied for use on their grade level assessment. • Protractors are an optional tool for grade 8 and all high school mathematics courses. Rulers are an optional tool for high school mathematics courses. The vendor will not provide these materials.



Tools	 Computer based Testing Mathematics Tools for Administration Policy	 Paper based Testing Mathematics Tools for Administration Policy
Mathematics Reference Sheets	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. If providing students with printed copies of the mathematics reference sheets, the following protocols must be followed: <ul style="list-style-type: none"> The printed copies must be approved mathematics reference sheets, available at the NJSLA Resource Center, http://nj.mypersonsupport.com, located under Manuals and 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. 	For paper-based testing, mathematics reference sheets are vendor-supplied for grades 5–8 and high school. <ul style="list-style-type: none"> Mathematics reference sheets will be included in test kits. The copies must be free of any writing or notes. Do not distribute copies with student writing. If additional copies are needed, schools may locally print the approved copies available at the NJSLA Resource Center, http://nj.mypersonsupport.com, located under Manuals and Resources > Testing Resources. If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that unit.
Geometry Tools	Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 mathematics and Geometry assessments. Geometry tools are not allowed for grades 3–7, Algebra I, and Algebra II.	Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 mathematics and Geometry assessments. Geometry tools are not allowed for grades 3–7, Algebra I, and Algebra II.

Table 31: Mathematics Tools by Grade & Course

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

NJSLA



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

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

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. 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 32: 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 NJSLA Resource Center, http://nj.mypearsonsupport.com, located under Manuals and 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 NJSLA Resource Center, http://nj.mypearsonsupport.com, located under Manuals and 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.

Headphones

Table 33: Headphone Requirements

Content Area	Requirement
	Required for all computer-based testing students
 	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.

NJSLA

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.

For computer-based tests requiring sound, students should set the volume to the highest comfortable level on the device at the sign-in screen in TestNav. 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.

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 or accommodation. These secure documents are required to be used when providing a human reader accessibility feature for mathematics. Human reader scripts must be returned to Pearson at the end of testing.

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


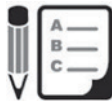
Scripts are not provided for the computer-based English Language Arts or science assessments. TAs will use the Proctor Authorization Ticket to read the test to all students in the session.

3.7 Finalize Preparations for Testing

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

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

Table 34: Preparations for Testing by Test Format

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

3.8 Meet with Students

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

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


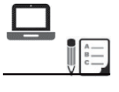








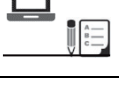
4.0 During Testing

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

4.1 Checklist of Tasks to Complete During Testing

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

Table 35: Tasks to Complete During Testing

Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	N/A	<input type="checkbox"/>	<input type="checkbox"/>	Ensure that TAs have an approved device.	Section 3.4.3
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Ensure that TAs provide students with their approved testing accommodations and pre-identified accessibility features.	Section 3.7
	N/A	<input type="checkbox"/>	N/A	Distribute test materials to TAs.	Section 3.6.3
	N/A	<input type="checkbox"/>	N/A	Manage test sessions in PAN.	Section 4.1.1
	N/A	<input type="checkbox"/>	N/A	Monitor each testing room to ensure that test administration and security protocols are followed and required administration information is being documented and collected. Be available during testing to answer questions from TAs.	Section 4.1.3
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Investigate all testing irregularities and security breaches and follow policy for reporting these incidents.	Section 2.2
	N/A	N/A	<input type="checkbox"/>	Respond to all technology-related issues.	Section 4.1.2
	N/A	<input type="checkbox"/>	N/A	Create make-up test sessions in PAN.	Section 4.1.4
	N/A	<input type="checkbox"/>	N/A	Schedule and supervise make-up testing.	Sections 2.4.3 and 4.1.4
	N/A	<input type="checkbox"/>	N/A	Collect materials from TAs.	Section 4.1.4
	N/A	<input type="checkbox"/>	N/A	For each testing day, ensure that all units are locked after testing in PAN.	Section 4.1.4

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

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

DTCs, STCs, or TAs may unlock or lock units at the session level. TAs may unlock or lock individual units for appropriate students. Only the unit being tested should be unlocked for a student. Only one unit can be unlocked for each student's test at a time. For more information, refer to the **Manage Students in Sessions** training module located in [PearsonAccess^{next} Online Support](https://support.assessment.pearson.com/x/H4BIAQ), <https://support.assessment.pearson.com/x/H4BIAQ>. Step-by-step instructions for managing a session are also available in [PearsonAccess^{next} Online Support](https://support.assessment.pearson.com/x/F4h8AQ), <https://support.assessment.pearson.com/x/F4h8AQ>.

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

Within PearsonAccess^{next}, TAs can monitor the real-time status of students by refreshing their browsers. Table 36 describes the possible statuses for a student during each unit. Refer to the **Monitoring an Online Test Session** training module located in [PearsonAccess^{next} Online Support](https://support.assessment.pearson.com/x/H4BIAQ), <https://support.assessment.pearson.com/x/H4BIAQ>.

Table 36: 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. (Student cannot resume testing unless authorized by TA.)
Resumed	The student has been authorized to resume the unit. Resume a unit when a student exits a unit (either intentionally or unintentionally), before finishing the unit and you want the student to continue the same unit. Only students in Exited status can be resumed. Students in Ready, Completed, or Marked Complete statuses cannot be resumed.
Resumed-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. Resumed Upload prompts TestNav to check for a saved response file (SRF) on the testing computer when the student signs in to continue.
Completed	The unit has been submitted by the student through TestNav and has been processed.
Marked Complete	The TA or STC must mark a unit complete when a student has exited TestNav and will not return.

Note: If any students have been assigned and/or started a test without their proper accommodation, refer to the *NJSLA Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* (available at the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, under **Manuals and Resources > PAN Resources**) and enlist the Technology Coordinator to help if necessary.

4.1.2 Technology Tasks During Testing

Troubleshooting Computer-Based Testing

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

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

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

- Verify that TestNav is shut down for the student
- Resume the student's test in PearsonAccess^{next}

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

Technology Coordinators should respond as quickly as possible when technology disruptions occur. Cell phones are permitted in the testing environment to contact the NJSLA Customer Support Center when troubleshooting guidance is needed. However, Technology Coordinators must not take photos of error screens. Error codes for TestNav and guidance for resolving computer-based testing issues can be found in the **Troubleshooting** section of [TestNav 8 Online Support](https://support.assessment.pearson.com/x/DwACAQ), <https://support.assessment.pearson.com/x/DwACAQ>.

4.1.3 Monitor Test Activity and Maintain Test Security

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

STCs must ensure that during each unit of the test, TAs and proctors walk around the room and check that students are working in the correct unit and section (if applicable). At no time are any school staff allowed to log in to TestNav using a student testing ticket; however, TAs may help students log in if issues arise.

In addition, test coordinators must ensure that TAs provide applicable students with their approved testing accommodations and pre-identified accessibility features. If a computer-based accommodation is not appearing for a student, refer to *NJSLA Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* (available at the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, under **Manuals and Resources > PAN Resources**) and enlist the Technology Coordinator to help if necessary. In addition, ensure that TAs provide students with their approved testing accommodations and pre-identified accessibility features. Remember, the human reader script must be used if a

human reader is administering the mathematics assessment, and human reader scripts are secure test materials.

4.1.4 End-of-Unit Tasks

TestNav Logout and Lock Units


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

STCs may check to ensure all students have logged out of TestNav by reviewing student statuses on the **Testing > Students in Sessions** page in [PearsonAccess^{next}](https://pearsonaccessnext.com), <https://pearsonaccessnext.com>. Students logged in to TestNav will appear in an Active status. The student testing devices should be checked to make sure TestNav has been exited after testing.

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

After all students are logged out of TestNav, the STC must ensure that all units in PAN are locked. Refer to **Section 4.1.4** for more information.


New Table 37: TestNav Auto-Time Out


Test Format	Description
	If a student has been inactive for 20 minutes, an Inactivity Timer comes on by giving a 30-second pop-up warning. If the student does not move the mouse to restart the timer, the application shuts down.

Collect Materials

Immediately after each unit in each grade/course is completed, collect the test materials listed below from TAs.

Table 38: Material to Collect by Test Format

Test Format	Material to Collect
	<ul style="list-style-type: none"> • Student testing tickets • Used and unused scratch paper (Unused scratch paper may be reused.) • Accommodated test materials, such as mathematics human reader scripts and tactile graphics • Locally printed copies of mathematics reference sheets or periodic tables

Test Format	Material to Collect
	<ul style="list-style-type: none"> • All used and unused test kits (Ensure all used test booklets have a student name written on them.) • All used and unused answer documents for grades 4–high school (Ensure all answer documents have a student name written on them.) • Used and unused scratch paper (Unused scratch paper may be reused.) • Hard-copy mathematics reference sheets • Vendor-supplied rulers and protractors. • Hard-copy periodic tables • School-supplied calculators • Any accommodated responses provided in another format (If the response is being transcribed directly from a computer, the computer must remain secure until the responses are transcribed. Then the responses must be totally removed from the computer).

Follow all chain-of-custody procedures. At the end of each day of testing, ensure all materials from the NJSLA have been returned to the locked storage area. Verify units have been locked for absent students during sessions and that all units for all students are locked overnight. Take inventory of all secure materials to be sure that none are missing. If materials are missing, refer to **Section 2.1.5** for reporting procedures.

Administer Make-Up Testing

Students who are not tested on the regular administration date due to a temporary illness or other excused absence should be tested during the make-up testing period. For guidelines, refer to **Section 2.4.3**.

4.2 Procedures for Testing Irregularities (Day of Testing)

4.2.1 Dismissing Students for Misconduct


The TA has the authority to dismiss any student for misconduct according to local policy. If a student is observed with any of the items listed in **Section 2.2.1** during testing or during breaks, the TA should collect the prohibited materials. If student misconduct warrants dismissal, collect the student's test materials. The student will then be dismissed from the testing environment. The student may be eligible to continue testing in another location (e.g., guidance counselor's office) according to local policy. Follow the protocol in **Section 2.2.2** for reporting testing irregularities and security breaches.



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

4.2.2 Item Irregularities During Testing

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

-  For computer-based testing: If the issue being experienced is with a particular item, the TA should instruct the student to bookmark the item and continue testing. At the end of testing, the TA should try to troubleshoot the issue with the remaining item by contacting the Technology Coordinators. If troubleshooting does not resolve the issue, the TA, Technology Coordinators, or STC should call the NJSLA Customer Support Center at 1-888-705-9416 to report the issue.
- If a timely solution cannot be found, the TA should:
 - Instruct the student to proceed with the test.
 - Note the content area, grade/course, form ID, item number, test format (computer-based or paper-based), and a brief description of the issue and provide that information to the STC to complete the *Testing Irregularity or Security Breach Form*. **See Section 2.2.2** for the protocol to complete and submit this form. Actual wording from the question should never be included either verbally or in writing.
 - Remember, school personnel may not read or review a test item unless absolutely necessary to resolve problems preventing a student from testing. All staff involved in testing must sign the *Security Agreement*, which prohibits copying or revealing test content or student responses (refer to **Section 2.1.3** and **Appendix B**).



4.2.3 Procedures for Safety Threats and Severe Weather


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

In the event that there is a building evacuation, lockdown, or school closure that occurs before the start of a unit, follow the protocol outlined below:

- Proceed with testing only if the unit can be completed that day.
 - If the unit cannot be completed, schedule the unit during make-up testing.
- Document the situation, noting the event, date, and time, students affected, and any other specific details regarding the situation.

In the event that there is a building evacuation, lockdown, or school closure that occurs during the unit, follow the protocol outlined below:

- If possible, note the time of the disruption so that the remaining time for the unit can be calculated.
- If leaving the test environment, take necessary steps to ensure the security of the test materials, if time permits.
 -  For computer-based testing, exit the tests from the testing devices and lock the test units in PearsonAccess^{next}, if time permits.
- Upon returning to the testing room, prepare students for the continuation of the unit:
 - TAs must inform students how many minutes remain in the unit.
 - TAs must write on the board the updated start time and stop time of the unit.
 -  For computer-based testing, students may need to be resumed in PearsonAccess^{next} and the units unlocked.

-  TestNav will automatically close after 20 minutes of inactivity. Students will be in exited status and the test administrator will have to resume the test for the student to log back into the TestNav application.

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

5.0 After Completion of All Testing

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

5.1 Checklist of Tasks to Complete After Testing

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

Table 39: Tasks to Perform on the Last Day of Testing







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

Table 40: Tasks to Perform Within One Week of the Last Day of Testing

Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Apply Student ID labels or grid demographic information on used test booklets (grade 3) and answer documents (grades 4–high school).	Section 5.4.3
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Recycle TAMs, blank or unused scratch paper, and unused NJSLA-supplied mathematics reference sheets or science periodic tables.	Section 5.4.1

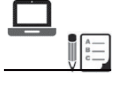


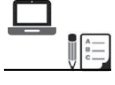
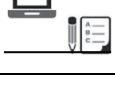




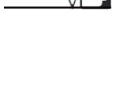
Test Format	DTC	STC	Tech. Coordinator	Task	Reference
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Destroy scratch paper written on by students, mathematics reference sheets written on by students, and periodic tables written on by students.	Section 5.4.1
	<input type="checkbox"/>	<input type="checkbox"/>	N/A	Destroy all printed student testing tickets.	Section 5.4.1
	<input type="checkbox"/>	N/A	N/A	Organize and return secure materials to vendor within five school days of the end of testing in the district. Ensure that all return boxes have appropriate labels.	Section 5.4.4
	N/A	<input type="checkbox"/>	N/A	Complete a Post-Test Certification Form.	Section 5.4.5
	<input type="checkbox"/>	N/A	N/A	Upload the Post-Test Certification Forms to PAN.	Section 5.4.5
	N/A	<input type="checkbox"/>	<input type="checkbox"/>	Purge cached test content, if applicable.	Section 5.4.6

Table 41: Tasks to Perform by the End of the Administration Clean-Up Window

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

5.2 PearsonAccess^{next} Session Cleanup Activities for Computer-Based Testing

Remove Students in Ready Status

Student tests that have all units in a status of **Ready** must be removed from the test session in PearsonAccess^{next}.

Mark Tests Complete

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

Stop Test Sessions

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

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

5.3 Transcription of Student Test Responses

Certain situations require a student's responses to be transcribed into a standard, scorable test booklet (grade 3), answer document (grades 4–high school) or TestNav. These situations may include:

- Answers were recorded in another student's test booklet or answer document.
- A test booklet or answer document became damaged or contaminated (e.g., torn or wrinkled).
- A student took the test using a special test format (e.g., large print or braille).
- The student used a speech-to-text converter, augmentative communication device, or assistive technology device.
- As an accommodation, a student recorded answers on blank paper instead of on the required test booklet or answer document.

If a student's responses must be transcribed after test administration is completed, follow the steps in **Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses** in the *NJSLA Accessibility Features and Accommodations Manual*.

5.4 Collect, Organize, and Return Materials

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

New

ELA/mathematics materials are no longer shipped from the school directly to Pearson. Instead, schools will return the material to their districts.

5.4.1 Organize Materials

Nonsecure Materials That May Be Recycled or Reused

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

- Test Administrator Manuals
- *Test Coordinator Manual*
- Mathematics reference sheets and science periodic tables that were not written on by students
- Vendor-supplied rulers and protractors that were not written on by students
- Unused scratch paper
- Test Administrator Scripts (Does **not** include secure mathematics human reader scripts)

Secure Test Materials That Must Be Securely Destroyed

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

- Student testing tickets
- Student rosters containing TestNav usernames and passwords
- Any reports or other documents that contain personally identifiable student information
- Scratch paper written on by students
- Mathematics reference sheets and science periodic tables written on by students
- Vendor-supplied rulers and protractors that were written on by students
- All accommodated responses captured on paper or an electronic device; these should have already been transcribed into TestNav or into a test booklet (grade 3) or answer document (grades 4–high school). Do not destroy test booklets or answer documents.

Secure Test Materials That Must Be Returned to the DTC

The STC must transfer the following secure materials to the DTC to ship back to the vendor. Scorable materials include the used test booklets (grade 3 only) and used answer documents. The rest are nonscorable materials.

- All test booklets, including braille, large print and Spanish; if students recorded responses inside large print test booklets, they should have already been transcribed into a regular test booklet (grade 3) or answer document (grades 4–high school).

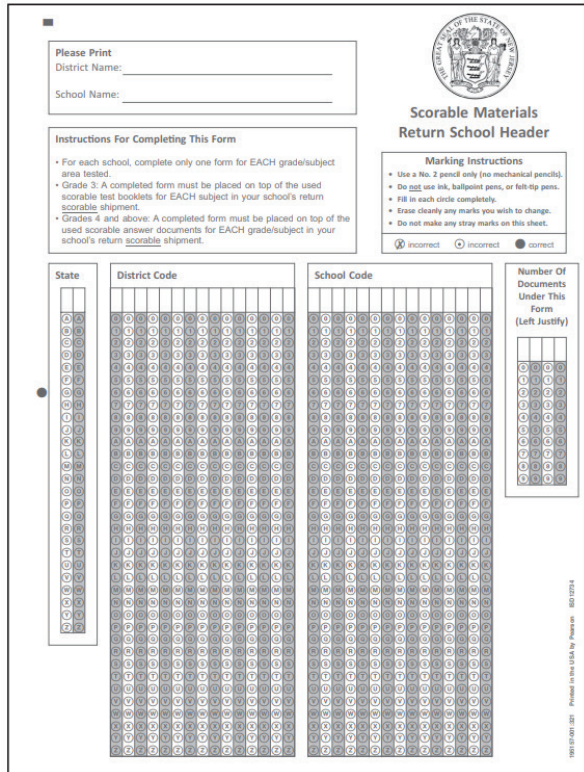
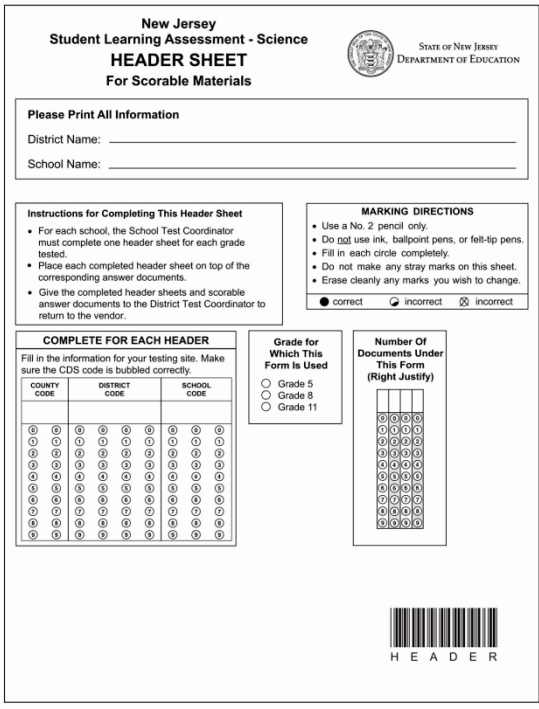
NJSLA

- Answer documents
- Mathematics human reader scripts
- Tactile graphics booklets (math or science)

Organizing Scorable Test Materials

Before transferring scorable materials to the DTC, apply student ID labels or fill in the demographic page as described in **Section 5.4.3**. The STC must also complete header sheets to accompany the scorable materials. Group the scorable test booklets (grade 3) and answer documents (grade 4–HS) together by grade/course and content area. For example, Algebra 1 answer documents may include students from grades 9 and 10, while grade 4 mathematics will only have students in grade 4. Count each set of test booklets or answer documents, fill in all the information on a header sheet, and place the header sheet on top of the documents. Ask your DTC if you need more header sheets. Blank header sheets were included in the Test Coordinator Kit in the district overage shipment. Do not complete a header sheet for nonscorable materials.

Table 42: Sample Return School Headers

ELA Math	ELA/Math Header Sheet	Science	Science Header Sheet
	 <p>The ELA/Math Header Sheet form includes fields for District Name, School Name, and State. It features a large grid for marking student information, with columns for State, District Code, and School Code. Instructions for completing the form and marking directions are provided.</p>		 <p>The Science Header Sheet form includes fields for District Name, School Name, and County Code. It features a large grid for marking student information, with columns for County Code, District Code, and School Code. Instructions for completing the form and marking directions are provided.</p>
	<p>For ELA/mathematics, do not photocopy any Header sheets. Use the original documents provided in your school's shipment.</p>		<p>For science, you may photocopy Header Sheets for Scorable Materials.</p>

If any of the secure materials to return to the vendor are missing or contaminated, immediately report this matter to the DTC, if not already reported. Schools must investigate any report of missing test materials. The DTC must contact the appropriate NJSLA Program Coordinator and complete the *Form to Report Contaminated, Damaged, or Missing Materials* found in **Appendix B** or at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), <https://nj.mypearsonsupport.com>, located under **Manuals and Resources > Forms** and follow the directions in **Section 2.1.5**. If no secure materials were shipped to the district, there may be nothing that needs to be shipped back to Measurement Incorporated or Pearson.

5.4.2 “Do Not Score” Paper Test Materials

If there is a test booklet (grade 3) or answer document (grades 4–high school) already assigned for a student in one of the categories below, write “Do Not Score” in large letters or draw a large “X” across the front cover. Both methods are acceptable for indicating that materials should not be scored. Return these materials as nonscorable.

- A student whose test booklet or answer document becomes damaged or unusable: refer to **Section 5.3**, Transcription of Student Test Responses, for instructions on transcribing the student’s responses to a new test booklet (grade 3) or answer document (grades 4–high school).
- A student whose student ID label has already been applied to a test booklet or answer document but did not participate in any testing (e.g., absent with or without medical documentation)

Figure 1: Do Not Score - Example Answer Document


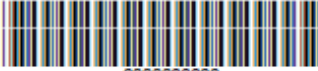
5.4.3 Student ID Labels and the Demographic Page for Paper-Based Testing

Apply student ID labels to the front covers of the test booklet (grade 3) or answer document (grades 4–high school) in the box indicated. If there is a label for a student, you do not need to fill in the grids on the demographic page.

- Locate the student ID labels that were provided in the initial shipment of school test materials.
- Only the DTC, STC, or designee may apply labels; proctors and students are prohibited from doing so.
- Before applying a label to the document, confirm that the name that has been handwritten on the document matches the name on the label.
- The student ID label will override any bubbled demographic information.
- If a student ID label includes incorrect information, apply the label to the student’s test booklet (grade 3) or answer document (grades 4–high school) and update the student’s information in PAN.
- Set aside student ID labels that were not used (e.g., labels for students who transferred out of the school before testing began or labels with incorrect information) to be securely destroyed/shredded.

It is recommended that schools apply the student ID labels after testing. However, schools may apply student ID labels for paper-based testing up to two school days prior to testing.

Figure 2: Sample Student ID Label

 <p>ELA/mathematics Sample Student ID Label</p>	<p> LASTNAMEXXXX, FIRSTNAMEXXX MI 2019 BIRTHDATE: 99/99/9999 SPRING ST-DIST-SCH: XX-9999999999999999-9999999999999999 GR: 99 DIST: DISTRICTNAMEXXXXXXXXXXXXXXXXXXXXX GENDER: F SCH: SCHOOLNAMEXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXX SID: 9999999999 </p>  <p>999999999-9</p>
 <p>Science Sample Student ID Label</p>	<p> PUBLIC, JOHN Q NJSLA-S 2019 BIRTHDATE: 99/99/9999 SID: 99999999 GR: 05 DIST: ATLANTIC CITY GENDER: M SCH: ATLANTIC CITY HIGH SCHOOL CDS: 01-0110-010 </p>  <p>999999999</p>

Hand Grid Demographic Pages

If there is no student ID label available for the student, all information on the student demographic page must be filled in on the test booklet (grade 3) or answer document (grades 4–high school) using a wooden No. 2 pencil.


Table 43: Instructions for Hand Gridding Demographic Pages

Description	Instructions
Student Name, School Name, District Name	TAs will instruct students to write their names in this box during administration. Students will not be instructed to fill in the school or district name and are not required to do so.
Student Name	<p>Using the student’s legal name, print the student’s last name in the row of boxes under the section for “Last Name.” Print only one letter in each box, beginning in the first box on the left (i.e., left justified). If there are not enough boxes for all of the letters in the student’s last name, leave off the letters at the end.</p> <p>Print the student’s first name in the row of boxes under the section for “First Name.” Do not use a nickname. Print only one letter in each box, beginning in the first box on the left (i.e., left justified). If there are not enough boxes for all of the letters in the student’s first name, leave off the letters at the end.</p> <p>Print the first letter of the student’s middle name in the box under the section for “MI.” Leave the box blank if the student does not have a middle name.</p> <p>Fill in the appropriate bubble in the column under each letter in the student’s name. If there are any blank boxes at the end of the name, fill in the empty bubbles at the top of the column.</p>
Student ID labels	If a school does not have a pre-printed student ID label, this box should remain blank.
Gender	Fill in the bubble that corresponds to the student’s gender.
Date of Birth	Fill in the bubbles for the Day, Month, and Year for the student’s date of birth. For example, if the student was born March 2, 2001, fill in the bubbles for 0 and 2 in the Day column, for the month of March designated by “Mar” in the Month column, and the bubble for 2, 0, 0, and 1 in the Year column.
State Student Identifier	Enter the student’s State Student ID Number in the boxes at the top of the columns. Fill in the appropriate bubble in the column under each number beginning in the first box on the left (i.e., left justified).

5.4.4 Package and Return Materials

New

Table 44: Changes to Returning Test Materials

Test Format	Description
	For NJSLA–ELA/Math, STCs will now return test materials to their DTC instead directly to the vendor, like they do for NJSLA–Science.

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



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

Materials must be packed and returned from the district, not from individual schools. The district may return materials from multiple schools, separated by a header sheet, together in the same box. Materials must be shipped from the district no later than five days after the district testing window closes. Materials returned late risk not receiving scores.

Scorable Materials to Return to Vendor

1. Header sheets and scorable test booklets (grade 3)
2. Header sheets and scorable answer documents (grades 4–high school)

Nonscorable Materials to Return to Vendor

- All test booklets, including Braille, Large Print and Spanish
- Unused answer documents
- Used answer documents that have been marked “Do Not Score”
-  Mathematics human reader scripts
-  Tactile graphics

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

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

Supplies for Returning Scorable Materials:

- Paper bands
- Blank Scorable Materials Return School Headers (for ELA/math) or NJSLA–Science Header Sheets for Scorable Materials are included in the Test Coordinator Kit in case you need extras. The STC should have already completed header sheets
- Scorable return labels (Red for ELA/mathematics or yellow for science)

NJSLA

- Return shipping labels for scorable materials (UPS labels addressed to Pearson for ELA/mathematics or FedEx labels addressed to Measurement Incorporated for science)

Supplies for Returning Nonscorable Materials:

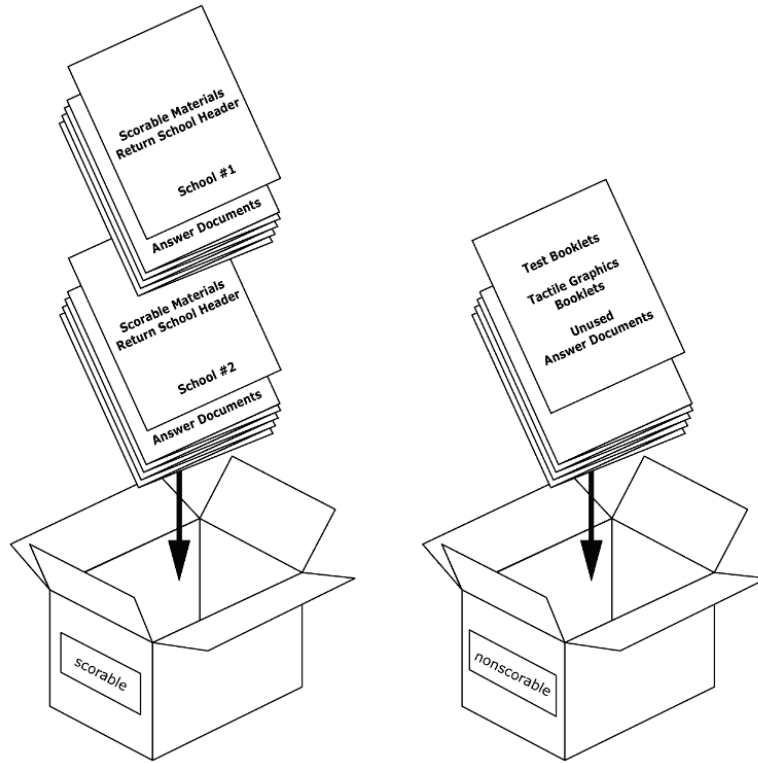
- Nonscorable return labels (Purple for ELA/mathematics or green for science)
- Return shipping labels for nonscorable materials (UPS labels addressed to Pearson for ELA/mathematics or FedEx labels addressed to Measurement Incorporated for science)

The STC should have already completed a header sheet for each grade/course and content area from their school to accompany each set of scorable test booklets or answer documents. The DTC should stack each set on top of each other, no more than 25 documents high. Place a paper band around each stack of header sheets and scorable documents. A stack can include header sheets and scorable documents for different grades/courses, content areas, and schools, as long as they are separated by a header sheet. You may have more than one stack of banded documents per content area and grade/course, if necessary, but only one header sheet is needed.

Assemble Packages of Scorable and Nonscorable Materials

Scorable and nonscorable materials must be packaged separately. Place all materials in return packages as shown in **Figure 3**. You may place more than one school's materials in the same package to reduce the number of boxes. Scorable documents for each school and grade must have their own header sheet. Headers are not necessary for nonscorable documents. Ensure that no extraneous materials are returned (e.g., scratch paper, rulers, or reference sheets, manuals).

Figure 3: Packing Diagram for Test Materials



Notes:

- Used scorable test booklets (grade 3) will be placed in the scorable box.
- Always box ELA/mathematics materials separately from science materials, and always box scorable and nonscorable materials separately, as these may be shipped to different addresses.
- Do not overfill a box. If any box is not completely filled, add crumpled paper to avoid damage caused by shifting during shipment. Do not use packing peanuts. Seal the boxes securely with packing tape. Remove or cover any previous shipping labels on the packages when applying the new shipping label.

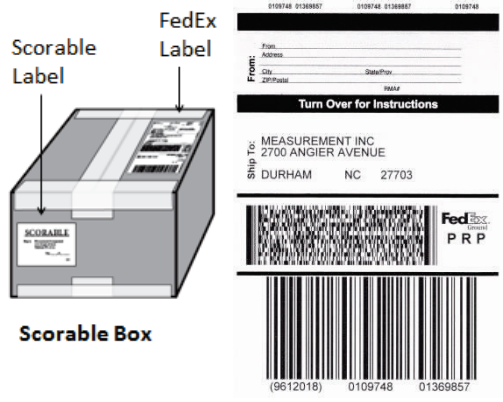
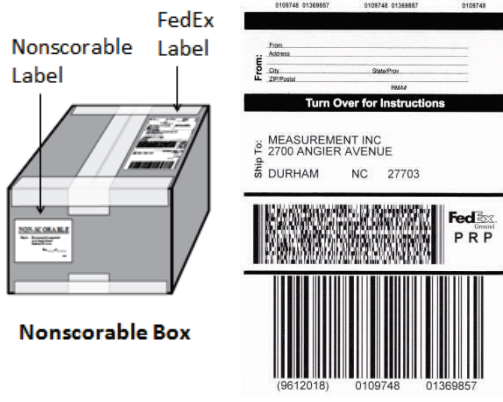
Table 45: Packing and Returning Materials by Content Area

Step	<div> <div>ELA</div> <div>Math</div> <div>Directions</div> </div>	<div> <div>Science</div> <div>Directions</div> </div>
Pack Return materials	<p>For ELA/mathematics, scorable and nonscorable materials must be packaged separately. Use the boxes in which the test materials were delivered for return shipping. If these boxes were damaged in the original shipment, use sturdy replacement boxes.</p> <p>New You may place more than one school's materials in the same package to reduce the number of boxes for ELA/mathematics.</p> <p>Seal the boxes securely with packing tape and remove any previous markings or labels from the boxes before applying the shipping label.</p>	<p>For science, scorable and nonscorable materials must be packaged separately. FedEx Paks are provided in the Science Test Coordinator Kit, and may be used for small shipments of 25 or fewer science answer documents. For larger science shipments, use the boxes in which the test materials were delivered for return shipping. You may place more than one school's materials in the same package to reduce the number of boxes.</p> <p>Seal the boxes securely with packing tape and remove any previous markings or labels from the boxes before applying the shipping label.</p>
Label Scorable/ Nonscorable Boxes	<p>ELA/mathematics box labeling steps:</p> <ul style="list-style-type: none"> • Place a scorable or nonscorable return label on top of each box as shown in the right side of Figure 4. • Count the number of scorable or nonscorable boxes separately. • On the line that reads "Box _ Of _" fill in the sequence of all boxes being returned for the district (e.g., indicate box 1 of 3, box 2 of 3, or box 3 of 3). Be sure to number scorable and nonscorable boxes with separate sequences, as boxes are shipped to different addresses. • Do not write anything else on the labels. • The scorable and nonscorable return labels for ELA/mathematics in the Test Coordinator Kits are preprinted with district information. However, generic return labels are sent when an additional order for return labels is submitted through PAN. Fill in your district information in the space provided before using these generic labels to return materials to Pearson. 	<p>Science box labeling steps:</p> <ul style="list-style-type: none"> • Place a scorable or nonscorable return label on each FedEx Pak or on the side of each cardboard box as shown in the right side of Figure 4. • Count the total number of scorable and nonscorable boxes. • On the line that reads "Box _ Of _" fill in the sequence of all boxes being returned for the district (e.g., indicate box 1 of 3, box 2 of 3, or box 3 of 3). Be sure to number scorable and nonscorable boxes together in the same sequence, since boxes are shipped to one address. • Do not write anything else on the labels. • All scorable and nonscorable return labels for science are generic, so you do not need to fill anything out.

Step	<div>ELA</div> <div>Math</div> <div>Directions</div>	<div>Science</div> <div>Directions</div>
Apply Shipping Labels to Boxes	<p>For ELA/mathematics, there are two types of UPS return labels, as material is shipped to different locations based on whether it is scorable or nonscorable. For scorable boxes, apply a UPS label with “Scorable” to the top of each box of scorable materials as shown on the left side of Figure 4. For nonscorable boxes, apply a UPS label with “Nonscorable” to the top of each box of scorable materials as shown on the left side of Figure 4. The DTC must retain a record of the shipping carrier tracking numbers.</p>	<p>For science, there is one type of FedEx label, as all material (scorable and nonscorable) is shipped to the same location. Apply a FedEx label to the FedEx Pak or to the top of each cardboard box as shown on the left side of Figure 4. The DTC must retain a record of the shipping carrier tracking numbers.</p>
Contact UPS or FedEx to Schedule Pickup	<p>Pick-ups must occur as soon as possible after testing is complete. All materials must be shipped for return within 5 days of the completion of testing in your district. Pickups must be scheduled at least 24 hours in advance.</p> <p>Call UPS at 800-823-7459 to schedule pickups. UPS customer service is available 24 hours a day, 7 days a week. Tell the UPS representative you are calling in a pickup request for Pearson and will be using their “Return Service.” You must provide the carrier with the following information:</p> <ul style="list-style-type: none"> • The physical location from where packages are to be picked up (i.e., where materials were originally delivered) • The estimated number of packages to pick up • A tracking number from any one of your shipping labels <p>Once the pickup is scheduled, you will receive a confirmation number from the shipping carrier. The number can be referenced in the future if questions or changes arise. It is recommended that the DTC retain a record of the confirmation numbers as well as the tracking numbers.</p>	<p>Pick-ups must occur as soon as possible after testing is complete. All materials must be shipped for return within 5 days of the completion of testing in your district. Pick-ups must be scheduled at least 24 hours in advance.</p> <p>Call FedEx at 1-800-463-3339 to schedule pickups. FedEx customer service is available 24 hours a day, 7 days a week. Tell the FedEx representative you are calling in a pickup request for Measurement Incorporated and will be using their “Return Service.” You must provide the carrier with the following information:</p> <ul style="list-style-type: none"> • The physical location from where packages are to be picked up (i.e., where materials were originally delivered) • The estimated number of packages to pick up • A tracking number from any one of your shipping labels <p>Once the pickup is scheduled, you will receive a confirmation number from the shipping carrier. The number can be referenced in the future if questions or changes arise. It is recommended that the DTC retain a record of the confirmation numbers as well as the tracking numbers.</p>

Figure 4: Return Labels

<p>ELA/math Scorable Material Labels (Returned to Pearson)</p>	<p>Scorable Label</p> <p>UPS Label</p>  <p>Scorable box</p>  <p>The label for the scorable box includes the following information: 5 LBS 1 OF 1, RS, SAMPLE DISTRICT 99999, SAMPLE STREET CITY, ST 12345, SAMPLE SCHOOL 00001, BOX OF, IA 524 0-10, UPS GROUND, TRACKING # 12 1Y3 8519 90002 1821, NJSLA Spring 2016, SEQ NO:00000, TRACKING NUMBER: 121Y38519900021821, and SCORABLE NJSLA RETURN.</p>	 <p>The scorable test materials label includes the following information: P-9999 S-00932, SAMPLE DISTRICT 99999, SAMPLE STREET CITY, ST 12345, SAMPLE SCHOOL 00001, BOX OF, SCORABLE, PEARSON 9200 EARTH LANE SW CEDAR RAPIDS, IA 52404, SCORABLE TEST MATERIALS, 621-274-NM1 0042838663 ANS.</p>
<p>ELA/Math Nonscorable Material Labels (Returned to Pearson)</p>	<p>Nonscorable Label</p> <p>UPS Label</p>  <p>Nonscorable box</p>  <p>The label for the nonscorable box includes the following information: 5 LBS 1 OF 1, RS, SAMPLE DISTRICT 99999, SAMPLE STREET CITY, ST 12345, SAMPLE SCHOOL 00001, BOX OF, IA 524 0-10, UPS GROUND, TRACKING # 12 1Y3 823 90019 6396, NJSLA Spring 2016, SEQ NO:00000, TRACKING NUMBER: 121Y3823900196396, and NONSCORABLE NJSLA RETURN.</p>	 <p>The nonscorable test materials label includes the following information: P-9999 S-00932, SAMPLE DISTRICT 99999, SAMPLE STREET CITY, ST 12345, SAMPLE SCHOOL 00001, BOX OF, NONSCORABLE, PEARSON 7405 IRISH DRIVE SW CEDAR RAPIDS, IA 52404, NONSCORABLE TEST MATERIALS, 621-274-NM2 0042838661 SEC.</p>

Test Content Areas	Shipping Return Labels	Vendor Return Labels
Science Scorable Material Labels (Returned to Measurement Incorporated)	 <p>Scorable Label</p> <p>FedEx Label</p> <p>Scorable Box</p>	<div style="border: 2px solid black; padding: 10px; text-align: center;"> <h2><u>SCORABLE</u></h2> <p>Ship to: Measurement Incorporated 2700 Angier Avenue Durham, NC 27703</p> <p>Box ____ of ____</p> </div>
Science Nonscorable Material Labels (Returned to Measurement Incorporated)	 <p>Nonscorable Label</p> <p>FedEx Label</p> <p>Nonscorable Box</p>	<div style="border: 2px solid black; padding: 10px; text-align: center;"> <h2><u>NONSCORABLE</u></h2> <p>Ship to: Measurement Incorporated 2700 Angier Avenue Durham, NC 27703</p> <p>Box ____ of ____</p> </div>

5.4.5 Complete the Post-Test Certification Form

The purpose of this form is for the Principal and STC to certify that the security and integrity of your school's test administration was maintained before, during, and after testing. Once materials have been returned, securely destroyed, or recycled as appropriate, the STC must complete and sign the *Post-Test Certification Form*. The Principal, if different from the STC, must also sign the form and then must provide it to the DTC. For a copy of the form, refer to the [NJSLA Resource Center](http://nj.mypersonsupport.com), <http://nj.mypersonsupport.com>, located under **Materials and Resources > Forms**. The DTC must upload all the completed certification forms to [PearsonAccess^{next}](https://nj.pearsonaccessnext.com), <https://nj.pearsonaccessnext.com>. Refer to **Section 2.1.6** for instructions on how to submit the form in PAN.

5.4.6 Purge Test Content

Cached test content should be purged from the proctor caching devices after each administration. For instructions for how to purge test content, refer to the **Set Up and Use ProctorCache** section of [TestNav 8 Online Support](https://support.assessment.pearson.com/x/HAACAQ), <https://support.assessment.pearson.com/x/HAACAQ>.

5.5 Data Clean-Up Activities

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

5.5.1 Resolved Rejected Tests in PearsonAccess^{next}

Rejected Student Test Alerts will be created for scanned paper-based student tests that cannot be matched to a current student record in PearsonAccess^{next}. The DTC must resolve all rejected tests. For steps to resolve rejected student tests, refer to the **Fix Rejected Student Test Details** section of the [PearsonAccess^{next} User Guide](https://support.assessment.pearson.com/x/TgMcAQ), <https://support.assessment.pearson.com/x/TgMcAQ>.

Table 46: Rejected Student Test Alerts

Alert	Description	Action
Demographic Mismatch	Demographic information (State Student ID, Name, Birth Date, Gender) was incorrectly gridded on the student test booklet or answer document.	Update data fields on the Rejected Student Tests screen to match the existing student record found under Setup > Students within PAN.
Failed Validations	Failed validations may occur for the following reasons when paper tests are being processed: <ul style="list-style-type: none"> • The PNP values selected on a test prevent the mode from changing from online to paper in PAN. • A Not Tested code is applied to a paper test record that matches the scanned test. • The test code is not allowed for the value populated in the “Grade Level When Assessed” field. 	Update the student record to eliminate validation errors.
Multiple Students Found	Student State ID is blank, and gridded demographic information (Name, Birth Date, Gender) matches more than one student record in PearsonAccess ^{next} .	Fill in the missing demographic information on the Edit Rejected Student Tests screen.
Student Not Found	Not all demographic fields were gridded, and the information that was gridded cannot be matched to an existing student record or is insufficient to auto-create a student record.	Fill in the missing demographic information on the Edit Rejected Student Tests screen.

5.5.2 Apply Not Tested Codes

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

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

Not Tested codes can only be applied to student tests that are in **Assigned** status. Computer-based tests that students never logged in to will either need to be removed from sessions that were prepared and started, or moved to unprepared sessions, in order to apply Not Tested codes.

Tests should not be voided for students who start a test but do not complete it due to being absent for make-up testing. The student's test must be submitted by marking it complete. For computer-based tests, logging in to TestNav constitutes starting a test, regardless of whether any responses were captured.

5.5.3 Apply Void Codes

Voiding a test means the test will not receive a score. This task (Void) can occur at the test level (e.g., a complete ELA test of Unit 1, Unit 2, or Unit 3). Only students with a test attempt should be marked as Void. Void codes, to be used when students have logged onto TestNav for the content area, are as follows:

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

5.5.4 Resolve Critical Warnings

PAN will show critical warnings for students who have key demographic information missing. For steps to resolve critical warnings, refer to the **Resolve Student Data Errors and Warnings** section of the [PearsonAccess^{next} User Guide](https://support.assessment.pearson.com/x/H4Dy), <https://support.assessment.pearson.com/x/H4Dy>. For a list of fields that have critical warning validations, refer to the *Student Registration/Personal Needs Profile (SR/PPN) Field Definitions* document or *Student Test Update (STU) Field Definitions* document (available at [PearsonAccess^{next}](https://nj.pearsonaccessnext.com) (PAN), <https://nj.pearsonaccessnext.com>, located under **Support > Documentation**).

5.6 Keep Records

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

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

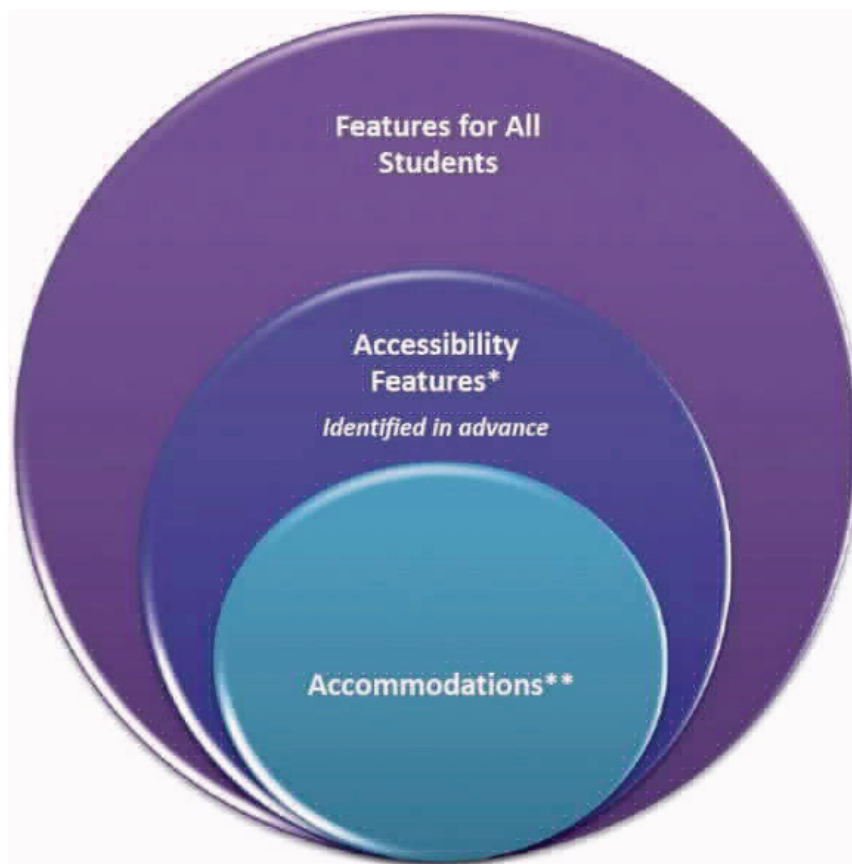
6.0 Accessibility Features and Accommodations

The *Accessibility Features and Accommodations (AF&A) Manual* is available online at the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, located under **Manuals and Resources > Manuals > Accessibility Features and Accommodations Manual**. Schools/districts must refer to the *AF&A Manual* for full information about identifying and administering accessibility features and accommodations.

6.1 Accessibility Features and Accommodations

NJSLA's accessibility system includes three levels of support for students as shown.

Figure 5: The NJSLA Accessibility System



*Accessibility Features identified in advance are available to all participating students.

**Accommodations are for students with disabilities, English language learners, and English language learners with disabilities.

Accessibility features are tools or preferences that are either built into the assessment system or provided externally by TAs. Accessibility features can be used by any student taking the NJSLA. A small selection of accessibility features available to all students need to be identified in advance.

Accommodations are intended to reduce or even eliminate the effects of a student's disability and/or English language proficiency level and provide equitable access for students with disabilities or for English language learners (ELLs). Accommodations do not reduce learning expectations. All accommodations for students with disabilities or ELs must be approved and documented in advance in an IEP, 504 plan, or an ELL plan. Responsibility for confirming the need and appropriateness of an accommodation rests with the school-based team involved with each student's instructional program. A master list of all students and their accommodations must be maintained by the school and/or district.

All accessibility features and accommodations used on the NJSLA should be generally consistent with those used in daily instruction.

Administration Guidance in the *AF&A Manual*

In **Sections 2** and **3** and the appendices of the *AF&A Manual*, guidance is provided for Test Coordinators and TAs on before-testing, during-testing, and after-testing activities necessary for successful administration of each accessibility feature and accommodation. Also refer to the **Accessibility Features and Accommodation FAQ** located on the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, located under **Manuals and Resources > Accessibility Features and Accommodations**.

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

Figure 6: Accessibility Feature Example from Section 2 of the *AF&A Manual*

Accessibility Feature	Administration Guidance
Text-to-Speech for the mathematics & science tests (SR/PNP Reference CG)	<p>Before Testing:</p> <ul style="list-style-type: none"> • Identification for SR/PNP: The student’s SR/PNP must have text-to-speech selected to activate the feature on the platform. Once a student is placed into a test session, the student will be assigned a form with embedded text-to-speech. Proctor caching is strongly encouraged. If this content is not cached, it may present challenges for the student during testing. • Test Administrator Training: Refer to the Text-to-Speech Tutorial at the NJSLA Resource Center, https://nj.mypearsonsupport.com, under Test Preparation for full training on tool functionality. • Differences Between Text Only and Text Plus Graphics: <ul style="list-style-type: none"> ○ Text Plus Graphics—Reads all printed text and the hidden alternate text descriptions for images. ○ Text Only—Reads printed text but does not read any alternate text descriptions for images. <p>During Testing: The student selects the “Text-to-Speech Player” icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, or fast) select the “Text-to-Speech Settings” icon. The student must be tested in a separate setting if unable to wear headphones.</p>

6.2 Before Testing: Preparing for Accessible Test Administration

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

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

The PNP portion of the SR/PNP should be based on observations and preferences related to a student’s testing needs, as stated by the student or parent/guardian, that have been found to

increase the student's access during instruction and assessment. Observations based on a student's interaction with the computer-based testing platform can be made through the practice tests. A student's testing needs should be reviewed at least annually, and revised as appropriate, to reflect current education-related needs or preferences.

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

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

Paper-Based Testing

- Unified English Braille (UEB)
- Large Print Test Kit
- Read Aloud Test Kit
- Spanish Test Kit (mathematics and science only)
- Spanish Large Print Test Kit (mathematics and science only)
- Spanish Read Aloud Test Kit (mathematics and science only)

Computer-Based Testing

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

Once data on student accessibility features and accommodations are collected at the local level, follow the directions for completing and importing the SR/PNP to [PearsonAccess^{next}](#).

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<http://pearsonaccessnext.com> (PAN), as described in the *Student Registration/Personal Needs Profile Field Definitions* document, which can be found in PAN under **Support > Documentation**. Once the SR/PNP has been uploaded, Test Coordinators and TAs can run the PNP report to review students' assigned accessibility features and accommodations. It is extremely important to ensure that the accommodations are correct prior to starting a test for a student. If a TA discovers that a student has an incorrect accessibility feature or accommodation during testing, the TA and/or STC will need to correct the form assignment. Refer to step-by-step directions in the *NJSLA Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* document available at the [NJSLA Resource Center](http://nj.mypearsonsupport.com), <http://nj.mypearsonsupport.com>, under **Manuals and Resources > PAN Resources**, follow protocols to contact the appropriate NJSLA Program Coordinator for further guidance.

Training for TA-Delivered Accessibility Features and Accommodations

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



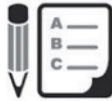

Table 47: AF&A Manual References

Accommodation	References
Human Reader	Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts Assessments and the Human Reader Accessibility Feature for Mathematics Assessments (note: This appendix also applies to the NJSLA–S) Appendix I: ELA Audio Guidelines used to ensure consistency in how items are read (note: This appendix also applies to the NJSLA–S) Appendix J: Mathematics Audio Guidelines used to ensure consistency in how items are read (note: This appendix also applies to the NJSLA–S) Human reader scripts: Secure documents (shipped with test materials) used to ensure mathematics assessments are read consistently (note: Human reader scripts are no longer provided for the NJSLA–S)
Human Scribe	Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses (used to ensure consistency of scribing and transcription)
Human Signer	Appendix L: Human Signer Guidelines
Extended Time	Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation
Large Print and Braille	Appendix M: NJSLA for Students with Visual Impairment, including Blindness (note: This appendix also applies to the NJSLA–S)

Accommodation	References
Assistive Technology (Screen Reader and Non-Screen Reader)	NJSLA Assistive Technology Guidelines at the NJSLA Resource Center , https://nj.mypearsonsupport.com , located under Manuals and Resources > Accessibility Features and Accommodations .

6.2.1 Accommodated Test Kits

New Table 48: Changes to Accommodated Test Kits

Test Format	Description
	Tactile Graphic Kits will be included in the initial shipment of test materials for NJSLA–Science, like they are for NJSLA–ELA/Math.
	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, mathematics reference sheets, and periodic tables – 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.

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

What is included in a Regular Test Kit?

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

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- Periodic table (grades 8 and 11, science only)

What is included in a Large Print Test Kit?

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

What is included in a Read-Aloud Test Kit?

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

Note: Human reader scripts are no longer provided for science. Human readers should read aloud from the one of the test booklets included in the kit.

What is included in a Braille Test Kit?

- Braille test booklet
 - Braille ruler (located on the inside front cover, grades 3–8, mathematics only)
 - Sheets of blank braille paper
 - Braille notes/special instructions
- Braille Test Administrator script
- Regular test booklet
- Regular answer document (except grade 3, which will have a consumable test booklet)
- Braille mathematics reference sheet (grades 5–high school, mathematics only)
- Braille protractor (grades 4–7, mathematics only)
- Braille periodic table (grades 8 and 11, science only)

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

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

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

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

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

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

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

Note: Spanish Human reader scripts are no longer provided for science. Human readers should read aloud from the one of the test booklets included in the kit.

What is included in a Tactile Graphics Kit (to support students using Assistive Technology Screen Reader)?

Table 49: Tactile Graphics Kits

Tests	Kit Contents
Grade 3 Mathematics	<ul style="list-style-type: none"> • Tactile Graphics booklet • Braille notes or special instructions, one copy • Grade 3 Braille ruler in a resealable plastic bag • Braille paper, six blank sheets • Duplicate pages, when appropriate
Grade 4 Mathematics	<ul style="list-style-type: none"> • Braille protractor • Tactile Graphics booklet • Braille notes or special instructions, one copy • Braille ruler in a resealable plastic bag • Braille paper, six blank sheets • Duplicate pages, when appropriate

Tests	Kit Contents
Grades 5–8 Mathematics	<ul style="list-style-type: none"> • Braille protractor, except for grade 8 • Braille mathematics reference sheet • Mathematics Tactile Graphics booklet • Braille notes or special instructions, one copy • Braille ruler in a resealable plastic bag • Braille paper, six blank sheets • Duplicate pages, when appropriate
High School Mathematics	<ul style="list-style-type: none"> • Braille mathematics reference sheet • Tactile Graphics booklet • Braille notes or special instructions, one copy • Braille paper, six blank sheets • Duplicate pages, when appropriate
Science Tactile Graphics kit	<ul style="list-style-type: none"> • Tactile Graphics booklet • Braille paper • Braille periodic table for grades 8 and 11

6.2.2 Unique Accommodations Guidance

Students may require additional accommodations that are not available in the *AF&A Manual*. The Office of Assessments reviews requests for unique accommodations on an individual basis. Approval will be given only if the requested accommodation will result in a valid score for the student (i.e., does not change the construct being measured by the test and does not violate test security requirements). Submit the Unique Accommodation Request Form available in Appendix F of the *AF&A Manual*, at least six weeks prior to testing.

6.2.3 Preparing the Test Environment for Accessibility Features and Accommodations

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

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

6.3 During Testing: Test Administration of Accessibility Features and Accommodations

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

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

- General administration directions read aloud, repeated, or clarified as needed
- Redirect student to the test
- Human reader for the mathematics and science assessment (identified in advance in PAN)
- Human signer for the mathematics and science assessment (identified in advance in PAN)

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

- Human reader for ELA
- Human signer for ELA
- Human signer for Test Directions
- Human scribe for Dictated Responses
- Human scribe for Signed Responses
- Extended time
- Monitor test response

TAs may need to provide the following accommodations to an English language learner during testing:

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

Emergency Accommodation

Prior to or during testing, if the STC determines that a student requires an emergency accommodation, the *Emergency Accommodation Form* must be completed. The *Emergency Accommodation Form* is available in **Appendix G** of the *AF&A Manual*. An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the NJSLA testing window (e.g., a

student breaks their arm and needs a scribe). An emergency accommodation should be given **only** if the accommodation will result in a valid score for the student (i.e., does not change the construct being measured by the test and does not violate test security requirements).

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

Refusal of Accommodations

If a student refuses the accommodation(s) listed in their IEP, 504 plan, or 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. The *Student Accommodation Refusal Form* in **Appendix H** of the *AF&A Manual* must be completed and placed in the student's file. Also, on the day of the student's refusal of an accommodation, a copy of the completed form must be sent home to the parent or guardian. The STC should work with TAs to determine who else should be informed of the student's refusal of the accommodation(s). In addition, the team involved in the student's IEP, 504 plan, or ELL plan, if used, may want to consider discussing this issue at the student's next meeting.

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

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

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

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

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

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

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

Appendix A: Glossary of Terminology

Term	Definition
Accommodations	<p>An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student's disability or level of English proficiency.</p> <p>Accommodations must be listed in the student's approved Individualized Education Program (IEP), 504 plan, or English Language Learner (ELL) plan. More information on accommodations is available in the <i>Accessibility Features and Accommodations Manual</i> available at the NJSLA Resource Center, https://nj.mypearsonsupport.com, located under Manuals and Resources > Manuals > Accessibility Features and Accommodations Manual.</p>
Accessibility Feature	Accessibility features are tools or preferences that are either built into the assessment system or provided externally by TAs. Accessibility features can be used by any student taking the NJSLA. A small selection of accessibility features available to all students need to be identified in advance.
Administration Time	Administration time is the total time schools should schedule for each unit, including the unit testing time and the approximate times shown in Section 2.4 for reading directions, answering questions, distributing materials, closing units, and collecting test materials.
District Test Coordinator	The District Test Coordinator (DTC) is the individual at the district level responsible for the overall coordination of test administration.
IEP, 504 Plan, or ELL Plan	IEP refers to Individualized Education Program plan. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services. The 504 plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. An English 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.
Non-secure	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.
PearsonAccess ^{next} (PAN)	<p>PearsonAccess^{next} is the website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the NJSLA. PearsonAccess^{next} requires username and password setup.</p> <p>More information about setup and operation for the NJSLA is available in the PearsonAccess^{next} Online User Guide, https://support.assessment.pearson.com/display/PAsup.</p>
Precache	Precache is the action of downloading and storing test content to the local ProctorCache computer.

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Term	Definition
ProctorCache	ProctorCache software pulls and stores test content from Pearson to a local ProctorCache computer. This stored or “cached” test content is then distributed to TestNav clients during testing sessions.
Section	A section is a portion of a mathematics unit – non-calculator section and calculator section.
Secure	A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to test booklets and answer documents. For both the paper-based and computer-based administrations, secure materials also refer to printed ancillary testing materials written on by students, including used scratch paper, mathematics reference sheets, and periodic tables.
Session	In PearsonAccess ^{next} , a session is the group of students registered to test a content area together (same time and location).
SR/PNP	The Student Registration File and Personal Needs Profile have been combined into one file layout: Student Registration/Personal Needs Profile (SR/PNP). This is the data file for registering students for testing, including a student’s testing condition, materials, or accessibility features and accommodations that are needed to take the NJSLA.
Testing Environment	All aspects of the test surroundings immediately before, during, and immediately after testing. This includes what a student can see, hear, or access.
TestNav	TestNav is the online test delivery platform used to administer the computer-based NJSLA–S. It is available as a standalone application or via a browser. Support is available at the NJSLA Resource Center , https://nj.mypearsonsupport.com , located under Technology Setup .
Tools for Administration	Mathematics tools for administration include rulers and protractors, mathematics reference sheets, and optional geometry tools such as tracing paper, reflection tools, straight edges and compasses. Mathematics tools for accommodations may include a large print ruler, braille ruler, tactile compass, or braille protractor. See the AF&A Manual for more information on mathematics tools for accommodations. Science tools for administration include the periodic table.
Unit	Each content area of the NJSLA comprises multiple units. Each unit has a set administration time within a session and is typically administered all at once. The tables in Section 2.4 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: Forms

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

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



New Jersey Student Learning Assessment (NJSLA) Security Agreement

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

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

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

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

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

For Test Administrators and Proctors

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

First Name (print)

Last Name (print)

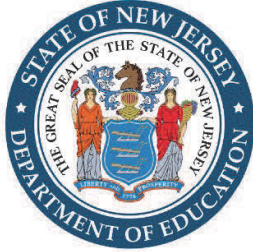
Role: ☐ DTC ☐ STC ☐ Technology Coordinator ☐ Test Administrator ☐ Proctor ☐ Other: _____

Signature

Date

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

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



New Jersey Student Learning Assessment Testing Irregularity and Security Breach Form

Purpose:

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

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

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

District Name:

School Name:

Organization Code:

Contact Name:

Phone Number and Extension:

Role:

Test Administration:

Type of Issue:

Date of Incident:

Grade:

Assessment:

Test Format:

Testing Device Type:

Test Form:

Unit:

Item Number(s):

Test Administrator Name:

Test Administrator SMID:

Student Name:

DOB:

Student State ID Number (NJSMART ID):

Provide detailed description on the next page.

Detailed Description*:

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



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

Instructions:

1. Follow the instructions in the *Test Coordinator Manual* if test materials are contaminated, damaged, missing, or incorrectly numbered (**Section 2.1.5**).
2. The DTC (or at the discretion of the DTC, the STC) must complete this form with all the required information.
3. The DTC must upload the completed form to PAN within five school days. See directions in **Section 2.1.6**.
4. After a successful upload, email the Support Request ID (i.e., confirmation number) to the appropriate NJSLA Program Coordinator.
Include the name of the form, CDS Code, and school and district names in the subject line.
5. Districts are required to retain a record of this completed form for three years.

☐ Fall ☐ Spring ☐ Summer

Contact Name _____ Contact Phone and Ext. _____

Contact _____

Person's Role _____

Contact Email _____

School Name _____ District/School Organization Code _____

District Name _____

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

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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 (SSID) to conform accommodations (e.g., TTS).
- ☐ Make sure Test Administrators can log in.
- ☐ Prepare test sessions.
- ☐ Start test sessions and unlock the applicable unit (lock the unit for absent students).
- ☐ Resume students (as needed).
- ☐ Monitor testing rooms.
- ☐ Answer questions from Test Administrators.

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:

Indicator	Accommodation
ASL	American Sign Language
SR	Assistive Technology— Screen Reader
Non-SR	Assistive Technology— Non-Screen Reader
CC	Closed Captioning (ELA)
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 to Test Administrators and track receipt using the *Chain-of-Custody Form*.
- ☐ Supervise test administration and answer questions from Test Administrators.
- ☐ Monitor testing rooms.

Paper-Based Testing: After You're Done

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

Collect Materials from the Test Administrators

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

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

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

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

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