NJSLA–S

New Jersey Student Learning
Assessment—Science

Spring 2020 Test Administrator Manual

Paper-Based Testing (PBT) – Science

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Table of Contents

NJSLA–S

What's New for 2020 Administration?

New For 2020	Section Reference
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 NJSLA information.	N/A
There is a single version of the *Test Coordinator Manual* (*TCM*) to be used for English Language Arts (ELA), math, and science test administrations in 2020.	**Section 1.1** *TCM*
The science testing window now coincides with the ELA/math testing window.	N/A
Regular-print paper tests are 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 (reference sheets and periodic tables – if applicable). This means that shrink-wrapped packs of test booklets, answer documents, or periodic tables are no longer available to order.	**Section 6.2**
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 include only 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.**

Testing Window for NJSLA–S

2020 Administration

Computer-based tests: April 20 to May 29, 2020
Paper-based tests: April 20 to May 1, 2020

NJSLA Overview

Topic	Details
Platform for Test Coordinators and Test Administrators	PearsonAccess^next^ (PAN) is the portal used for the registration, setup, preparation, and management of both the computer-based and paper-based formats of the NJSLA. PearsonAccess^next^ is a secure site that requires a username and password. PearsonAccess^next^ Live Site: https://nj.pearsonaccessnext.com/ PearsonAccess^next^ Training Site: https://trng-nj.pearsonaccessnext.com/ Within PearsonAccess^next^ the NJSLA administrations will appear as two different scopes (e.g., NJSLA–ELA/Math Spring 2020 and NJSLA–Science Spring 2020). Make sure you have the correct scope selected when working within PearsonAccess^next^.
Where to go for more Information	The NJSLA Resource Center, https://nj.mypearsonsupport.com/, is your one-stop shop to access all NJSLA resources. From practice tests and technology setup to downloadable forms, testing tools, and manuals, this website has you covered.
Assessment Vendors	Distribution and processing of paper testing material is handled by two separate vendors. For NJSLA–Science, material is shipped from and returned to Measurement Incorporated. For NJSLA–ELA/Math, material is shipped from and returned to Pearson. Paper tests must be returned to the correct vendor to guarantee timely processing.

1.0   Overview

The New Jersey Student Learning Assessment–Science (NJSLA–S) will be administered in either computer-based (CBT) or paper-based (PBT) format. These assessments will focus on actively engaging students in scientific and engineering practices to apply crosscutting concepts of the core ideas in these fields. Students will demonstrate their acquired skills and knowledge by answering selected-response items and technology-enhanced questions.

The NJSLA–S is given in grades 5, 8, and 11. Each grade's assessment comprises four units of the same length, although that length varies by grade.

1.1   About This Manual

This manual provides Test Administrators (TAs) instructions for the paper-based administration of the NJSLA–S. It includes the procedures and protocols for the TA to complete before, during, and after test administration. This manual also contains the protocols that TAs and proctors must follow related to test security and test administration. Definitions for terms used in this manual can be found in **Appendix A**.

This manual refers to documents on the NJSLA–S website, www.measinc.com/nj/science, and also to documents in the NJSLA Resource Center, https://nj.mypearsonsupport.com.

When administering the paper-based NJSLA–S assessment to students, TAs should turn to the page that contains the script (i.e., student directions that are read aloud during testing) for the unit they are administering. All administration instructions are contained within each script. In addition to English, the scripts are translated into Spanish. The translated scripts are available on the NJSLA–S website, www.measinc.com/nj/science.

Note: Districts will need to translate the directions themselves for students who have an accommodation for a TA to read test directions in a language other than English or Spanish. There are only prepared scripts for English and Spanish.

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.

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

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

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

In general, the following individuals may serve as a TA:
- Individuals employed by the district as teachers
- District- and school-level administrators
- Other certified educational professionals, such as child study team members.

NJSLA–S

A TA must hold one of the endorsements required for DTCs and STCs listed above. Paraprofessionals may only serve as TAs if they hold one of these endorsements. Long-term substitutes may only serve as TAs if they hold one of the endorsements listed above **and** have had contractual employment at the testing site for more than 20 consecutive school days **prior** to the start of the testing window and will have additional continual uninterrupted employment at the school during the prescribed testing window for 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 endorsement; however, they must be under the direct supervision of a TA or STC at all times and they may not provide testing accommodations or handle secure materials at any time.

Proctor responsibilities include but are not limited to:
- Meeting with the STC to review test security and administration protocols
- Reviewing policies and instructions in the Test Administrator Manual (TAM)
- Assisting in the preparation of the testing environment
- Assisting in the supervision of test administration during each unit

If class size is larger than 25 students, a proctor is recommended.

1.3   Who Must Test

All students enrolled in grades 5, 8, and 11 must take a state science assessment, either the NJSLA–S or the Dynamic Learning Maps (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 Individual Education Programs

Individual Education Program (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 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/, located under **Manuals and Resources** > **Testing Resources**.

Out-of-District Placements

Students attending an Out-of-District Placement (ODP) must take the NJSLA unless they are exempt due to one of the reasons listed under **Students who are exempt from taking the NJSLA**. If the Out-of-District Placement will not administer the NJSLA, 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 should not take the NJSLA–Science since it is not a graduation requirement.

Students who are exempt from taking the NJSLA

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

1. English Language Learners (ELLs) who entered the United States after June 1 of the previous school year are exempt from the NJSLA–ELA, but not from NJSLA–Math and NJSLA–Science.

2. Students with the most significant cognitive disabilities, who qualify for the Dynamic Learning Maps (DLM), as specified in their IEP plan, are exempt from taking the NJSLA. Detailed information and decision guidelines for DLM are available on the New Jersey Department of Education (NJDOE) website, http://www.state.nj.us/education/assessment/apa/dlm/, and the NJ DLM webpage, http://www.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.

NJSLA–S

2.0 Test Security and Administration Policies

2.1 Maintaining the Security of Test Materials and Content

The administration of the NJSLA–S is a secure testing event. Maintaining the security of test materials before, during, and after the test administration is crucial for obtaining valid and reliable results.

Students must not have access to secure test materials before testing. For a full list of test materials, refer to **Section 4.2**. The following test materials are secure:

- Test booklets
- Answer documents
- Large print and Braille test booklets
- Scratch paper or periodic tables written on by students
- Tactile graphics (if applicable)
- Spanish test booklets

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

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

2.1.1 Test Administrator Responsibilities for Maintaining Security

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

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

2. **Administer all tests according to appropriate protocols.**
   - Administer tests during the 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**. There are only prepared scripts in English and Spanish.
   - Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (refer to **Section 2.3**).
   - Provide students with all required test materials as listed in the TAM.
   - Prevent the use of prohibited materials (refer to **Section 2.3**) during testing units. Note that results may be invalidated for students who use cell phones or other prohibited electronic devices during testing, including after students turn in their materials or during a break. (See exception listed in **Section 2.2.1.**)

3. **Focus full attention on the testing environment at all times during testing.**
   - Monitor the testing process by continually moving about the room in a way that does not disturb students or attract attention. 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 answer documents and/or confirm whether a student has responded to all test items.**
   - Ensure that students are supervised during testing, including during breaks.

- Ensure that students are working only on the unit being administered. If a TA observes a student working in the incorrect unit of the test or reviewing the incorrect unit of the test, this is a testing irregularity that must be reported to your STC. 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 your 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 students 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 a student during testing or alter or interfere with a student's response in any way that would impact their answers. Examples of unauthorized assistance include, but are not limited to:
     - Providing answers to a student
     - Indicating that a student has answered a question incorrectly or left a question blank
     - Defining words or providing synonyms
     - Spelling words
     - Influencing a student's responses by offering verbal or non-verbal hints, clues, or cues
     - Altering, explaining, simplifying, or paraphrasing any test question, stimulus, prompt, or answer option
     - Suggesting that students write more on a question, check their work, or review or reconsider a response to a question

6. **Follow proper test security procedures for providing accessibility features or accommodations.**
   - Ensure that students are **only** provided accommodations that are listed specifically for use during NJSLA–S testing in an approved IEP or a 504 plan, or an ELL plan for English language learners.
   - Follow guidelines on proper administration of accommodations or accessibility features as prescribed in the NJSLA Accessibility Features and Accommodations (*AF&A*) *Manual* available at the NJSLA Resource Center, https://nj.mypearsonsupport.com, located under **Manuals and Resources > Accessibility Features and Accommodations.**

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

2.1.2 Security Forms

In the event of a testing irregularity or a test security breach, TAs must be prepared to provide their STC or DTC with information needed to complete the security forms.

2.1.3 Security Agreement

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

2.2 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:

- **Electronic Devices Irregularities**
  - Using a cell phone or other prohibited electronic device (e.g., smartphone, iPod®, smart watch, or eReader) while secure test materials are still distributed, while students are testing, after students turn in their test materials, or during a break
    - Exception: Test Coordinators, Technology Coordinators, TAs, and proctors are permitted to use cell phones in the testing environment **only** in cases of emergencies or when timely administration assistance is needed. Districts may set additional restrictions on allowable devices as needed.
    - Exception: Certain electronic devices may be allowed for medical or audiological purposes during testing. Refer to the *NJSLA AF&A Manual* for specific information.

- **Test Supervision Irregularities**
  - Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test
  - Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing
  - Leaving students unattended without a TA for any period of time while secure test materials are still distributed or while students are testing (proctors must be supervised by a TA at all times)
  - Deviating from testing time procedures as outlined in **Section 2.4**
  - Allowing cheating of any kind
  - Providing unauthorized persons with access to secure materials
  - Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
  - Allowing students to test before or after the test administration window without New Jersey Department of Education (NJDOE) approval

- **Test Materials Irregularities and Breaches**
  - Losing a student test booklet or answer document
  - Losing tactile graphics booklets
  - Leaving test materials unattended or failing to keep test materials secure at all times
  - Reading or viewing the stimuli or test items before, during, or after testing
    - Exception: Administration of a Human Reader/Signer accessibility feature or accommodation that requires a TA to access the tests
  - Copying or reproducing (e.g., taking a picture of) any part of the test or any secure test materials or test forms
  - Revealing or discussing stimuli or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication
  - Removing secure test materials from the school building or removing them from locked storage for any purpose other than for administering the test

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

2.2.2 Reporting Testing Irregularities and Security Breaches

For a list of security breaches and irregularities that must be reported and documented, refer to **Section 2.2.1** and contact your STC with any questions. If an incident must be reported, follow the protocol outlined below:

- The incident must be reported to your STC immediately.

- If follow-up documentation is required by the DTC, complete any additional documentation.

2.3 Testing Environment

The testing environment is defined as the location in which students are actively testing (e.g., classroom or computer lab). It is important to establish procedures to maintain a quiet testing environment throughout testing. When setting up the testing environment, the following should be taken into consideration:

- Some students may finish testing before others, and the expectations for what those students may do must be determined and established in advance of testing day. Contact your STC for information on what students may do after testing.

- Unauthorized visitors are prohibited from entering the testing environment as described in the list of Testing Environment Irregularities in **Section 2.2.1**.

- The testing sign in **Appendix C** must be posted on the outside of the room door.
- Prohibited classroom resources (described on the next page in "Materials Prohibited in Testing Environment") must be removed or covered.

Administration Considerations for Students

With the support of the school administration, 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:

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

For more information on administrative considerations that are available for **all** students, refer to Table 2 of the NJSLA *AF&A Manual* available at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), https://nj.mypearsonsupport.com.

Materials Prohibited in the Testing Environment

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

The following are materials that may not be used at any time during a unit, including after students have completed testing (e.g., have turned in their test booklets and answer documents) or during a break. Students, TAs, proctors, or other authorized persons in the test environment may not possess these or any other materials.

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

    *May be allowable if listed in the student's IEP or 504 plan according to NJDOE policy
  - The Unique Accommodation Request Form is available at the NJSLA Resource Center, https://nj.mypearsonsupport.com.

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

Prior to testing, TAs must instruct students to place all prohibited materials out of reach during testing (e.g., locker or book bag). No coats, backpacks, or purses are permitted in the testing rooms. If a student is found to possess any prohibited materials upon arrival for testing, the TA must instruct the student to hand in the materials. As a reminder, if a student is found to have prohibited materials (including cell phones) during live testing, the test may be invalidated.

The only time that students are permitted to read recreational books (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). Contact your STC for specifics.

Exceptions for Test Accommodations
A student with a disability or who is an English Language Learner may be allowed to use certain tools or materials that are otherwise prohibited during testing if the need for these accommodations is documented in the student's Individualized Education Program (IEP), 504 plan, or ELL plan. Refer to the NJSLA *AF&A Manual* for details.

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–S testing window. Contact your STC with any questions about the testing dates.

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

Administration Time is the total time that schools should schedule for each unit. It includes the unit testing time and the approximate times for administrative tasks such as reading directions, answering questions, distributing materials, closing units, and collecting test materials (shown in Table 2.0). Note that times vary by grade. In planning the school's NJSLA–S administration schedule, STCs should plan for the entire testing time for each unit.

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

Table 2.0 Administration Time—Guidelines for Scheduling

Task	Administration Time
1. Pre-administration tasks, including reading instructions to students and answering questions	10 minutes
2. Distribution of test materials to students	5 minutes
3. Administration of unit	Refer to Unit Testing Time in Tables 2.1 to 2.3 (45 or 60 minutes)
4. End-of-unit activities, including closing units and collecting test materials	5 to 15 minutes

Unit Testing Time is the amount of time that must be provided to every student to complete the unit. Tables 2.1 to 2.3 show the amount of time for each unit. TAs are responsible for keeping track of time during testing.

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

Table 2.1 Unit Testing Times for Grade 5

Unit	Unit Testing Time (Minutes)
Unit 1	45
Unit 2	45
Unit 3	45
Unit 4	45

Table 2.2 Unit Testing Times for Grade 8

Unit	Unit Testing Time (Minutes)
Unit 1	45
Unit 2	45
Unit 3	45
Unit 4	45

Table 2.3 Unit Testing Times for Grade 11

Unit	Unit Testing Time (Minutes)
Unit 1	60
Unit 2	60
Unit 3	60
Unit 4	60

Make-Up Testing
Ensure that your STC knows who is absent on testing day so that make-up testing can be scheduled. Students must complete all units within the district testing window.

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 resume testing exactly where they left off and be provided with the remaining time noted at the time testing was interrupted.

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 and students with an extended time accommodation (refer to **Section 6.2**).

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).

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

3.0 Before Testing

This section describes activities the TA must complete before the first day of testing. Since **Section 3.1** provides only a checklist of tasks, refer to **Sections 3.2** to **3.5** for more details.

3.1   Checklist of Tasks for Test Administrators to Complete Before Testing

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

Tasks to Complete Before Testing

Tasks to Complete at Least One Week Before Testing	Reference
❑ Review policies and instructions for test administration in this manual.	*PBT TAM*
❑ Complete any required training with your STC to review test security, administration protocols and plans, and testing day activities.	**Section 3.2**
❑ Complete recommended online or in-person training: • Introduction to Training—For All User Roles • Administration of Paper-Based Testing for TAs • Accessibility Features and Accommodations (if applicable)	**Section 3.2** and the NJSLA Resource Center, https://nj.mypearsonsupport.com
❑ Review the Security Agreement. Sign and submit it to your STC.	**Appendix B**
❑ Review all testing accommodations to be administered for students and develop a plan to monitor their use.	**Section 3.3**
❑ Strongly Recommended: Administer the *NJSLA–S Printable Paper-Based Student Tutorials* and review sample items in the *Parent, Student, and Teacher Information Guides*.	**Section 3.4**

Tasks to Complete One Day Before Testing	Reference
❑ Prepare the testing environment.	**Section 3.5**

3.2   Test Administrator Training and Preparation

TAs must meet with their STC to prepare for test administration and review responsibilities. In addition to this document, review the detailed information on specific aspects of the NJSLA–S administration listed below. Step-by-step instructions with screenshots and video are included at the NJSLA Resource Center, https://nj.mypearsonsupport.com.

- Introduction
- Administration of Paper-Based Testing for TAs
- Accessibility Features & Accommodations

3.3   Preparing to Administer Accessibility Features and Accommodations During the NJSLA–S

The STC will provide TAs with a list of all required accessibility features and accommodations for applicable students. If a test with an accessibility feature or accommodation is being administered, be sure to receive the proper training. Refer to **Section 6.0** for additional information about accessibility features and accommodations. It is critical to ensure that students

have the appropriate accessibility features and accommodations prior to testing. The TA may check students' accessibility features and accommodations by completing the steps in the *Personal Needs Profile Guidance: Managing Incorrect Accessibility Features and Accommodation PNP Data* document at the NJSLA Resource Center, https://nj.mypearsonsupport.com. Check with your STC for additional information.

3.4 Administer Tutorials and Practice Tests

Reviewing sample items in the *Parent, Student, and Teacher Information Guides* is an important preparation step for both administration staff and students. It is highly recommended that all students who will participate in NJSLA–S review the sample items in the *Parent, Student, and Teacher Information Guides* with their teachers. In addition, students in grades 8 and 11 should view the NJSLA–S periodic table, which is available in English and Spanish at the NJSLA–S website, www.measinc.com/nj/science or at the NJSLA Resource Center, https://nj.mypearsonsupport.com. The *Parent, Student, and Teacher Information Guides* contain selected items from the online practice test adapted to a paper-and-pencil format. These documents are available at the NJSLA Resource Center, https://nj.mypearsonsupport.com.

3.5 Prepare the Testing Environment

Every assessment setting should have good lighting and ventilation and a comfortable room temperature, and should be as free as possible from noise and other interruptions. Chairs should be comfortable and tables at an appropriate height with sufficient room for approved testing materials. Confirm that each student will have adequate work space and be sufficiently separated from other students to support a secure testing environment. Check that all needed materials and equipment are available and in good working condition.

Before students enter the test environment:

- Cover or remove from the testing room all materials containing science content, including any prohibited materials listed in **Section 2.3.**
- Post a "Testing—Please Do Not Disturb" sign (refer to **Appendix C** of this manual) on the outside of the door of the testing room.
- Post examples of the "Stop" and "Go On" signs (refer to **Appendix C** of this manual) on the board.
- Display a timing box on the board; refer to the example in Figure 3.0.
  - Write the number of the unit being administered on the Unit Number line in the timing box on the board.
  - Using the unit testing time in Tables 2.1 to 2.3 of this manual for reference, write the unit testing time on the Unit Testing Time line in the timing box on the board.
  - Do not fill in the Starting Time or Stopping Time lines until instructed to do so in the scripts.

Figure 3.0 Timing Box Example

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

4.0 During Testing

4.1 Checklist of Tasks for Test Administrators to Complete During Testing

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

Tasks to Complete During Testing

Day of Testing	Reference
❑ Receive test materials from your STC and track receipt using the Chain-of-Custody form.	**Section 4.2**
❑ Distribute test materials to students and administer the NJSLA–S assessment according to the directions in this manual and using the appropriate administration script.	**Section 4.3**
❑ Monitor testing time.	**Section 4.4**
❑ Supervise test administration and provide breaks (if applicable).	**Sections 4.6** and **4.7**
❑ Return all testing materials to your STC.	**Section 4.8.2**
❑ Complete any documentation necessary for reporting any testing irregularity or security breach.	**Section 2.2.2**

4.2 Receive Test Materials From the School Test Coordinator (Day of Testing)

The STC will distribute test materials to and collect materials from the TAs each test administration day. To maintain the security of these materials, they must **not** be stored in classrooms prior to or following the day of administration. Keep all test materials in centrally located, locked storage with limited access until the materials are distributed to the TAs.

- **Vendor-supplied materials**
  - Test booklets
  - Answer documents
  - TAMs*;* electronic versions of the manuals are viewable at the NJSLA Resource Center, https://nj.mypearsonsupport.com, as well as the NJSLA–S website, www.measinc.com/nj/science.
  - Periodic tables (grades 8 and 11 only)
    - Note: Periodic tables cannot be re-used if written on; a new one should then be provided. If the initial supply from MI has been used before all days of testing are complete, the school may need to print additional copies.
  - Tactile graphics (if necessary)
- **School-supplied materials**
  - Wooden No. 2 pencils with eraser(s)
    Note: Mechanical pencils must **not** be used; students should bring No. 2 pencils on the day of the test, but a supply should also be available.
  - Blank scratch paper
    - TAs must supply at least one sheet of unused scratch paper (blank or lined) to each student. Students can request more scratch paper during the unit, if needed.
    - TAs are responsible for collecting all used and unused scratch paper, which is to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).

- Calculators (see Calculators section below for more information)
- Materials necessary for the administration of accommodations or accessibility features (for a full list, see Accommodated Materials in **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," "Go On," and "Stop" signs to post on the doors of the testing rooms or the board (copies of the signs are available in **Appendix C** of this manual)

Accommodated Materials for Paper-Based Testing
See the list of accommodated materials in **Section 6.2**.

Calculators
- Grade 5 students will use four-function calculators.
- Grade 8 students will use non-graphing scientific calculators.
- Grade 11 students will use graphing scientific calculators.

Students must only use calculators that are allowable for their grade or course assessment. Only students with a specific calculator accommodation may use calculators outside of their grade level or course. NJSLA–S items were developed with the Calculator Policy in mind. Allowing for the use of a calculator that is not designated for the grade-level or course assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Contact your STC for more information about the Calculator Policy. Only students with a specific calculator accommodation may use calculators outside of their grade level.

TAs should not administer a unit requiring a calculator to a student for whom a grade-appropriate calculator is not available. If a student does not have a grade-appropriate calculator and one cannot be obtained on that day, that student should test in a make-up unit with a grade-appropriate calculator. TAs should have calculators available during testing. During units that include both a non-calculator section and a calculator section, students will be prompted to raise their hands to ask for a calculator.

Additionally, schools must adhere to the following additional guidance regarding calculators:
- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablets, laptops, personal digital assistants (PDAs), or phone-based calculators are allowed during the NJSLA–S.
- 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.
- Calculators with "QWERTY" keyboards are **not** permitted.
- STCs or TAs must confirm that the calculators meet NJSLA–S requirements as defined above.

If a student needs a specific calculator (e.g., large key or talking), the student may also bring their own, provided it is specified in their approved IEP or 504 plan. For more clarification and complete guidance, refer to **Section 3** (4D and 4E) of the NJSLA *AF&A Manual* and the Calculator FAQs under the Calculator Policy at the NJSLA Resource Center, https://nj.mypearsonsupport.com.

4.3   Distribute Materials and Read Script (Day of Testing)
After students are seated, verify student roster and take attendance, and note absent students for make-up testing. Then, read the appropriate administration script and distribute test booklets, answer documents, and scratch paper when instructed to do so. Ensure that each student has a wooden No. 2 pencil and scratch paper.

TAs are required to adhere to the scripts provided in this manual for administering the NJSLA–S. Read word-for-word the bold instructions in each "**Say**" box to students. Do not modify or paraphrase the wording in the "**Say**" boxes the first time through the directions. Some "**Say**" boxes are outlined with a dashed line and should **only** be read aloud if they are applicable to the students being tested. If, after the first reading, students still have questions, refer to **Section 4.6.1**. Text that is outside the "**Say**" boxes includes directions meant for TAs and should **not** be read to students. TAs may repeat any part of the scripted directions as many times as needed while delivering the script.

4.4 Keep Time (Day of Testing)

Keep accurate time for each test unit. Remember that failure to provide the correct amount of time may result in test invalidation. Refer to Tables 2.1 to 2.3 for guidance on unit testing times.

Note: Students with the extended-time accommodation specified in their approved IEP, 504 plan, or ELL plan may be provided more time to complete each unit.

4.5 Maintain Test Security

Adhere to the test security protocols at all times and report violations or concerns to your STC immediately. It is essential to follow security measures at all times in order to ensure the validity, reliability, and fairness of the assessment results. Tests must be administered strictly in accordance with the instructions and procedures set forth in this manual and the assessment security instructions and procedures provided by NJDOE.

If testing is interrupted at any time during the unit (e.g., safety threat, fire emergency or student becoming ill), follow the procedures in **Sections 4.5.1**, **4.5.2**, and **4.6**.

4.5.1 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 procedures listed below must be followed.

1. The TA must immediately:
   a. Stop testing for the student or group, as needed.
   b. Record the amount of time remaining.
   c. If possible, record the item number and page number where the student(s) stopped testing.
   d. Follow the school procedure for medical emergencies.
2. Qualified school personnel must safely handle the soiled test booklet or answer document and place it in a resealable plastic bag with the security barcode label visible from the exterior. Handling materials must be done in accordance with procedures outlined in Occupational Safety and Health Administration (OSHA) regulations.
3. After the testing area is cleaned and the student(s) have returned, the TA must remind the student(s) of the amount of time remaining for the unit prior to the disruption. Testing may then resume. The affected student(s) must be provided with a replacement test booklet and/or answer document.
   a. If the ill student returns to resume testing and the completed responses can be transcribed into a replacement answer document, the TA must provide the student with a new test booklet or answer document. The TA must ensure the student's name is recorded on the front of the replacement test booklet or answer document for proper identification.
   b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement answer document, the student may be given the opportunity to retake those units using a replacement test booklet and answer document during make-up testing. Contact NJDOE for further guidance if necessary.

During Testing

4. Your STC will take care of the contaminated materials in accordance with procedures outlined in Occupational Safety and Health Administration (OSHA) regulations.

4.5.2 Torn or Damaged Test Materials

If any test materials are 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 answer document. Answers must be transcribed following the guidelines for transcribing student responses.

   If a student's responses must be transcribed after test administration is completed, the steps listed below must be followed:

   a. At least two authorized staff members must be present during any transcription of student responses. One will serve as the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be the DTC or STC.

   b. The student's responses must be transcribed verbatim into the answer document. Confirm that the replacement and original answer documents are for the same grade. Refer to **Appendix C**: Protocol for the Use of the Scribe Accommodation in the *AF&A Manual* for guidance. An example is available at the [NJSLA Resource Center](https://nj.mypearsonsupport.com), https://nj.mypearsonsupport.com.

      - Mark the original answer document "Do Not Score" according to the directions in the following section.

      - Exception: Scribes for students who sign their responses in ASL will write the students' responses in English (e.g., student signs "House white live there me." Scribe writes "I live in the white house.")

   c. Braille transcription: **only** eligible TAs who are certified Teachers of Students with Visual Impairment, including blindness, or someone working under their direct supervision may transcribe the student's responses into the standard, scorable answer document included in the braille kit. The transcriber must be able to fluently read Unified English Braille (UEB).

   d. Any original student responses that were printed from an assistive technology device or recorded in another accommodation document, such as blank paper, must be securely destroyed.

   Failure to transcribe a student's test responses in these situations will result in the student not receiving a score.

2. Damaged secure materials must be returned to the vendor. Damaged answer documents that have student responses must be marked as "Do not score" and returned to the vendor with the non-scorable materials.

4.6 Supervise Test Administration

During testing, TAs must always actively proctor and focus their full attention on students to confirm that students are working independently. This means ensuring that students are working in the correct unit and that they are **not** involved in any form of cheating. Circulate around the room and check to see that students are recording their answers in their answer documents. Ensure that all student desks are free of any prohibited materials and that all prohibited aids have been removed or covered. Refer to **Sections 2.2** and **2.3** for information on prohibited activities and prohibited materials.

4.6.1 Clarifying Directions During Administration

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

- If there are questions, consult your STC.

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

4.6.2 Redirecting Students

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

- Providing reminders to stay on task and focused during the assessments

- Providing a visual cue to the student to remain on task

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

4.6.3 Student Misconduct

The TA has the authority to dismiss any student for misconduct according to school and/or district policy. If student misconduct warrants dismissal, collect the student's test materials. The student will then be dismissed from the testing environment. The student may be eligible to continue testing in another location (e.g., guidance counselor's office) according to local policy. The school or district must submit a *Testing Irregularity and Security Breach Form* in **Appendix B** of this manual within five school days unless otherwise directed by the DTC or the NJSLA–S Coordinator. Contact your STC for additional guidance on dismissing students for misconduct.

If a student is observed with any of the prohibited items listed in **Section 2.3** during testing or during breaks, the TA must collect the prohibited materials and immediately report the incident to your STC. The school or district must complete the *Testing Irregularity and Security Breach Form*.

Cell Phone and Unauthorized Electronics

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

4.6.4 Item Irregularities During Testing

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

- Instruct the student to proceed with the test.

- Note the content area, course and grade level, item number, test format (paper), and a brief description of the issue and provide that information to your STC to complete the *Testing Irregularity or Security Breach Form*. Actual wording from the question should never be included either verbally or in writing.

- Remember, school personnel may **not** read or review a test item, except when necessary to provide a student accommodation.

4.6.5 Procedures for Safety Threats and Severe Weather

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

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

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

- If possible, note the time of the disruption so that the remaining time for the unit can be calculated.

- If leaving the test environment, take necessary steps to ensure the security of the test materials if time permits.

- Upon returning to the testing room, prepare students for the continuation of the unit.
  - Inform students how many minutes remain for the unit.
  - Write the updated start time and stop time of the unit on the board.

- Document the situation using the *Testing Irregularity or Security Breach Form*.

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

4.7   Break Policy

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

TAs are responsible for ensuring that students are not able to see the content on other students' test materials or on other students' testing devices. NJSLA–S policies for breaks are below. Contact your STC for additional requirements regarding breaks.

4.7.1 Breaks During a Unit

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

Restroom breaks during a unit: Individual restroom breaks are allowed. 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 beginning unit time.

Classroom stretch break during a unit: One stretch break of up to three minutes for the entire classroom is allowed during testing for each unit. The end of unit time can be adjusted up to three minutes at the end of this break.

Frequent breaks: Frequent breaks may be offered as an administration consideration. However, TAs should **not** "stop the clock" for students with frequent breaks.

The TA must ensure the security of students' test booklets, answer documents, periodic tables, and scratch paper. Students are **not** permitted to talk.

4.7.2 Breaks Between Units

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

4.8   Ending Each Unit

4.8.1 Collect Test Materials

Collect test booklets, answer documents, scratch paper, periodic tables (if applicable), and accessibility and accommodations tools (as needed) from students. Make sure all students have written their names on their test booklets and answer documents. Count the materials to make sure all students have returned their test booklets, answer documents, scratch paper, and testing tools.

Note: Follow the local chain-of-custody procedure to ensure that all materials have been collected.

4.8.2 Return Materials to School Test Coordinator

The following materials must be returned to your STC:

- Test booklets
- Answer documents
- Accommodated test materials (inform your STC of any tests needing transcription)
- Calculators
- Used and unused scratch paper and periodic tables

Test booklets and answer documents are considered used in any instance when a student has tested, including incomplete or partially complete test booklets and answer documents.

4.9   Make-Up Testing

If a student starts a unit and leaves the testing environment (e.g., due to illness, family emergency, or natural disaster) without finishing that unit, the student may be allowed to complete that unit on a different day. If there are concerns about a student completing a unit, do **not** allow the student to begin. If a student leaves during a unit, note the exact place in the unit where the student stopped and the time remaining, and then contact your STC.

Students are **not** allowed to alter any previously recorded responses. They must resume testing exactly where they left off and be provided with the remaining time noted at the time testing was interrupted. TAs must closely monitor make-up testing to ensure students do not alter any previously written responses.

Multiple test sessions and/or units may be tested together as long as the testing time and administration script are the same. It may be useful to review the *NJSLA Guidance on Testing Multiple Grades* at the NJSLA Resource Center, https://nj.mypearsonsupport.com.

During Testing

4.10   Script for Administering Science

The administration script under **Section 4.10.1** will be used for all units for the NJSLA–S. On the first read through, TAs are required to adhere to the scripts provided in this manual for administering the NJSLA–S. Read word-for-word the bold instructions in each "**Say**" box to students. Do not modify or paraphrase the wording in the "**Say**" boxes. Some of the "**Say**" boxes are outlined with a dashed line and should be read aloud **only** if they are applicable to the students testing. Some directions may differ slightly by unit and are noted within the administration script.

4.10.1   Grades 5, 8, and 11 Science – All Units

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1 End of Unit 1 – Students **Stop**	Grade 5: **45 minutes** Grade 8: **45 minutes** Grade 11: **60 minutes**	• Test booklets • Answer documents • Pencils • Scratch paper • Calculators • Periodic tables (Grades 8 and 11 only)	Write time	Write time
Unit 2 End of Unit 2 – Students **Stop**	Grade 5: **45 minutes** Grade 8: **45 minutes** Grade 11: **60 minutes**	• Test booklets • Answer documents • Pencils • Scratch paper • Calculators • Periodic tables (Grades 8 and 11 only)	Write time	Write time
Unit 3 End of Unit 3 – Students **Stop**	Grade 5: **45 minutes** Grade 8: **45 minutes** Grade 11: **60 minutes**	• Test booklets • Answer documents • Pencils • Scratch paper • Calculators • Periodic tables (Grades 8 and 11 only)	Write time	Write time
Unit 4 End of Unit 4 – Students **Stop**	Grade 5: **45 minutes** Grade 8: **45 minutes** Grade 11: **60 minutes**	• Test booklets • Answer documents • Pencils • Scratch paper • Calculators • Periodic tables (Grades 8 and 11 only)	Write time	Write time

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to **Section 3.3** for further instructions on how to check accessibility features and accommodations.

Instructions for Preparing to Test

Say:	**Today, you will take the Science assessment.** **You may not have any unapproved electronic devices at your desk. Making calls, texting, taking pictures, and browsing the internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.**

If a student raises their hand, collect the electronic device (or follow the school/district policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator immediately if there are questions regarding electronic devices.

Say:	**Please sit quietly while I distribute the test materials.**

Distribute scratch paper, wooden No. 2 pencils, calculators, and approved accessibility and accommodations tools, if needed, for certain students. Then, distribute test booklets and answer documents. For Grade 8 and Grade 11, also distribute periodic tables.

Say:	If Unit 1: **Write your first and last name at the top of your test booklet and answer document in Box A.**
	If Unit 2, 3, or 4: **Check to make sure your first and last name is written at the top of your test booklet and answer document in Box A.**

Make sure all students have written their names on the test booklet and answer document. If necessary, assist students with making sure they are using the test booklet and answer document that belong to them.

Instructions for Administering Each Unit

Note: At the beginning of Unit 1, on pages 3 and 4 in the test booklets, are sample items. Have students review these sample items to become familiar with the types of questions on the test.

Say:	**Open your test booklet to pages 3 and 4 and review the sample items. This will help you become familiar with the types of items on the test. Do not go past the stop sign at the bottom of page 4. Look up once you've reviewed the sample items.**

Say:	**Open your test booklet to the first page of Unit __** (fill in the appropriate unit) **and follow along while I read the directions. Do not turn the page until I tell you to do so.**
	Today, you will take Unit _____ (fill in the appropriate unit number) **of the Grade _____** (fill in the appropriate grade) **New Jersey Student Learning Assessment–Science (NJSLA–S) Test. You will be able to use a calculator.**
	Follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Only answers you provide in your answer document will be scored. Do not make any pencil marks outside the circles in your answer document. If you need to change an answer, be sure to erase your first answer completely.
	If a question asks you to show or explain your work, you must do so to receive full credit. Write your response in the space provided in your answer document. Only responses written within the provided space will be scored.
	If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit only. Do not go past the stop sign.

Science
All Units

Say:	This is the end of the directions in your test booklet.
	When you see a "Go On" sign in your test booklet, you may go on to the next page. When you reach the "Stop" sign in your test booklet, do not go on until you are told to do so.
	Examples of the "Go On" and "Stop" signs are posted on the board.
	If you finish early and have completely checked your work in this unit, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.

Read from Option A, B, or C below based on local policy (contact your STC with any questions).

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

Say:	Do you have any questions?

Answer student questions.

If students are testing with extended time accommodations, it may be necessary to adjust the amount of time students will have to complete this unit. Refer to the student's accommodations.

Grade 5 Say:	Grade 5 Units:
	You will have 45 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left. You may begin working now.

Grade 8 Say:	Grade 8 Units:
	You will have 45 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left. You may begin working now.

Grade 11 Say:	Grade 11 Units:
	You will have 60 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left. You may begin working now.

Science
All Units

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example). Actively proctor while students are testing.

- Redirect students as necessary (**Section 4.6.2**).
- Collect test materials as students complete testing (**Section 4.8.1**).
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item seems irregular, refer to **Section 4.6.4**.

Instructions for Taking a Break During Testing

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

- One stretch break of up to three minutes is allowed for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks are allowed during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets and answer documents must be closed or covered.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are **not permitted** to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

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

Say:	**Please stop testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three-minute stretch break. No talking is allowed.**

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

Say:	**Open your test booklets and answer documents and continue testing.**

Continue to actively proctor while students are testing.

Instructions for When 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain:

Say:	**You have 10 minutes remaining.**

Science All Units

Instructions for Ending the Unit

When the unit time is finished, read the following optional "**Say**" box if there are students still actively testing.

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

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

If more than one unit is being administered in the same day, allow students to take a short break (e.g., restroom break or stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next unit.

5.0   After Completion of Each Day of Testing

5.1   Checklist of Tasks for Test Administrators to Complete After Testing

This section describes activities TAs must complete after testing.

Day of Testing	Reference
❏ Ensure all materials have been returned after testing.	**Section 5.2**
❏ Complete any documentation necessary for reporting any testing irregularity or security breach.	**Section 2.2.2**

5.2   Return Materials to the School Test Coordinator

Upon returning test materials to your STC, make sure that all students have written their names on their test booklets and answer documents. The following materials must be returned to your STC:

- TAM (after all units are completed)
- Test booklets
- Answer documents
- Accommodated test materials
- Calculators
- Used and unused scratch paper and periodic tables, if applicable

Notify your STC of any students who will need to make up the unit(s) tested that day.

6.0   Accessibility Features and Accommodations

The *NJSLA Accessibility Features and Accommodations Manual (AF&A Manual)* is available online at the NJSLA Resource Center, https://nj.mypearsonsupport.com. Schools must refer to the *AF&A Manual* for full information about identifying and administering accessibility features and accommodations.

6.1   Test Administration of Accessibility Features and Accommodations

In **Sections 2** and **3** 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.

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

Accessibility Feature Example From Section 2

Accessibility Feature	Administration Guidelines

Human Reader or Human Signer *(SR/PNP Reference CE)*	**Before Testing:**
	• Identification for Student Registration/Personal Needs Profile (SR/PNP):
	  ◦ Student's SR/PNP must have Human Reader/Human Signer selected. For the Human Reader/Human Signer, students must be placed in a Read Aloud session type when creating test sessions.
	• Materials: Read Aloud Kits, which include one copy of the student test booklet and answer document.
	• Test Administrator Training—Human Readers and Human Signers providing this accessibility feature must review:
	  ◦ Read Aloud Kits: at least two school days prior to testing
	  ◦ **Appendix B**: Test Administration Protocol for the Human Reader Accommodation and the Human Reader Accessibility Feature
	  ◦ **Appendix L**: Human Signer Guidelines (signers only)
	  ◦ **Appendix M**: NJSLA for Students with Visual Impairment, Including Blindness
	
	During Testing: A TA (human reader or human signer) reads aloud to a student. The student must be tested in an individual or small group setting. Small groups should only be used if all students are able to work at approximately the same pace. The number of students in a small group is determined at the state level.

Accommodations Example From Section 3

Accommodation	Administration Guidelines

Large-Print Edition[*]
 (SR/PNP Reference BM)
	Before Testing:
	 • Identification for SR/PNP: Student's SR/PNP must have Large Print Edition selected.
	 • Materials: the Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, and Test Administrator large print scripts when appropriate.
	 • Test Administrator Training: TAs of students with visual impairments must review:
	    ◦ **Appendix A**: Accessibility Features and Accommodations for Students Taking the Paper-Based Assessments.
	    ◦ **Appendix M**: NJSLA for Students with Visual Impairment, Including Blindness.
	
	 During Testing: A large print paper-based form of each assessment is available for students with a visual impairment who are unable to take a computer-based assessment. The font size for the large-print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. TAs should refer to the TAM Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).
	
	 After Testing:
	 • Responses must be transcribed verbatim by a TA in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a DTC or STC.
	 • Refer to **Appendix C**: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.

[*] Distribution quantities for any paper-based accommodations and accessibility feature are derived from the student registration process. Any materials required for paper-based accommodations and accessibility features for students registered after the deadline for paper registration must be ordered via Additional Orders.

Accessibility Features and Accommodations

6.2 Before Testing: Preparing for Accessible Test Administration

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

If any of the accommodations and/or accessibility features below are to be administered, review the corresponding documentation.

Accommodation	*AF&A Manual* References
Human Reader	**Appendix B**: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments and the Human Reader Accessibility Feature for Mathematics/Science Assessments **Appendix I**: NJSLA ELA Audio Guidelines, used to ensure consistency in how items are read (note: this appendix also applies to the NJSLA–S) **Appendix J**: NJSLA Mathematics Audio Guidelines, used to ensure consistency in how items are read (note: this appendix also applies to 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, used to give guidance to signers to ensure consistency in administration
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
Assistive Technology (Screen Reader and Non-Screen Reader)	**Assistive Technology Guidance**: Available at the NJSLA Resource Center, https://nj.mypearsonsupport.com

A list of accommodated materials follows:

Paper-Based Testing

What is included in a Regular Test Kit?

- Standard test booklet
- Answer document (except for grade 5, which will have a consumable test booklet)
- Periodic table (grades 8 and 11)

What is included in a Large Print Test Kit?

- Large Print Test Administrator script
- Large Print test booklet
- Answer document (except for grade 5, which will have a consumable test booklet)
- Periodic table (grades 8 and 11)

What is included in a Read-Aloud Test Kit?

- 2 standard test booklets
- Answer document (except for grade 5, which will have a consumable test booklet)
- Periodic table (grades 8 and 11)

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

What is included in a Braille Test Kit?

- Braille test booklet
  - Sheets of blank braille paper
  - Braille notes/special instructions
- Braille Test Administrator script
- Standard test booklet
- Standard answer document (except grade 5, which will have a consumable test booklet)
- Braille periodic table (grades 8 and 11)

What is included in a Regular Spanish Test Kit?

- Spanish test booklet
- Spanish answer document (except for grade 5, which will have a Spanish consumable test booklet)
- Spanish periodic table (grades 8 and 11)

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?

- Spanish Large Print Test Administrator script
- Spanish Large Print test booklet
- Spanish answer document (except for grade 5, which will have a Spanish consumable test booklet)
- Spanish periodic table (grades 8 and 11)

What is included in a Spanish Read-Aloud Test Kit?

- 2 Spanish test booklets
- Spanish answer document (except for grade 5, which will have a Spanish consumable test booklet)
- Spanish periodic table (grades 8 and 11)

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.

6.3   During Testing: Test Administration of Accessibility Features and Accommodations

Appendix A in the *AF&A Manual* outlines 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 a student during testing:

- General Administration Directions Read Aloud, Repeated, or Clarified as needed
- Redirect Student to the Test
- Human Reader (identified in advance in PearsonAccess^next)
- Human Signer (identified in advance in PearsonAccess^next)

NJSLA–S

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

- 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
- General Administration Directions Read Aloud, Repeated, or Clarified as needed in Student's Native Language
- Human Reader in Spanish or other languages as needed *(identified in advance)*

Special Accommodations Circumstances during Testing
Reference the following appendices of the *AF&A Manual* for special circumstances regarding accommodations:

- **Appendix G**: *Use of an Emergency Accommodation on the NJSLA*

  ▪ An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the NJSLA–S testing window (e.g., a student breaks an arm and needs a scribe). The *Emergency Accommodation Request Form* is available at the NJSLA Resource Center, https://nj.mypearsonsupport.com.

- **Appendix H**: *Student Accommodation Refusal Form*

  ▪ 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.

Contact your STC if either of these circumstances occurs.

6.4   After Testing: Completing Accessible Test Administration
Tables 1, 3, 4, 5, and 7 in the *AF&A Manual* outline post-administration directions for each accessibility feature and accommodation.

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

Appendix A

Glossary of Terminology

Appendices

Glossary of Terminology

Term	Definition
Accommodations	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. Accommodations must be listed in the student's approved Individualized Education Program (IEP), 504 plan, or English Language Learner (ELL) plan. More information on accommodations is available at the NJSLA Resource Center, https://nj.mypearsonsupport.com, located under **Manuals and Resources > Accessibility Features and Accommodations**.
Accessibility Feature	Accessibility features are tools or preferences that are either built into the assessment platform or provided externally by TAs. Accessibility features can be used by any student taking the NJSLA–S. A selection of accessibility features available to all students needs 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 Table 2.0 for reading directions, answering questions, distributing materials, closing units, and collecting test materials.
IEP, 504 Plan, or ELL Plan	The IEP plan refers to the 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.
Nonsecure	Nonsecure test materials include manuals and user guides. The availability of nonsecure materials does not compromise test security or score validity.
PearsonAccess^next	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–S. PearsonAccess^next requires username and password setup. 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.

Term	Definition
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 and periodic tables. For computer-based testing, tactile graphics are also secure materials.
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–S.
Testing Environment	The Testing Environment refers to all aspects of the test surroundings immediately before, during, and immediately after testing, including what a student can see, hear, or access.
Unit	The NJSLA–S is composed of four 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.

Appendices

NJSLA–S

Appendix B
Forms

Note: Fillable PDF versions are available in the NJSLA Resource Center,
https://nj.mypearsonsupport.com, located under **Manuals and Resources > Forms.**

- **NJSLA Security Agreement**
- **Testing Irregularity and Security Breach Form**

New Jersey Student Learning Assessment (NJSLA) Security Agreement

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

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

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

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

Appendix C
Signs

NJSLA-S

TESTING

Please
Do Not Disturb

Test Direction Symbols in Test Booklets

GO ON ➡

STOP

Paper-Based Testing:
Are You Ready?

❑ Distribute test materials to Test Administrators and track receipt using the *Chain-of-Custody Form*.

❑ Monitor testing rooms.

❑ Supervise test administration and answer questions from Test Administrators.

❑ Return all testing materials to the District Test Coordinator.

❑ Complete any documentation necessary for reporting any testing irregularity or security breach.

Paper-Based Testing:
After You're Done

Apply Student ID labels or grid student information on answer documents

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

Recycle or destroy

❑ Test Administrator Manuals

❑ Used scratch paper and periodic tables

Secure materials that must be returned to Measurement Incorporated
(scorable or nonscorable)

❑ Test booklets

❑ Answer documents

❑ Spanish test booklets

❑ Braille test booklets

❑ Large Print test booklets