Colorado Measures of Academic Success
Colorado Alternate Assessment Program

Procedures Manual

High School Science & Social Studies

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Fall 2014

All testing materials associated with the Colorado Measures of Academic Success (CMAS) and Colorado Alternate Assessment (CoAlt): Science and Social Studies Assessments are confidential and secure. To protect the validity of the assessments, materials must remain secure at all times and, excluding *Procedures Manuals*, *CMAS Test Administrator Manuals*, *CoAlt Examiner's Manuals*, training materials, and the *PearsonAccess User Guide*, cannot be viewed by any individual or entity prior to or after testing. Assessment materials may not be provided to any persons except those participating in the assessment administration and those being tested.

School staff must comply with the requirements and instructions contained in this manual. A standardized test administration elicits original, independent student work and is necessary for test results to be valid, reliable, and meaningful. School staff must familiarize themselves with sections of this manual, the *CMAS Test Administrator Manual*, *CoAlt Examiner's Manual*, and the *PearsonAccess User Guide* that apply to their role(s) in CMAS and CoAlt: Science and Social Studies assessment administration. They must also review all relevant training materials before testing so that they understand their respective responsibilities.

About this Manual

This manual provides instructions for coordination of the Colorado Measures of Academic Success (CMAS) and Colorado Alternate Assessment (CoAlt): Science and Social Studies assessment administrations. Instructions include the protocols that all school staff must follow related to test security and test administration. The manual also includes the procedural steps that must be taken before, during, and after test administration.

This manual is not all inclusive. Supplementary documents including the *Colorado Measures of Academic Success Test Administrator Manual*, the *Colorado Alternate Assessment Examiner's Manual*, the *CMAS and CoAlt: Science and Social Studies Data Supplement*, the *Accommodations Supplement*, and the *PearsonAccess User Guide* should also be reviewed. Additionally, updates and clarifications will be provided to District Assessment Coordinators through email as more information becomes available.

Definitions

ePATs (Practice Testing Environments) refer to practice testing environments that help familiarize students with the online test engine, TestNav 8. The ePATs will help students navigate through the online testing environment and use the embedded supports on the day of testing. An ePAT for each content area can be accessed at http://www.pearsonaccess.com/co > ePAT. **Districts are strongly encouraged to give students time to practice in the testing environment before actual testing.**

PearsonAccess is the website used for the registration, setup, preparation, and management of both the CMAS and CoAlt: Science and Social Studies assessments. PearsonAccess requires usernames and passwords to be created. More information about setup and operation of computer-based testing is available in the *PearsonAccess User Guide* located at http://www.pearsonaccess.com/co > Support > Resources > Reference Guides.

Physical testing group refers to students who test within a physical testing environment at the same time. During make-up testing, a physical testing environment may include students in different test sessions spanning different content areas.

Seal codes ensure that students can only review and change answers in the section in which they are currently testing. Seal codes prevent students from continuing to the next section until permitted and they prevent students from accessing previous sections once they have ended. Before students in a PearsonAccess test session can go to the next sealed section of an online test, they must enter the appropriate four-digit seal code, which then "opens" the seal on that test section. Seal codes for a specific test section are listed on the seal code document. In paper-based administration, adhesive tabs that are used to seal sections of paper test books are the equivalent of online seal codes.

Secure materials refers to all test content or materials that have not been made available to the public. The term also includes online and paper test items and student responses. For the computer-based administration, "secure paper materials" include printed Student Authorization Tickets, oral scripts, and printed seal codes. After computer-based testing is completed, SACs must collect all paper-based assessment materials from Test Administrators so that they can be packaged and sent to Pearson. Proper chain of custody procedures outlined in this document (and as determined by the school district) must be followed so that secure materials are kept secure at all times.

Storage area refers to a locked storage area where paper materials must be stored when not in use. Examples of secure storage include a closet, desk, cabinet, or room that can be locked.

Student Authorization Tickets contain the URL that students must enter into a browser to access TestNav, and the unique username and test code needed to log in to take the test.

TestNav 8 is the online test engine. It is a browser-based application used to administer the computer-based assessments.

Testing environment refers to all aspects of the testing surroundings while students are testing and includes what a student can see, hear, or access.

Test section refers to the parts of a CMAS: Science and Social Studies assessment. Each content area of the CMAS: Science and Social Studies assessments includes three sealed sections.

Test session in PearsonAccess is a virtual grouping of students who are intended to take the same test at the same time. Students must be placed in a scheduled test session before they can log in to a test.

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Fall 2014 Administration Windows

CMAS: Science and Social Studies	
Assessment	**Testing Dates**
High School Social Studies	November 3–21, 2014*
High School Science	
CoAlt: Science and Social Studies	
Assessment	**Testing Dates**
High School Social Studies	November 3–21, 2014*
High School Science	

*Districts are encouraged to complete testing as efficiently as possible while meeting security and standardized test administration policies and procedures. Many schools will not need the entire window.

Fall 2014 CMAS and CoAlt: Science and Social Studies Critical Dates

	CMAS	CoAlt	Activity	Role
☐	September 8 – 19	-	CMAS Administration Training live and recorded webinars: 1. Grand Junction – 9/8/14 2. Vail –- 9/9/14 3. Denver Metro – 9/11/14 4. Brush – 9/12/14 5. Alamosa – 9/15/14 6. La Junta – 9/16/14 7. Limon – 9/18/14 8. Colorado Springs – 9/19/19	DAC
☐	September 8 – October 9		Submit Student Data Uploads/update participation counts for initial orders	DAC/Student Enrollment
☐	September 15	-	Online test session set-up begins	SAC
☐	September 3	-	ePATs (Practice Test Environment) available with accommodations - Approximately 24 items per content area, including: • selected response items • constructed response items • technology-enhanced items • social studies performance events • science simulations	Test Administrators
☐	-	Before testing	Set up Score Entry accounts in PearsonAccess	DAC or SAC
☐	-	September 15	Begin making teacher assignments in PearsonAccess	DAC or SAC
☐	October 20		Materials scheduled to arrive in districts	DAC
☐	No later than October 27	-	Proctor caching test content begins (prior to testing)	District Determined
☐	-	Start on October 20	CoAlt: Science and Social Studies Test Examiners sign Security Agreement and are given access to materials to prepare accommodations	SAC
☐	October 21 – November 18		Additional Orders – Secure Materials	DAC
☐	October 21 – November 25		Additional Orders – Non-Secure Materials	DAC
☐	October 13 – November 3	-	Finalize online test preparation activities: - Check student registration and test sessions in PearsonAccess	DAC
☐	October 13 – November 3	-	Finalize online test preparation activities: - Select proctor caching servers	DTC

	CMAS	CoAlt	Activity	Role
☐	October 20 – November 3	-	Finalize online test preparation activities: - Finalize system readiness - Check student workstations - Configure TestNav	DTC
☐	-	Test Examiners -Immediately after testing; DAC and SAC - Before packaging materials for return to Pearson	Sign "Secure Return Form: CoAlt Manipulatives"	DAC, SAC, and Test Examiner
☐	Prior to testing	-	Students to have completed ePATs (Practice Test Environment)	SACs and Test Administrators
☐	ASAP after materials arrive		Distribute materials to SACs	DAC
☐	1 week before testing		Distribute non-secure materials to Test Administrators	SAC
☐	Prior to testing	-	Verify special form assignments in PearsonAccess • Text-to-Speech, • Color Contrast • Text-to-Speech with Color Contrast • Spanish Audio • Spanish Audio with Color Contrast • Oral Script	SAC and Test Administrator
☐	**November 3 – November 21**		**Student Testing Window**	**ALL**
☐	Prior to testing		Sign Security Agreement Forms and submit to SAC/DAC	DAC, DTC, SAC, Test Administrators, Test Examiners
☐	Prior to testing; no later than November 17th		Return Security Agreement forms to Pearson via email at Colorado.forms@pearson.com	DAC
☐	-	November 25*	Deadline for entering scores into PearsonAccess *CoAlt student scores should be entered during the assessment window immediately upon completion of the assessment. Districts are provided with two additional business days to complete score entry for students who test during the end of the assessment window.	Test Examiners
☐	December 1		Deadline to schedule UPS pickups	DAC

	CMAS	CoAlt	Activity	Role
☐	December 3		Deadline for UPS pickups	DAC
☐	January 2015 (Tentative)		Data cleanup/SBD	DAC/Student Enrollment

Section 2: Program Overview

Background

All public school students enrolled in Colorado are required by state law to take a standards-based summative assessment each year in the specified content areas and grade levels. This means that every student, regardless of language background or ability, must be provided with the opportunity to demonstrate their content knowledge.

The Colorado Measures of Academic Success (CMAS): Science and Social Studies is Colorado's standards-based assessment designed to measure the Colorado Academic Standards (CAS) in the content areas of science and social studies.

A very small number of students with significant cognitive disabilities may take the Colorado Alternate Assessment (CoAlt) based on the Extended Evidence Outcomes (EEOs) of the CAS.

The CMAS and CoAlt: Science and Social Studies assessments are collaboratively developed by the Colorado Department of Education, the Colorado educator community, and Colorado's science and social studies assessment contractor, Pearson. The data should be used to keep abreast of individual student, school, and district progress toward attaining higher student achievement levels.

Determining Whether CMAS or CoAlt Should be Administered to a Student

All students, including students with Individualized Education Plans (IEPs), will participate in the state assessment system. The IEP team, which must include the parents, will determine the best fit in terms of assessment program based on student need, taking into consideration the alignment between what the student is learning in the classroom and content being assessed on the general CMAS assessments. According to federal requirements, there must be evidence of alignment between a student's educational plan and the accommodations provided on any of the state assessments, as well as any determinations for students to participate in the CoAlt: Science and Social Studies. Three participation options exist:

1. The student participates in the CMAS assessment program without an accommodation.

2. The student participates in the CMAS assessment program with an accommodation.
3. The student participates in the CoAlt assessment program for students with significant cognitive disabilities.
    - It is not appropriate or ethical to give the CoAlt to students who do not qualify to take the assessment.

The CoAlt eligibility guidelines are available on the Exceptional Student Services Unit website at the following location:
http://www.cde.state.co.us/sites/default/files/accommodationsmanual_eligibility.pdf

Decisions regarding participation in the alternate assessment must NOT be based on:
1. A category of disability
2. A certain percentage of students
3. Time spent receiving special education services
4. Place where the student receives services
5. A student's reading level
6. An expectation of an unsatisfactory performance by the student
7. Poor attendance by the student
8. Ongoing disruptive behavior by the student

For more information regarding CoAlt eligibility, visit the Exceptional Student Services Unit website at:
http://www.cde.state.co.us/sites/default/files/accommodationsmanual_eligibility.pdf

High School Assessment Participants

Students designated as 12th graders are required to take the CMAS or CoAlt: Science and Social Studies assessments. Only students designated as 12th graders for the first time are to take the assessments. These students will likely be part of the 2011–2012 freshman cohort with an anticipated graduation during the 2014–2015 school year. Students from the 2012–2013 freshman cohort, later classified as 12th graders due to credit accumulation, must also be tested. A student in his or her fifth year of high school, who is classified as a 12th grader for the first time, must take the assessment. If a student was designated as a 12th grader in a previous year, and took the assessment that year, they are not to be tested.

If a student takes a test but does not meet the participation criteria, it is considered a misadministration and the test must be invalidated. See the *CMAS and CoAlt: Science and Social Studies Data Supplement* for more information on how to invalidate a test.

Section 3: CMAS Assessment Accessibility Features and Accommodations

Online Tools and Accessibility Features for All Students

The CMAS: Science and Social Studies online test engine, TestNav 8, includes tools and accessibility features that are made available to all students to increase the accessibility of the assessments. Beyond the accessibility features that are available for all students, assessment accommodations are available to some students who have IEP, 504, or English Learner (EL) plans. Assessment accommodations are changes made to assessment procedures that provide a student with access to comprehensible information and to an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. Accommodations should not provide an unfair advantage to any student. Providing an accommodation for the sole purpose of increasing test scores is not ethical. Districts must have a plan in place to ensure and monitor the appropriate use of accommodations.

Accessibility Features

Embedded and adult-provided accessibility features are available to all students on CMAS assessments. Students determine when and how to utilize the tools throughout the testing experience. The text-to-speech accessibility feature, which is embedded in the test engine, must be pre-selected during the forms assignment process. For more information on form assignment, see the *Fall 2014 Administration Quick Reference Guide to Special Forms and Ordering* located in Appendix B of this manual. **While the text-to-speech accessibility feature is available to all students, it may not be appropriate for all students.** Students eligible for the text-to-speech form should be using similar access strategies during instruction. These students may have historically used oral scripts for the Transitional Colorado Assessment Program (TCAP).

Accessibility Features Available to All Students

Feature	Description
Scientific calculator	The student may use the online calculator to assist in responding to items requiring calculations.
Answer eliminator	The student may put a red "x" over multiple choice answer choices to eliminate options.
Extra time	All students are expected to sit for each test section for 55 minutes. The total available testing time is 70 minutes. If a student with an IEP, 504, or EL plan needs additional time (such as time and a half or double time), refer to the *Accommodations Supplement*.
Flag items for review	The student may identify items to review or complete later in the test section.
General administration considerations	The standardized test administration procedures do not specify a specific group size, a particular setting (classroom, computer lab, etc.) or time of school day. As long as test security is not compromised, individual student needs may be taken into consideration in determining any of the above.
General administration directions repeated	The student may have the Test Administrator repeat administrator-read directions as needed. No part of the test may be clarified, nor may any assistance be provided to the student during testing.
Highlighter	The student may highlight desired text as needed. The highlighter tool does not work on graphics/pictures/images.
Line reader guide	The student may use the ruler tool as a line reader guide.
Magnification/ enlargement	The student may enlarge specific portions of text and graphics using the magnifier tool or enlarge all screen contents using the testing device to zoom. The zoom capability is device-dependent.
Navigation tools	Student uses embedded tools to move through the test: • Next page • Previous page • Review drop-down that will allow student to navigate to any item

Feature	Description
Notepad*	The student may use the embedded notepad tool to take notes. *Students who are unable to use the notepad tool may be given one school supplied piece of clean scratch paper at the start of each section. Students needing scratch paper may exchange for one additional piece of clean paper during a test section, but are allowed only one sheet at a time. All used scratch paper must be collected at the end of the section and placed into the secure return envelope.
Pointer	The student may use the pointer tool to select an answer to a question.
Redirect student to the test	The Test Administrator may redirect off-task students back to the test by saying, "<student's name>, please continue working". No coaching or assistance may be provided in any way. The Test Administrator may not remind or encourage students to complete a specific item. The Test Administrator may not provide any physical cues to the test, as they could be misconstrued as directing the student to incorrect or correct responses.
Periodic table	The student may access a periodic table through the "Exhibits" button during the assessment to view information about any element.
Ruler	The student may use online rulers for items requiring measurement. Centimeter and/or quarter inch rulers are accessible.

Accessibility Features Available to All Students Who Use Similar Access Strategies During Instruction - Must be Pre-Assigned

Feature	Description
Text-to-Speech	The "TEXT-TO-SPEECH" FORM MUST BE PRE-ASSIGNED during the forms assignment process.
	The student may utilize the text-to-speech tool in two ways. (1) Selecting the "Play" button will cause all text to be read from the beginning of the item to the end, including sources.
	(2) The "Click to Hear" button will allow the student to select the starting point for activating text-to-speech.
	Students using text-to-speech in a group testing environment must use headphones. Headphones must be used at a volume that does not impact or disturb other students' testing experience. Students must test the audio before signing in to the assessment. The volume setting cannot be adjusted after a student signs in to the assessment.

Accommodations

Accommodations provided to a student must be based on individual need documented in the student's approved IEP, 504, or EL plan (if applicable). Accommodations may not be provided based on a category of disability area, level of instruction, environment, or other group characteristic. No accommodations may be made for a student merely because he or she is a member of an instructional group. Responsibility for confirming the need and appropriateness of an accommodation rests with the school-based staff involved with each student's instructional program. A master list of all students and their accommodations must be maintained by the SAC and/or the DAC.

DACs and SACs should collect information regarding students who require testing accommodations with sufficient time to properly plan the test administrations. It is imperative that the test administration reflect what is documented in a student's formal educational plan, and only provide accommodations that the student has been receiving during instruction and on classroom and district assessments. Once the accommodations have been verified, the DAC and SAC must use this information to identify resources available and needed, such as space for small group or individual administrations, sign language interpreters, translators, and technology equipment.

When administering assessments, it should be recognized that unless a student is accustomed to a particular accommodation, introducing that accommodation at the time of the assessment may impede the student's performance. Therefore, accommodations used on statewide assessments must be used during instruction and on classroom and district assessments for at least 90 days prior to the start of the assessment window. Please note that for online assessments, while the accommodation may not be identical to the accommodation used during instruction, it should be comparable. For example, if the student uses color overlays to access materials during instruction, the student may use a color contrast form during testing.

Test Administrators who are managing "accommodated testing groups" should receive training on the appropriate way to administer that specific assessment accommodation. Test Administrators who administer the assessment to students with multiple accommodations must be trained on all applicable accommodations.

Note: The paper-based versions of the CMAS: Science and Social Studies assessments are considered accommodated forms. Use of the paper-based assessments is expected only to be available to students who:

- have a neurological disorder, a condition that causes seizures, or another health condition that prevents the student from accessing the computer;
- need a braille form with tactile graphics;
- have an IEP or 504 plan that requires assistive technology, such as speech-to-text, that may not be compatible with TestNav 8; or
- will provide oral or written responses in a language other than English or Spanish.

Accommodations Table

Additional information regarding the below accommodations and appropriate administration is found in the *Accommodations Supplement*.

Presentation	Accommodation	Computer-Based	Paper-Based (the paper-based form of the assessment is considered an accommodation)
		IEP, 504, or EL plan only	IEP, 504 , or EL plan only
	Large Print	Magnification tool available to all students. Device-dependent zoom functionality.	Large print form (approximately 18pt) must be ordered from Pearson. Magnifier sheet included with Science kit (IEP/504 only)
	Extra Large Print	Magnification tool available to all students. Device-dependent zoom functionality.	
	Color Contrast/High Contrast	Selection of screen and text contrasts. Students should engage with the embedded color contrast options prior to testing. They may determine that they prefer their own external color overlays or wish to have their	

Presentation	Accommodation	Computer-Based	Paper-Based (the paper-based form of the assessment is considered an accommodation)
		IEP, 504, or EL plan only	IEP, 504, or EL plan only
		own color overlays available in addition to the embedded color contrasts. "COLOR CONTRAST" FORM MUST BE PRE-ASSIGNED during the forms assignment process. (IEP/504 only)	
	Color Overlays	Provided by School	Provided by School
	Low-Vision Devices** (CCTV, etc.)		Provided by School
	Oral Scripts – English	The vast majority of students needing oral presentation should be using the online form embedded with the text-to-speech accessibility feature instead of an oral script. Human reader provided by School. Oral script – English (online) must be ordered from Pearson. "ORAL SCRIPT" FORM MUST BE PRE-ASSIGNED during forms assignment process. Setting Considerations	Human reader provided by School. Oral script – English (paper) must be ordered from Pearson. Setting Considerations
	Oral Script – Spanish	The vast majority of students needing Spanish oral presentation should be using the online form embedded with Spanish Audio instead of an oral script.	Human reader proficient in Spanish and English, as well as the content area, provided by School uses Oral Script – Spanish (paper). Oral Script-Spanish (paper)

Presentation	Accommodation	Computer-Based	Paper-Based (the paper-based form of the assessment is considered an accommodation)
		IEP, 504, or EL plan only	IEP, 504 , or EL plan only
		Human reader proficient in Spanish and English, as well as the content area, provided by School uses Oral Script – Spanish (online). Oral Script-Spanish (online) must be ordered from Pearson. "ORAL SCRIPT" FORM MUST BE PRE-ASSIGNED during forms assignment process. (NEP/LEP only, in U.S. 3-years or less) Setting Considerations	must be ordered from Pearson. (NEP/LEP only, in U.S. 3-years or less) Setting Considerations
	Oral Script – languages other than English or Spanish (Translated Locally)	Human translator proficient in English and target language, as well as content area, provided by School. Oral Script – English (online) must be ordered from Pearson. "ORAL SCRIPT" FORM MUST BE PRE-ASSIGNED during forms assignment process. (NEP/LEP only, in U.S. 3-years or less) Setting Considerations	Human translator proficient in English and target language, as well as content area, provided by School. Oral Script – English (paper) must be ordered from Pearson. (NEP/LEP only, in U.S. 3-years or less) Setting Considerations
	Sign Language	Human Sign Language Interpreter provided by School. Oral Script – English (online) must be ordered from Pearson.	Human Sign Language Interpreter provided by School. Oral Script – English (paper) must be ordered from Pearson.

Presentation	Accommodation	Computer-Based	Paper-Based (the paper-based form of the assessment is considered an accommodation)
		IEP, 504, or EL plan only	IEP, 504, or EL plan only
		"ORAL SCRIPT" FORM MUST BE PRE-ASSIGNED during forms assignment process. (IEP/504 only)	(IEP/504 only)
	Braille with Tactile Graphics		Braille form must be ordered from Pearson. (IEP only [VI])
	Read Aloud to Self	Setting Considerations	Setting Considerations
	Audio Amplification		Provided by School (IEP/504 only)
	Text-to-Speech	Available to all students (While the text-to-speech accessibility feature is available to all students, it may not be appropriate for all students. Students should be using similar access strategies during instruction.)	
	Spanish Audio	"SPANISH AUDIO" FORM MUST BE PRE-ASSIGNED during the forms assignment process. (NEP/LEP only, in U.S. 3-years or less)	
	Word-to-Word Glossary/Dictionary	Provided by School (ELL only)	Provided by School (ELL only)
	Redirect Student to Test	Available to all students	Available to all students
	Test Direction Clarified*		Provided by School

Response	Accommodation	Computer-Based	Paper-Based (the paper-based form of the assessment is considered an accommodation)
		IEP, 504, or EL plan only	IEP, 504, or EL plan only
	Speech-to-Text	Proven compatible devices. Devices without proven compatibility, use a second computer. Student work transcribed by School.	Student work transcribed by School.
	Brailler / Braille Note-taker		Student work transcribed by School. (IEP only [VI])
	Assistive Technology (word processing, plug and play **, etc.)	Proven compatible devices. Devices without proven compatibility, use a second computer. Student work transcribed by School.	Student work transcribed by School.
	Word Prediction via assistive technology	Proven compatible devices. Devices without proven compatibility, use a second computer. Student work transcribed by School.	Student work transcribed by School.
	Talking Calculator	Provided by School (IEP only [VI])	Provided by School (IEP only [VI])
	Math Manipulatives	Provided by School	Provided by School
	Abacus and Tactile Math Manipulatives	Provided by School (IEP only [VI])	Provided by School (IEP only [VI])

Human Scribe - English	Student work transcribed by school-appointed education professional proficient in keyboarding	Student work transcribed by school-appointed education professional.
Student answers in Spanish - spoken	No translation required. Student work transcribed by school-appointed education professional proficient in keyboarding. Onsite transcriber must be fluent in oral and written English and Spanish and be proficient in content area. (NEP/LEP only, in U.S. 3-years or less)	No translation required. Student work transcribed by school-appointed education professional. Onsite transcriber must be fluent in oral and written English and Spanish and be proficient in content area. (NEP/LEP only, in U.S. 3-years or less)
Student answers in Language Other than English or Spanish - spoken	Student work translated and transcribed by school-appointed education professional proficient in keyboarding. Onsite transcriber must be fluent in oral and written English and target language and be proficient in content area. (NEP/LEP only, in U.S. 3-years or less)	Student work translated and transcribed by school-appointed education professional. Onsite transcriber must be fluent in oral and written English and target language and be proficient in content area. (NEP/LEP only, in U.S. 3-years or less)
Student answers in Spanish – written	No onsite translating or transcribing required. Student work scored in Spanish (NEP/LEP only, in U.S. 3-years or less).	No onsite translating or transcribing required. Student work scored in Spanish (NEP/LEP only, in U.S. 3-years or less).

	Student answers in Language Other than English or Spanish – written	Student work translated and transcribed by school -appointed adult proficient in keyboarding. Onsite translator must be fluent in oral and written English and target language and be proficient in content area. (NEP/LEP only, in U.S. 3-years or less)	Student work translated and transcribed by school-appointed adult. Onsite translator must be fluent in oral and written English and target language and be proficient in content area. (NEP/LEP only, in U.S. 3-years or less).
	Line Reader	Online ruler available to all students to use as line guide.	Provided by School
	Word Highlighter	Available to all students	Provided by School
	Eliminate Answer Choice	Available to all students	Students cannot x-out bubbles.
	Flag Items for Review	Available to all students	
Setting	Noise buffers	Provided by School (not compatible with text-to-speech use)	Provided by School
	Small Group (A minimum group size is not dictated by standardized test administration procedures.)	Follow IEP or 504 plan (e.g., < 10 students, < 8 students, individual, etc.)	Follow IEP or 504 plan (e.g., < 10 students, < 8 students, individual, etc.)
Timing	Extended Time***	As documented in IEP, 504, or EL plan. Setting Considerations	As documented in IEP, 504, or EL plan. Setting Considerations
	Time of Day	As documented in IEP or 504 plan. Setting Considerations	As documented in IEP or 504 plan. Setting Considerations
	Multiple Breaks	As documented in IEP, 504, or EL plan . Setting Considerations	As documented in IEP, 504, or EL plan. Setting Considerations

For form assignment and for ordering paper-accommodated materials, refer to the *Quick Reference Guide* located in Appendix B of this manual.

* Students will have the opportunity to be exposed to the computer-based assessment environment prior to testing via the ePATs. Practicing with ePATs will allow students to become familiar with the supports available and with navigating the system. Using ePATs in advance of testing should greatly reduce the number of students needing directions on how to find, activate, or use embedded supports during a testing section.

** A webpage is available that lists Assistive Technology (AT) software and devices that are compatible with TestNav 8. This page will be updated on a continual basis as additional new devices and software are researched. If a student's AT is listed as confirmed on this page, the student should be able to take the computer-based assessment. If a student's AT is not confirmed, an accommodated paper-based assessment should be considered.

The webpage can be found at: http://www.pearsononlinetesting.com/at, or http://www.pearsononlinetesting.com/assistivetechnology.

*** Extra Time is built into the available testing time for all students. If a student has extended time, such as time and a half or double time, documented on his or her IEP, 504, or EL plan, refer to the *Accommodations Supplement* for more information. This accommodation will be documented in PearsonAccess as Extended Time.

Section 4: Assessment in Special Circumstances

Nonpublic Home-Based Educational Program

A student in a home-based educational program may request to take the CMAS: Science and Social Studies assessments. Students must meet the participant criteria for the high school assessment. For the 2014–2015 school year, there is a cost per home-based student to administer the CMAS: Science and Social Studies.

Students in a home-based educational program must be assessed in a location (excluding private residences) mutually agreed upon by the parent/guardian and the testing district. **Each test administration must be held under standardized conditions. Personnel responsible for handling assessment materials and administering the CMAS assessments to home-schooled students must participate in mandatory assessment training conducted by CDE.**

CMAS: Science and Social Studies results will be returned to the student's district of enrollment. It is then the district's responsibility to distribute the results to the student's parent/guardian. Scores are not included in school or district summaries.

Because the Colorado Department of Education can be required to disclose information, it is possible that the results for students in a home-based educational program will be requested. However, these results will not be available at a level below a state aggregate.

Important: Senate Bill 01-098 revised the state statute regarding testing students in a home-based educational program. Colorado Revised Statutes, 22-7-409 (1.5) (III) states the following:

> *Nothing in this section shall be construed as requiring a child enrolled in a nonpublic school or participating in a nonpublic home-based educational program pursuant to section 22-33-104.5 to take an assessment or exam administered pursuant to this section, even though the child may also be attending a public school for a portion of the school day and therefore included in the pupil enrollment of the district.*

Therefore, students in a home-based educational program enrolled in courses at a public school **are not required to take the science and social studies assessments.** For students in a home-based educational program electing to take the exams, their results will not be used to compute school, district, or state CMAS: Science and Social Studies results (provided the district properly identifies them as home-schooled students).

Please note: CoAlt: Science and Social Studies assessments may **not** be administered to home schooled students as the CoAlt assessments are a different

type of assessment with strict eligibility requirements. In order for students to qualify for this assessment, they must have an IEP and the assessment must be administered by a licensed educational professional who knows the student best.

Private Schools

For the 2014–2015 school year, there is a cost per student for private schools to administer the CMAS: Science and Social Studies assessments. A private school may elect to administer as many CMAS: Science and Social Studies assessments as they desire.

- Private school personnel responsible for the handling of assessment material must participate in mandatory assessment training.

- Private schools must administer CMAS: Science and Social Studies assessments during the assessment window specified by the Colorado Department of Education, according to standard procedure.

- In order for a private school to receive results, the CMAS: Science and Social Studies assessments must be administered to all 12th grade students served by the school.

When participating in the CMAS: Science and Social Studies ordering process, private schools that want to administer the assessments should contact:

Call Center
888-687-4759

Email
cohelp@support.pearson.com

Retained Students

Students retained in 12th grade should not take the CMAS or CoAlt: Science and Social Studies assessments if they already took the high school assessment in a previous year. For example, a student designated as a 12th grader during the 2013–2014 school year, retained in the 12th grade for the 2014–2015 school year, will not take High School CMAS or CoAlt: Science and Social Studies assessments.

Dropout Students

For the purposes of state assessment administration, a dropout student is a student who is at least 17 years of age and for whom there is clear evidence of permanent departure from the school system.

Expelled Students

It is the district's responsibility to ensure that every effort is made to test expelled students receiving educational services. Expelled students' demographic information should be included in PearsonAccess, even if they are not tested. To indicate that a student has been expelled from a school, the "expelled" field should be coded as "1" in PearsonAccess through the user interface or uploaded in the Student Data Upload (SDU). Assessment results for these students will be included in the district's report, but they will not be included in school reports.

If the expelled student has refused educational services from the district, and there is documentation to prove refusal, the student need not be tested and the student's results will not be included in the district's report.

Suspended Students

Because students who have been suspended are enrolled in public schools, it is the district's responsibility to ensure that instruction and assessment are offered to these students. Suspended students' demographic information should be included in PearsonAccess, even if they are not tested. The results for suspended students will be included in the school's report as well as the district's report.

Chronically Absent Students

If students are enrolled in a school, regardless of whether or not they actually attend school, the district is responsible for testing and accounting for the students.

It is the district's responsibility to ensure that all students are accounted for, including chronically absent students.

Open Enrollment Students

"Open Enrollment Students" refers to students who have enrolled in a school other than their neighborhood school through an open enrollment policy. Open enrollment students must be tested and coded to their school of attendance.

Part-time Students

Students who are enrolled part-time must be tested; however, this does not apply to students who are also home-schooled or students who are dually enrolled in a private school.

Online Students

Students participating in an online program are enrolled in a Colorado public school under state law [CRS 22-30.7-105 (2) (a,b,c)], and must take the assessments pursuant to section 22-7-409. Assessments are coordinated through the DAC for the district that runs the online school or has approved the charter for the online school. The assessments must be given at a school or standardized testing site. Secure materials may not be taken from the testing site. The school district in which the student is enrolled is responsible for CMAS testing. Arrangements can be made with a different district, but only when approved by the DAC for that district.

IMPORTANT NOTE FOR SCHEDULING TESTING OF ONLINE STUDENTS: Test security requires that all students take the tests in a standardized manner according to the procedures outlined in this manual.

Dually Enrolled Students

In instances where a student is dually enrolled in both an online school and also at a "brick and mortar" school, **both** schools must ensure that the student is appropriately assessed and that the student's scores are attributed to the appropriate school.

Unforeseeable Circumstances

At times, students suffer from unforeseeable circumstances less than three months prior to the start of testing, such as a broken arm or a car accident. If, as a result of these unforeseeable circumstances, a student requires a standard accommodation for CMAS (e.g., a scribe or an assistive technology device is needed for a student who breaks his or her writing arm), the student may be provided the necessary accommodation or accommodations. **Please note:** This exception pertains only to unforeseeable circumstances and not to those that could have been reasonably predicted by school or district personnel**.** As with all accommodations, the primary accommodation must be documented.

If a student is going in for major surgery and will miss the entire testing window due to rehabilitation time, the school must account for this student if he/she is still enrolled. The students' demographic information should be included in PearsonAccess, even if they are not tested.

- If the student has been approved for and is receiving district educational services, a test must be assigned in PearsonAccess. If the student does not test, the Test Invalidation field should be coded as "District Education Services".
- If no district educational services are being received, a test must be assigned in PearsonAccess and the Test Invalidation field should be coded as "Test Not Completed".

Students with Illnesses/Health Issues

For students who are enrolled in a school, but who are not physically able to attend classes due to an illness or accident and are not receiving district educational services, the school must account for these students within the student data file. The student's demographic information should be included in PearsonAccess, and the invalidation field should be coded as "Test Not Completed".

If a student is temporarily home-bound due to rehabilitation, the SAC may **not** administer CMAS: Science and Social Studies assessments to the student in his/her home. Tests must not be given in a non-standard manner, and cannot leave the school/testing site.

Students Receiving District Educational Services through Homebound Education

For students who **are** receiving instructional services through the district for reasons of health or profound emergency (not disciplinary reasons), the students' demographic information should be included in PearsonAccess, and the invalidation field should be coded as "District Education Services".

Please note:

If a student is at home due to an injury or illness, but is not considered "Homebound" by the district, and an application to receive district educational services has not been filed, the student's demographic information should be included in PearsonAccess, and the invalidation field should be coded as "Test Not Completed".

IMPORTANT: CDE does not support the testing of grievously ill students.

Students Placed Out-of-District by a Public Agency

This section refers to students who are placed by a public agency in Residential Child Care Facilities, Residential Treatment Centers, Day Treatment Programs, or Hospitals with on-grounds schools approved by the Colorado State Board of Education. These types of facilities are also known as "Eligible Facilities", "Alternative Facilities", or "Approved Facility Schools". The list of facilities that currently fall under these categories can be found at the link below: http://www.cde.state.co.us/facilityschools/index.asp

Students who are placed in these types of state-operated programs will participate in the CMAS and CoAlt: Science and Social Studies assessments as appropriate. CDE's Office of Facility Schools acts as the school district for purposes of distributing materials. There will be a state aggregate report for students in out-of-district placement—scores are not included in either the local school district or the student's home district reports.

The facility must account for every student in out-of-district placement with the appropriate information completed, whether or not the student actually completes all of the test sections. After scoring, individual student information will be sent to the facility in which the student took the test. If the student is no longer in placement at the facility, it is the facility's responsibility to forward the information to the student's district of residence.

Further questions regarding facilities should be directed to CDE's Facility Schools Unit.

Students Attending Facilities Where the District of Location Provides the Educational Services

Students who are attending facilities where the district of location provides the educational services take the CMAS: Science and Social Studies assessments as appropriate at the facility. The district of location administers the tests. Resident student scores should be attributed to a school in the district. Non-resident student scores should be attributed to a school in the district of residence. For non-resident students, the DAC for the district of location should work with the DAC for the district of residence to make sure that the students are accounted for under a school in the district of residence. There are four institutions that fall under this guideline:

District	Facility
Adams-Arapahoe 28J	APS Children's Hospital Medical Day Treatment
Jefferson County R-1	Adolescent and Family Institute of Colorado
Montrose County RE-1J	Robert A. Brown Center for Youth
Greeley 6	Kathleen Painter Littler Center

Detained Students

Students who are detained in a regional detention facility are required to take the state assessments, including CMAS and CoAlt: Science and Social Studies, as appropriate. The district responsible for providing educational services at the detention facility is also considered the district of enrollment for state assessment administration purposes. Results for detained students remain with the youth service center where these students received educational services and took the assessment.

Incarcerated Students

The term "Incarcerated Students" refers to students who have been committed to the Division of Youth Corrections (the juvenile correctional system) and are placed in a state-operated program.

Students who should be tested in their home district include:

- Students who are enrolled in a public school and are incarcerated in the juvenile system at some point during the school year, but return to school prior to or during the assessment window.
- Students who were incarcerated prior to the beginning of the school year, but enter school a minimum of 30 days prior to the beginning of the CMAS: Science and Social Studies window.

Students who were incarcerated prior to the beginning of the school year, but who enter school 29 or fewer days prior to the testing window for CMAS: Science and Social Studies should not be tested by the school district.

Students who are incarcerated in the Department of Corrections (the adult prison system) are exempt from the Colorado state accountability assessments.

The CMAS: Science and Social Studies assessments will be administered to students who are incarcerated in the Division of Youth Corrections (DYC) and placed in a DYC state-operated program during the assessment window. DYC will be included with other "Students Placed Out-of-District by a Public Agency" for purposes of CMAS: Science and Social Studies administration.

Section 5: Roles of Individuals

This section outlines the district and school level roles that are needed to ensure that the CMAS and CoAlt: Science and Social Studies assessments are administered successfully.

For information about role-based permissions in PearsonAccess, see the PearsonAccess User Roles and Permissions table in Appendix A. For each role, the table includes PearsonAccess permissions related to administrative management, organizations, student data, test management, and test setup. For the complete PearsonAccess User Roles and Permissions guidelines, refer to the *PearsonAccess User Guide* located at http://www.pearsonaccess.com/co > Support > Resources > Reference Guides.

District Assessment Coordinator (DAC) is the individual at the district level responsible for the overall coordination of test administration. The DAC is appointed by the superintendent. For purposes of the Colorado state-administered assessments, the DAC is:

- Responsible for attending all required trainings.
- The point person for all communications to and from CDE's Assessment Unit. The DAC disseminates important assessment information to the district, schools, teachers, and parents.
- Responsible for authorizing individuals to be involved in technology setup for the district (District Technology Coordinator) and working with student data (Student Enrollment).
- The district core assessment team leader who oversees the training of SACs, Test Administrators (CMAS), and Test Examiners (CoAlt) to administer the assessments in a standardized, ethical manner, taking all precautions to prevent misadministrations.
- Responsible for overseeing the management of the district's test administration calendar(s) to ensure that the state's deadlines are met.
- Responsible for overseeing the data and reporting procedures and functions for the assessments.
- Responsible for creating PearsonAccess user accounts for district personnel. (If additional DAC accounts are needed for the organization, or if DAC accounts need to be removed, contact CDE.)

See Section 10 of this manual for District Assessment Coordinator Testing Responsibilities.

School Assessment Coordinator (SAC) is the individual at the school level responsible for the overall coordination of test administration. This individual is responsible for coordinating test administration at his or her school. For purposes of the Colorado state-administered assessments, the SAC is responsible for:

- Attending all trainings.
- Authorizing individuals to be involved in test administration, including School Technology Coordinators, Test Administrators, and Test Examiners.
- Training all individuals, including Test Administrators, Test Examiners, and any individual authorized to be involved in test administration, test security, and administration protocols and overseeing these individuals during testing.
- Receiving, inventorying, and distributing test materials through a chain of custody process—including additional orders of test materials and accommodated test materials as necessary.
- Developing and coordinating the school's test administration schedule, including the administration of make-up testing (DACs may complete this task).
- Setting up test sessions and assigning tests in coordination with Student Enrollment.
- Developing and implementing a security plan for test administration and following all protocols in this manual related to security, including investigating testing irregularities, reporting security breaches, and collecting a signed Security Agreement from each individual authorized to be involved in test administration.
- Reporting test security breaches to the DAC.
- Marking tests complete in PearsonAccess for incomplete student tests.
- Ensuring standardized testing environments for all students and designating locations for the administration of tests to students who need special accommodations.
- Assembling and maintaining a master list of all students and their accommodations and coordinating test preparations for accommodations accordingly.

See Section 11 of this manual for School Assessment Coordinator Testing Responsibilities.

District Technology Coordinator (DTC) is the individual at the district who ensures that site readiness activities designed to ensure that testing environments are ready for testing are completed well in advance of testing. In addition to the DTC, districts may choose to identify School Technology Coordinators (STC) to

coordinate efforts at individual testing sites. If identified, School Technology Coordinators must coordinate with the DTC. DTCs are responsible for:

- Setting up student computers and testing environments for computer-based testing.
- Removing or disabling any software that would interfere with online testing or allow secure test material on student computers to be viewed on another computer during testing.
- Proctor caching test content (if being done at the district level).
- Providing technical support for DACs, SACs, and Test Administrators.

In addition to the tasks listed in this manual, DTC responsibilities are described in *Section 12.* For additional information related to Technology Readiness, see the District Technology Coordinators page on the CDE Assessment Unit website at the following location: http://www.cde.state.co.us/assessment/newassess-dtc.

Student Enrollment is an individual in the district who handles student enrollment data including sending, viewing, adding, and editing student data. This individual can also view district and/or school level reports. The individual ensures that:

- All students are uploaded to PearsonAccess.
- Demographic information is correct.
- Setting up test sessions and assigning tests in coordination with the SAC.

Only the DAC and Student Enrollment roles are provided with access to Personally Identifiable Information (PII) in PearsonAccess.

CMAS Test Administrator is an individual at the school ultimately responsible for administering CMAS: Science and Social Studies assessments. Test Administrators:

- Must be employed by the school/district.
- Must actively supervise the test administration at all times.

CoAlt Test Examiner is an individual at the school ultimately responsible for administering CoAlt: Science and Social Studies assessments. Test Examiners:

- Must have a valid teaching license.
- Must be employed by the school/district.
- Should be familiar with the student they are assessing and with the student's primary mode of communication.

Who May Administer the Assessments?

All Test Administrators must be trained each year on high school administration procedures prior to administering or monitoring a physical testing group in a testing environment.

- Test Administrators must read the instructions in the *CMAS Test Administrator Manual* and familiarize themselves with test administration procedures prior to administering the test to students.

- Test Administrators who are administering assessments in which students are being provided with accommodations must be trained on the specific accommodation.

- Test Administrators must be employed by the school or district. School/District employees may administer the assessments at the grade levels that their children are in, but they must not administer the test for their own children, nor be in the testing environment during testing.

- Test Administrators **must NOT** be assigned to a room where a relative is being tested.

Test Examiners must be trained each year on high school administration procedures before administering the assessments.

- Test Examiners must read the instructions in the *CoAlt Examiner's Manual* and familiarize themselves with test administration procedures prior to administering the test to students.

- The Test Examiner must hold a current teaching license and be employed by either the school or the district. **Note:** A substitute teaching license is not a sufficient license for administration of CoAlt.

- A Speech Language Pathologist or School Psychologist who does not hold a teaching license, but who holds a professional license, may administer the assessment.

- The Test Examiner should be familiar with the student, and the student's mode of expressive and receptive communication.

- Volunteers may not be used to administer CoAlt: Science and Social Studies Assessments.

- Additional staff, including paraprofessionals, may assist in the administration of the assessment as needed, but may not score student responses, unless they hold a valid teaching license. **Note:** Anyone in the testing environment must be trained on CoAlt administration.

- Test Examiners **must NOT** administer the assessment to a relative.

Student to Test Administrator Ratio

Test sections require a student-to-Test Administrator ratio of 30:1 or less. A test section that includes more than 30 students may be scheduled; however, an additional Test Administrator must be present for each additional 30, or fraction thereof, students.

Active proctoring is essential during the administration of the assessment. Test Administrators must be attentive and remain in the room during the entire testing section. They should circulate throughout the room during the test.

Note: Room configuration should be considered when determining the student-to-Test Administrator ratio. A Test Administrator must be able to actively monitor the space within the testing environment. Special considerations should be made for large testing environments and for testing environments with complicated configurations.

Oral Scripts: While the size of oral script groups for state assessments is determined at the district level, CDE highly recommends a student-to-Test Administrator ratio of 1:1 for students receiving an oral script accommodation due to the amount of reading required by the assessments. For questions, please contact Mira Monroe at monroe_m@cde.state.co.us or 303-866-6709.

Section 6: Policies on Scheduling and Testing Time

Administration Dates

The testing window for the high school CMAS and CoAlt: Science and Social Studies assessments is **November 3–21, 2014**. All test sections (including make-ups and administrations with accommodations) must be completed during the testing window.

Schools are encouraged to schedule testing during the early part of the testing window to maximize the number of available test days, in case severe weather, technology malfunctions, or other issues are experienced.

CMAS: Test Structure and Timing

Each content area of the CMAS: Science and Social Studies assessments consists of three sections. The assessments are composed of the following item types:

- Selected Response
- Constructed Response
- Technology-Enhanced
- Simulations (science)
- Performance Events (social studies)

The administration times shown in the CMAS: Science and Social Studies Test Administration Time table on the following page include the estimated time that a typical student will take to complete each test section (represented in required testing time for all students) plus a set amount of additional time, for all students who need it, to complete the section. Unless students have an extended time accommodation greater than the provided extra time, they must not be given more than 70 minutes of total testing time per section. Students must remain in the section for a minimum of 55 minutes from when they begin testing. However, if all students in a physical testing group have completed the test section any time before the maximum testing time has been reached, the Test Administrator may end the test section. Districts may determine whether students who have finished testing should remain in the testing environment, continue testing in the next section once all students in the test session have completed the current section, or if they may be dismissed after the minimum time has been reached.

CMAS: Science and Social Studies Section Administration Time for High School Students			
Required Testing Time for All Students	**Additional Testing Time**	**Time for Set up and Transition**	**Total Section Time**
55 minutes* (Firm)	**15 minutes** (Firm)	**10 minutes** (Estimated)	**80 minutes** (Estimated)

Students may be allowed extended time accommodations beyond the total administration time **only if** they have extended time, such as time and a half or double time, documented on an approved IEP, 504, or EL plan.

* If all students in a physical testing group have completed the test section, the Test Administrator may end the test section.

Note: Proctor caching is strongly recommended. Proctor caching is critical to ensuring that slow content load does not affect a student's testing experience or interrupt the testing time. Under some conditions, a small number of testing environments may function without proctor caching; however, even under these conditions, entering into testing without proctor caching is considered very risky and is discouraged.

Temporary Stops for Individual Students
If a student needs to temporarily stop testing for a short time period, it is recommended that visual blocks be applied to the student's computer screen (e.g., monitor turned off, folder taped to screen) instead of having the student use computer functions to exit and resume the test section.

CMAS: Scheduling

To the extent possible, all students should be assessed on the same content area at the same time. Should that not prove possible, all students should be assessed within the shortest timeframe practicable (e.g., in back-to-back physical testing groups, within the same day, or across consecutive days).

Sample schedules are included in Appendix C.

CoAlt: Test Structure and Timing

The CoAlt: Science and Social Studies assessments are untimed and individually administered. The assessments are composed of selected response and supported performance task items.

Testing Breaks

CoAlt testing may extend over multiple days for an individual. A break in administration may occur after any given question is completed. The Test Examiner would then begin with the following question once testing is resumed.

CoAlt: Scheduling

The DAC and superintendent are responsible for establishing the administration schedule and ensuring that every student taking the CoAlt is assessed within the state CoAlt: Science and Social Studies assessment window. Districts may use the entire state testing window for administration of this assessment. Because the CoAlt is individually administered, there are no restrictions on completing the assessment within a given day. The CoAlt assessment may be stopped and restarted at any time; however, once an item is presented, it must be completed before stopping and cannot be revisited. It is important that scheduling of the assessment is based on the individual needs of the student while meeting the following requirements:

- CoAlt: Science and Social Studies assessments must be administered individually.
- Test questions must be administered in the order in which they appear in the CoAlt test book.
- Make-ups must be completed within the state testing window.
- Student tests given before or after the CoAlt: Science and Social Studies assessment window must be misadministered.

CMAS Make-Up Testing

Online Administration:

Multiple options exist for ensuring that students who miss their original testing time are provided with a make-up testing time. However, students who miss test sections should be provided with a make-up testing time as soon as practicable to avoid test security breaches and misadministrations. Make-up testing options discussed in this segment of the manual provide a starting point for make-up testing options. Each presented option includes technology, security, and logistical considerations that should be weighed against each other when make-up testing decisions are made.

All make-up testing must be administered exactly as regular testing, allowing the same time, the same accommodations, etc. Make-up testing sessions may include students from both content areas.

To assist in tracking a make-up student's test sections, Test Administrators may write the missed test section(s) on the student's Student Authorization Ticket.

Option 1 (**Recommended**): Student Completes Missed Test Section during Make-Up Test Session in Advance of Re-Joining Original Physical Testing Group

After completion of the missed test section, students will re-join their original physical testing group and will be on track to complete testing as initially scheduled.

Sample Make-Up Testing Schedule for Option 1 - **Recommended**			
	Day 1	**Day 2**	**Day 3**
Scheduled Make-Up Test Session (morning)	-	Absent Student takes Section 1	-
Physical Testing Group Test Session (scheduled after morning Make-up Test Session)	Physical testing group takes Section 1	Absent Student re-joins physical testing group for Section 2	Physical testing group takes Section 3

PearsonAccess Considerations for Option 1

If selecting this option, absent students may remain in their original PearsonAccess test session or be moved into a new PearsonAccess test session to complete make-up testing. See "Moving Students to Another Session" in the

PearsonAccess User Guide for instructions. Students moved into a new PearsonAccess test session must be given new Student Authorization Tickets that contain a test code that is different from the original. Students remaining in their original PearsonAccess test sessions do not need new Student Authorization Tickets.

If multiple students from multiple PearsonAccess test sessions are included in a physical testing group during a make-up testing time, the make-up session Test Administrator must be capable of simultaneously managing multiple test management screens within PearsonAccess. If this is the case, it may be easier for the Test Administrator to actively monitor the make-up session if all make-up students are moved to a new PearsonAccess test session.

After make-up testing has been completed, students who were moved into new PearsonAccess test sessions to complete make-up testing should be moved back into their original PearsonAccess test sessions. The students will then use their original Student Authorization Tickets to complete testing with their original physical testing groups.

Security Considerations for Option 1
This make-up testing option has a low security risk. Students complete make-up testing in the shortest practicable time frame so few test sections are exposed.

Logistical Considerations for Option 1
Make-up testing must be available in advance of regularly scheduled physical testing group times. The Test Administrator must be provided with the proper Student Authorization Ticket and seal code for each student in the physical testing group (unless students have been moved temporarily to a new PearsonAccess test session). When students from multiple test sections are testing in the same physical testing group, the seal code(s) should be erased from the board or removed from student view immediately after testing begins to avoid the previously absent student's entry into the next test section.

Option 2: Student Tests with Original Physical Testing Group

Students may continue to test with their original physical testing group. For example, students who miss Section 1 may join their original physical testing group to complete Section 1 as the other students complete Section 2 in the same testing environment. This option is illustrated in the following table.

Sample Make-Up Testing Schedule for Option 2				
	Day 1 in Testing Environment	**Day 2 in Testing Environment**	**Day 3 in Testing Environment**	**Day 4 in Testing Environment**
Physical Testing Group	Section 1	Section 2	Section 3	-
Absent Student	-Missed-	Section 1	Section 2	Section 3

PearsonAccess Considerations for Option 2
Absent students can remain in their original PearsonAccess test session in order to complete testing with the physical testing group. This allows the Test Administrator to manage a single PearsonAccess test session on the test management screen within PearsonAccess. No new Student Authorization Tickets will need to be printed for make-up students.

Security Considerations for Option 2
This make-up testing option has high security risks. Every test section has the potential to be prematurely exposed to the previously absent student.

Logistical Considerations for Option 2
This make-up testing option may be the least challenging from a scheduling perspective, however, a plan will need to be in place to administer Section 3 of the test to the student. Additionally, Test Administrators need to ensure that sample items are administered to students who missed Section 1 (sample items are not included in Sections 2 and 3). When students from multiple test sections are testing in the same physical testing group, the seal code(s) should be erased from the board or removed from student view immediately after testing begins to avoid the previously absent student's entry into the next test section.

Option 3: Student Completes Missed Test Section in Any Available Physical Testing Group in Advance of Re-Joining Original Physical Testing Group

In this scenario, the student joins any group of testing students where a device is available in the testing environment. After completion of the missed test section, the student will re-join their original physical testing group and will be on track to complete testing as initially scheduled.

Sample Make-Up Testing Schedule for Option 3			
	Day 1	**Day 2**	**Day 3**
Available Physical Testing Group (morning)	Section 1	Section 2 (regularly scheduled students in physical testing group) Section 1 (absent student joins this physical testing group to complete Section 1 as the other students complete Section 2)	Section 3
Absent Student's Original Physical Testing Group (afternoon)	Section 1	Section 2 (absent student rejoins original physical testing group to complete Section 2)	Section 3

PearsonAccess Considerations for Option 3
This option may be the most challenging for Test Administrators. The Test Administrator of the available physical testing group must be capable of managing multiple test management screens within PearsonAccess at the same time or, if a the make-up student has instead been moved into their test session, the Test Administrator must print a new Student Authorization Ticket for the make-up student.

Security Considerations for Option 3
This make-up testing option has a moderate security risk. Students complete make-up testing in the shortest practicable time frame but may be prematurely exposed to an upcoming test section.

Logistical Considerations for Option 3
Devices need to be available in an alternative physical testing group in advance of the regularly scheduled physical testing group time. Tracking students could

become difficult and problematic. Test Administrators must be provided with the proper Student Authorization Ticket and seal code for each student in the physical testing group. Test Administrators need to ensure that sample items are administered to students who missed Section 1 (sample items are not included in Sections 2 and 3). When students from multiple test sections are testing in the same physical testing group, the seal code(s) should be erased from the board or removed from student view immediately after testing begins to avoid the previously absent student's entry into the next test section.

Caution: This option may be very difficult from a logistical and technical perspective. CDE recommends that this option be selected carefully and that it not be used on a wide scale across a district.

The following table includes a summary of the technology, security, and logistical considerations that should be taken into consideration for each option.

Considerations for All Options			
	PearsonAccess Demand on Test Administrators	Security Risk	Logistical Demand
Option 1 **Recommended** **Student Completes Missed Test Section in Advance of Re-Joining Original Physical Testing Group**	Moderate	Low	Moderate
Option 2 **Student Tests with Original Physical Testing Group**	Low	High	Low
Option 3 **Student Completes Missed Test Section in Any Available Physical Testing Group in Advance of Re-Joining Original Physical Testing Group**	High	Moderate	High

Students Who Become Ill during Testing
Students who become ill during testing should attempt to finish a test they started in one of the three make-up testing options. Test Administrators must note the exact place in the test where the student stopped (item number and the amount of time the student used), and may use the student's Student Authorization Ticket to do so. If a student becomes ill and needs to leave the test section, Test Administrators must close the student's test section by exiting the student from TestNav. To continue testing once the student has returned, the

Test Administrator must resume the student's test in PearsonAccess. For instructions, see "Resuming a Test" in the *Tests Administrator Manual*. When the student logs back in to TestNav, he or she will be taken to the item last visited; if this does not occur, the student may navigate to the last visited item using the review screen. Test Administrators must closely monitor make-up testing to ensure that students do not return to questions they have already answered. The student is to receive the remaining time from the original section to finish.

Paper Administration:

Make-up testing for paper-based administration should be conducted similarly to computer-based make-up testing. Students taking the accommodated paper version of the assessment should complete testing in a testing environment or physical testing group that is separate from computer-based administration. Test sections must be completed in order. Students are not allowed to return to any section of the test that has been completed in its entirety. If a student needs to take or short break or becomes ill before completing a section, they must pick up exactly where they left off upon their return.

Section 7: Testing Environment

The testing environment must be prepared prior to the administration of CMAS and CoAlt: Science and Social Studies assessments to ensure standard test-taking conditions for all students. It is important to establish procedures to maintain a quiet testing environment throughout each test section. Some students may finish testing before others, and the expectations for those students must be determined and established in advance of the testing day within the limits set in Section 6 of this manual.

Choice of Testing Setting

Every assessment setting should have a comfortable room temperature, adequate lighting, and should be as free as possible from noise and other interruptions. Chairs should be comfortable and tables should be at an appropriate height with sufficient room for materials.

- A testing environment should be a typical size classroom.
- Larger rooms may be used, but must have adequate security (see personnel section below).
- A testing environment should include a space (e.g., chalkboard, whiteboard, poster paper) to display the seal code(s) for the relevant test section(s).
- Students with accommodations such as scratch paper or paper test books must have adequate writing space.

Prior to testing, school staff should verify that all necessary materials and equipment are available and in good and working condition. Sufficient space between students should be provided to prevent students from seeing each other's work.

Freedom from Distractions

- Only people involved in taking or administering the test should be in the testing environment.
- Appropriate actions should be taken to reduce noise, such as turning off alarms or bells.
- Music of any kind is not to be played during testing.
- A "TESTING: Do Not Disturb/Only Authorized Personnel Allowed" sign should be posted outside the testing room.
- Test Administrators requiring cellphones because a landline is not available should have them turned off (no ringer, no vibrate) and only

use them for the purpose of contacting the Pearson Help Desk or the SAC.

- No food or drink is permitted on desks or near the test materials.

Requirements for Maintaining the Security of the Testing Environment

Students should not be able to see each other's work from a normal testing position. If students cannot be placed far enough away from each other to prevent this, dividing screens may be used as physical and visual barriers between workspaces. Schools may already have one or more of the following materials available that can be adapted for this purpose:

- Vertical cloth or paper "curtains" that isolate each computer
- Card stock (e.g., manila folders) that can be taped to the sides of computer monitors
- Flattened cardboard boxes that can be cut, folded, and taped to form a visual barrier between computers
- Tri-fold display boards (such as those used for science project exhibits) that can stand freely between computers
- Cardboard carrels
- Privacy screens that narrow the viewing angle of a computer monitor so it is only visible to the student sitting directly in front of it. When viewed from the side at more than a 30-degree angle, the screen appears dark or blank. 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.

To maintain security in the testing environment, the following student seating configurations may be considered for computer-based administrations:

- Seat students in every other seat (useful in a computer lab setup)
- Arrange monitors back-to-back
- Seat students back-to-back
- Seat students in a semicircle (useful for schools using laptops)
- Seat students in widely spaced rows or in every other row (appropriate for a classroom setup)

In the event that laptops or other modular devices are used, they must be monitored and may not be removed from the test environment during test administration if a test is in progress on the device. This includes removal for technical purposes. If TestNav is not active on the device, it may be removed from the testing environment.

Posted Materials Guidelines

Anything posted in a classroom or other area used for CMAS and CoAlt: Science and Social Studies administration that could direct students to the correct answer for any test question **must be covered or removed.** This includes posted material that provides tested content, concept, or skill information.

CDE strongly recommends that the SAC or other designated personnel walk through all testing areas to ensure compliance with all posted materials guidelines. They should ensure that covered materials are properly secured. Insufficient material covers may come undone during testing, which can result in a misadministration. While not a comprehensice list, the following materials should be covered:

- All reference materials that a reasonable person might conclude offer students in that classroom or space an unfair advantage over other students in Colorado (e.g., posters, maps, charts, and displays that define, explain, or illustrate terms or concepts in the subject area being tested).
- All support materials that may be perceived as influencing student responses.
- Name plates in workspaces that include any of the materials listed above, or that provide a surface on which notes may be written.

CMAS: Science and Social Studies Test Administrators and CoAlt: Science and Social Studies Test Examiners should discuss the appropriateness of any specific displays with their SAC.

Please note: No exhaustive posted materials list will be created due to the limitless possibilities. Always refer to the general guideline when making decisions about what should and should not be posted during CMAS and CoAlt: Science and Social Studies administrations.

Unauthorized Visitors

Only students, Test Administrators/Examiners, and authorized school, district, and state personnel or state-sanctioned test monitors may be in (or in a position to view) classrooms and testing areas when the assessments are given. Visitors— including, but not limited to, parents/guardians, school board members, researchers, reporters, non-testing students, and school personnel not authorized

to participate in assessment administration—are prohibited from entering the testing environment.

This requirement for limited access is for pre-test administration organization, distribution of the test materials, test administration (including the reading of instructions and when students are testing), and post-administration activities.

The media are not allowed to have access to the tests or take pictures or video of the testing materials (including sample items, front or back covers of paper versions of the assessments, and packaged/shipped boxes of testing materials) or of students testing during **any** part of the assessment process. Media presence in the school creates a non-standard assessment environment, is disruptive, and can lead to misadministrations.

The state will work with interested media to provide access to appropriate materials that may help them in understanding the assessment process without causing security breaches or misadministrations.

Materials Required to be Provided to Students

Students may have **only** the following materials at their computers or on their desks during testing:

For computer based testing:
- Student Authorization Tickets
- Headphones if using text-to-speech accessibility feature
- Plain white scratch paper **for students who are unable to use the embedded notepad tool**. Paper must be inspected before use to verify that it is free of any writing.
- Approved alternative scratch paper as indicated in a student's IEP and/or 504 Plan (i.e., graph paper or specialized writing paper). Paper must be inspected before use to verify that it is free of any writing.
- External keyboards are required for students using iPads.

For paper based testing:
- Paper CMAS test materials and accommodated materials
- No. 2 pencil(s) with eraser(s) for paper-based administrations
- Plain white scratch paper. Paper must be inspected before use to verify that it is free of any writing.
- Approved alternative scratch paper as indicated in a student's IEP and/or 504 Plan (i.e., graph paper or specialized writing paper). Paper must be inspected before use to verify that it is free of any writing.

Prohibited Materials

Prohibited materials can compromise test security and can violate the construct being measured by the assessment, thus producing invalid results. Prohibited materials include materials that must be covered or removed from the testing room. See "Posted Materials Guidelines" in this section of the manual.

The table below lists materials that may not be used at any time during testing, including after a student has completed testing (i.e., answers have been submitted for a section). Ensure that these, and any related materials, are not in the possession of students, Test Administrators, or any other authorized persons or places in the test area, including inside students' desks.

Materials Prohibited During All Sections
• All cellular phones, including camera phones and smartphones. (Test Administrators are exempt if no land line is available to provide access to technical assistance.)
• Other non-test-related personal electronic equipment
• Any electronic equipment capable of performing computations or providing other assistance in either content area
• Personal document scanners
• eBooks
• Instructional aids related to the content being assessed
• Reference books (Exception: word-to-word dictionary for English Learners)

Note: Test Administrators may use cell phones to contact technical support to troubleshoot TestNav issues or use tablet devices to administer the assessment session in PearsonAccess.

A student with a disability or who has been identified as an English Learner may be allowed, under certain circumstances, the use of certain tools and materials as test accommodations that are otherwise prohibited. However, under no circumstances may any student be allowed access to the Internet, a cell phone, or a visual recording device. Test accommodations must be listed in the student's IEP, 504, or EL plan and documented as a demographic update in PearsonAccess, as appropriate, by the SAC or a school or district employee assigned the Student Enrollment role.

Prior to testing, Test Administrators should instruct students to place prohibited materials in their locker or backpack. If a student is found to have any prohibited material in his or her possession upon arrival for testing, students should be instructed to hand it to the Test Administrator.* If the prohibited material is an

electronic device, instruct the student to first turn off the device and then hand it to the Test Administrator.

If your school has a policy that prohibits the collection of cell phones, be sure that students have stored their phones in their lockers, backpacks, or other designated areas prior to starting the assessment.

If a student is observed with any of the items listed above **during** testing, collect the student's test materials. The student will then be dismissed from the exam room and the test will be invalidated as a misadministration.

Materials Allowed ONLY AFTER a Student Has Completed Testing

After the minimum section time (55 minutes) has been reached, districts may determine whether students who have finished testing should remain in the testing environment, continue testing in the next section once all students in the session have completed the current section, or if they may be dismissed. Districts choosing to dismiss students who have finished the test section after the minimum section time has been reached should develop a plan that will allow dismissed students to leave the testing environment without interrupting students who have not completed the testing. Districts that choose to have students remain in the testing environment **after** completing the test section should have students either 1) sit quietly or 2) read while waiting to be dismissed or for the next test section to begin. Reading materials must be unrelated to the content being assessed. Students who read after the test must not read from electronic devices, including computers, Nooks, Kindles, iPads, or phones.

Note: If the student is taking an accommodated paper version of the assessment and is sure that s/he is completely finished with the assessment before time expires, the Test Administrator should remove the test book from the desk/working area.

Dismissing Students for Misconduct

Disruptive students should be removed from the testing environment. Disciplinary action is the decision of the school/district. Students with disabilities who exhibit disruptive behavior should be tested separately as indicated in their IEPs.

Invalidating a Test

CMAS

If misconduct or a security breach (see Section 8) rises to the level of test invalidation, an appropriate test invalidation code must be submitted for the student. Please see the *CMAS and CoAlt: Science and Social Studies Data Supplement* for test invalidation codes.

CoAlt

If misconduct or a security breach (see Section 8) rises to the level of test invalidation, an appropriate test invalidation code must be submitted for the student. Test Examiners enter invalidation information on the Score Entry screen within PearsonAccess.

Section 8: Test Security Protocols

CMAS and CoAlt: Science and Social Studies administrations are secure testing events. Maintaining the security of test materials before, during, and after test administration is crucial to obtaining valid and reliable results. **All personnel involved in test administration, including technology coordinators, must receive security protocol training.** DACs are responsible for overseeing training for the district, including verifying that the DTC and SACs have been trained. SACs are responsible for ensuring that Test Administrators, Test Examiners, and all individuals involved in test administration at the school level are trained and subsequently act in accordance with all security requirements.

A chain of custody plan for materials must be written and implemented as described in this section to ensure that materials are securely distributed from DACs to SACs to Test Administrators/Test Examiners and securely returned from Test Administrators/Test Examiners to SACs and then to DACs. SACs must distribute to and collect materials from Test Administrators/Test Examiners, and securely store and deliver materials to DACs after testing is completed in accordance with the instructions in this manual.

Students may not have access to secure materials before or after a test section.

Security Agreement, Verification of District Training, and Post Test Compliance

The Security Agreement, located in Appendix D, lists security protocols that are detailed in this section. All individuals authorized to be involved in test administration must follow the security protocols and must sign the Security Agreement and return it to the SAC. The SAC will account for all signed Security Agreements at the school level. DACs must email their signed Security Agreements to colorado.forms@pearson.com.

The signed agreements collected by the SAC must be maintained by the school for three years. The SAC must complete a form, including sign-in sheets, training dates, and make-up training, that indicates that all individuals involved in testing have been sufficiently trained. Additionally, each district must complete the Verification of District Training Form, located in Appendix E, that includes training dates and indicates that all individuals involved in testing have been trained in both security and administration policies and procedures. The completed Verification of District Training Form must be sent to CDE.

At the end of each CMAS and CoAlt: Science and Social Studies administration, the DAC must complete the Post Test Compliance Report, located in Appendix F. This report certifies that the administration of the CMAS and CoAlt: Science and Social Studies assessments complied with all of the procedures and instructions as described in this manual, the *CMAS Test Administrator Manual*, and the *CoAlt Examiner's Manual*.

Security Plan

SACs must develop a security plan for their school. A successful security plan will do the following:

- Inform all individuals authorized to be involved in test administration to review security protocols, prohibited activities, testing irregularities, and security breaches.
- Ensure that all individuals authorized to be involved in test administration sign the Security Agreement found in Appendix D.
- Ensure that no unauthorized individuals enter the testing environment.
- Establish a documented chain of custody.
- Designate a central locked facility for secure storage of test materials.
- Document that School Technology Coordinators, Test Administrators, and Test Examiners have received necessary documentation and training for successful, secure administration of the CMAS and CoAlt: Science and Social Studies assessments.
- Inform all individuals of test security procedures in case an unexpected event interrupts testing(e.g., a fire drill or safety concern).

Chain of Custody Requirements

Failure to follow proper chain of custody requirements may result in test invalidations. The chain of custody of test materials must be documented before, during, and after test administration in order to maintain their security. Districts and schools may choose to create and use their own chain of custody documents. Chain of custody documentation must be maintained for three years after the test administration to ensure that there are no questions or concerns related to the security of the assessments or handling of materials after the fact. The DAC and each SAC must be able to assure the state, if any questions arise, that every step has been taken to ensure security of the test materials. The following chain of custody requirements apply for CMAS: Science and Social Studies assessments:

- Secure and non-secure materials will be contained in a single shipment. Materials should be distributed to schools as soon as possible so that Test Administrators have time to review the *CMAS Test Administrator Manual*

as needed. However, secure materials sent by Pearson to a school district, including paper-based accommodated forms and oral scripts, must be secured at all times and test books must remain sealed.

- All secure CMAS: Science and Social Studies materials must be accounted for and stored in a secure and locked location before and after testing.

- The SAC is responsible for the distribution and collection of CMAS: Science and Social Studies materials **to and from** Test Administrators each day of administration, preferably within 15 minutes of the start and end of each session's test administration.

- All state assessment books and other state materials **must be secured** while in the Test Administrator's possession and test materials **must not be stored in classrooms** in advance of, or following, the administration.

- Test Administrators who are involved with the administration of paper-based accommodated forms of the assessments may have access to test books only on the day the content area is assessed with the following exceptions:

    - Under the supervision of the SAC or DAC, a translator (for languages other than Spanish) may read an assessment (oral script) 5 working days before administering the assessment in order to become familiar with the test. The translator must sign a confidentiality agreement with the district and may not provide information about the test to any individual. Translators are prohibited from sharing information about the assessment content with any individual. Translators must be fluent both in English and in the translation language. Additionally, the translator should have subject matter expertise in the content area of the assessment.

    - Teachers of students with visual impairment who are administering the assessment in braille will need access to the braille notes prior to the assessment in order to gather additional materials needed to provide student access to the assessment.

- If administering a paper-based form of the CMAS assessment, test books must be distributed just prior to administration. CDE recommends that test books be distributed no more than 15 minutes prior to the test section and be collected within 15 minutes after the test section. Test Administrators are not to have extended access to materials before or after administration.

- Test materials must be documented on the School Security Checklist and secured while in the Test Administrator's possession. School Security Checklists will be included in the shipment from Pearson. A sample of

the School Security Checklist form is located in Appendix G under Sample Forms.

- Test Administrators must document the return of all secure test materials (used and unused) on the School Security Checklist form, and must return all materials to the SAC immediately after testing. SACs must verify that all secure test materials are returned. SACs must retain the School Security Checklist in their files for three years.

- The SAC must oversee the secure collection of the following test materials immediately after each session's test administration (materials must not be retained in the physical testing environment or prematurely re-distributed to Test Administrators if the test is to be continued at a later time or on a subsequent day). The secure collection of these materials must be documented on the School Security Checklist.

Computer-based materials

- Student Authorization Tickets, and any other school-generated reports or documents that contain personally identifiable student information
- Student rosters containing TestNav usernames and test codes
- Seal code documents
- Oral scripts
- Used scratch paper

Paper-based materials

- Test books
- Source books
- Periodic tables
- Used scratch paper
- Oral scripts

After all test sessions have been completed at a school, these materials, both used and unused, must be securely stored and returned to the DAC by the district deadline for shipment to Pearson.

The following chain of custody requirements apply for CoAlt: Science and Social Studies assessments:

- Anyone with access to CoAlt: Science and Social Studies materials must be trained on the protocols, including test security and ethics, included in this manual and in the *CoAlt Examiner's Manual* prior to being provided with access to assessment materials.

- All secure CoAlt: Science and Social Studies materials must be accounted for and stored in a secure and locked location before and after testing.

- The SAC is responsible for the distribution and collection of CoAlt: Science and Social Studies assessment materials **to and from** Test Examiners immediately before and after testing. CDE recommends that the assessments be distributed no more than 15 minutes prior to the testing session and be collected within 15 minutes after the testing session.

  - Due to the unique nature of the CoAlt: Science and Social Studies assessments, Test Examiners may need access to a student's materials prior to the test's administration in order to prepare any necessary accommodations and organize the provided student materials and manipulatives.

- All CoAlt: Science and Social Studies assessment materials **must be secured** while in the Test Examiner's possession and test materials **must not be stored in classrooms** in advance of, or following, the administration.

- Students **may not** have access to any test content or test materials except while they are testing.

- After a student has completed testing, Test Examiners must return task manipulatives, score recording forms, and security forms to the SAC in the unsealed secure return envelope. Accommodated task manipulatives are returned to the SAC for secure destruction at the district level.

- **All** secure test materials, both used and unused, **must be returned** to the DAC by the district deadline.

- Missing test books or any test irregularities must be reported to the SAC/DAC.

Computer-Based Test Materials

The SAC must distribute test materials to and from Test Administrators on each testing day. Test materials must not be stored in classrooms prior to or following the day of administration. Test materials that will be distributed by SACs to Test Administrators for computer-based test administration include:

- **Student Authorization Tickets.** Each PearsonAccess test session will have a unique test code for each student that will be printed on Student Authorization Tickets. Students will be prompted to enter the test code to access the test.

- **Seal code documents.** These documents list the seal codes that ensure that students can only review and change answers in the current test section. Seal codes prevent students from continuing to the next section until permitted and they prevent students from accessing previous sections once they have ended. The testing environment should include space (e.g., chalkboard, whiteboard, poster paper to display the seal code for students. The seal code should be removed from student view after students begin testing to avoid entry into the next section.
- **Headphones.** Headphones are only required for students using the text-to-speech accessibility feature or the Spanish Audio accommodation. These features are activated prior to testing through the form assignment process.
- **Oral scripts.** Oral scripts are accommodated materials available for use by students with disabilities and English learners as documented on their IEP, 504, or EL plans. Students must be assigned to the correct form in PearsonAccess prior to testing.
- **Scratch paper.** For students who are unable to use the embedded notepad tool, Test Administrators may supply one piece of clean scratch paper to each student at the start of each section. Students may exchange for an additional piece of clean paper during the test section, but are allowed only one sheet at a time. All used scratch paper must be collected at the end of the section.

Paper-Based Test Materials

The SAC must distribute test materials to and from Test Administrators on each testing day. Test materials must not be stored in classrooms prior to or following each administration session. Test materials that will be distributed by SACs to Test Administrators for paper-based test administration include, but are not limited to:

- **Non-scannable test books.** Students taking large print or braille versions of the paper-based assessment will use non-scannable test books.
- **Scannable test books.** Students taking the paper-based assessment will use a combined test and answer document.
- **Source books.** For social studies assessments, students will also have a source book containing necessary sources for certain items. Students will be specifically directed to the pertinent sources by each item.
- **Periodic tables.** For science assessments, students will also have a periodic table to use as a reference.

- **Scratch paper.** Test Administrators must supply one piece of clean scratch paper to each student at the start of each section. Students may exchange for a clean piece of paper during the test section, but are allowed only one sheet at a time. All used scratch paper must be collected at the end of the section.
- **Oral scripts.** Oral scripts are accommodated materials available for use by students with disabilities and English learners as documented on their IEP, 504, or EL plans.

Prohibited Activities

Any action that compromises test security is prohibited. Below are examples of activities that compromise test security or score validity. Note that these lists are not exhaustive.

Breaches of Test Security and Administration Procedures

Electronic Devices	Educators	Students
Having a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod, camera) in the test environment.		■
Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod, camera) in the test environment. **Note:** Test Administrators may use cell phones to contact the SAC or technical support to troubleshoot TestNav issues. They may also use tablet devices to administer the assessment session in PearsonAccess. Please note that officially approved and supported fully functional devices are limited to Windows and Mac-based systems.	■	
Checking email while secure test materials are still distributed and/or while students are testing.	■	■
Using a computer, laptop, or tablet (other	■	■

Electronic Devices	Educators	Students
than the one being used to administer the test) while in possession of secure test materials or while students are testing.		

Test Supervision	Educators	Students
Reading a book, newspaper, or any other material before closing out the test section or turning in test materials to the Test Administrator.		■
Reading a book, newspaper, or any other material while secure test materials are still distributed or while students are testing.	■	
Explaining simulations, passages, or test items to students.	■	■
Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test.	■	■
Grading papers or otherwise engaging in activities that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing.	■	
Leaving test materials or online forms unattended or failing to keep test materials secure at all times.	■	
Leaving students unattended for any period of time while secure test materials are distributed or while students are testing.	■	
Giving students more time than is allotted for the section as outlined in this manual (except for students who are to receive extended time as documented on their IEP, 504, or EL plan).	■	
Not administering a section according to	■	

Test Supervision	Educators	Students
the allotted time.		
Encouraging students to finish early.	■	
Passing notes, talking, or causing disturbances while test materials are still distributed or while students are testing.		■
Administering the assessment to family members or allowing family members access to secure test materials that only persons explicitly designated to administer tests to students may possess.	■	
Formally or informally scoring student responses to test items.	■	■
*Displaying or failing to cover visual aids in the room that may advantage or disadvantage students (e.g., word walls, multiplication charts).	■	
Failing to follow test administration directions exactly as specified in this manual and in the *CMAS Test Administrator/CoAlt Examiner's Manuals*.	■	
*Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts, and graphic organizers. It is not necessary to cover or remove calendars.		

Test Materials	Educators	Students
Viewing secure test content before, during, or after testing outside of providing approved accommodations.	■	
Permitting students to view or to access in other ways secure test content before or after testing.	■	■
Obtaining or sharing information related to secure test materials that could result in a widespread security breach.	■	■
Copying or reproducing (e.g., taking a picture of, copying by hand, typing, texting) any part of the passages or test	■	■

Test Materials	Educators	Students
items, or any secure test materials or online test forms.		
Influencing, altering, or interfering with a student's responses in any way.	■	■
Making responses available to a student outside of the test section.	■	■
Handling the test materials for a purpose other than test administration (e.g., teacher takes a test home to review; Test Administrator reads a test book after school).	■	■
Revealing or discussing test content or test items with anyone—including students and school personnel—through verbal exchange, email, social media, or any other form of communication.	■	■
Discussing, memorizing, photocopying, scanning, encoding, emailing, Morse code, note taking, text messaging, blogging and other forms of social networking, or any other reproduction methodology that would violate the security of the test.	■	■
Removing secure test materials from the school's campus or removing them from locked storage for any purpose other than administering the test.	■	■
Failing to properly secure and safeguard Student Authorization Ticketsand seal codes.	■	
Breaking the chain of custody of materials.	■	
Misusing, mishandling, or losing any state test materials.	■	

Testing Irregularities

Procedural Irregularities	Educators	Students
Failing to follow administration directions for the test.	■	■
Losing a student's test book, source book, and/or periodic table.	■	■
Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented on their IEP, 504, or EL plan and therefore is not appropriate.	■	
Providing access to seal codes ahead of time and before reading the appropriate direction in the script.	■	

Testing Environment Irregularities
Technology interruption or dysfunction.
Building evacuation or lock-down.

Reporting Security Breaches and Testing Irregularities

All instances of security breaches and testing irregularities must be reported to the DAC immediately. It is the responsibility of the DAC, along with school personnel (e.g., the principal, superintendent), to determine if a security breach has taken place. The DAC must notify the Assessment Unit immediately if there is a suspected or actual security breach as any exposure of test materials could impact the entire assessment across the state.

If a security breach occurs, or is suspected to have occurred, the DAC must immediately notify:

Sara Loerzel – Assessment Unit

(303) 866-3266

If a major misadministration or security breach occurs in the district, the DAC should also complete the Test Incident Report, located in Appendix H, and send the report to CDE. Examples of incidences that should be immediately reported:
- Misadministrations affecting an entire class or group of students
  - The wrong test is administered to a class

- Timing procedures are not properly followed
- Systematic unethical behavior
    - A teacher, administrator, or other person gives students hints, prompts, or answers to questions
    - Students obtain or share secure test materials
- Breach of secure test materials
    - Discussing, reproducing, or transmitting, by any means, secure test materials or descriptions of secure test materials
    - Loss of secure test materials

Section 9: Procedures for Severe Weather and Safety Threats that Interrupt Testing

In the rare event that there is a building evacuation or lock-down during a testing section, follow the protocol outlined below:

- The safety and security of students and staff is of paramount concern.
  - Assume that the threat is real and initiate the district building-evacuation/lock-down procedure.
  - Note the time of the disruption so that the remaining time for the test section can be calculated.
    - When possible and feasible, record this information in writing.
- Time is of the essence in an emergency situation.
  - If administering the CMAS computer-based form of the assessment, **leave Student Authorization Tickets and other materials in the assessment room**. Collect Student Authorization Tickets only if time permits prior to leaving the testing environment.
  - If administering the CMAS paper form of the assessment, **leave test books in the assessment room.** If time permits, have students close their test books. Collect the test books only if time permits.
  - If administering the CoAlt, **leave test materials in the assessment room.** Collect materials and secure materials only if time permits.
- Secure the assessment room and building.
- If possible, keep tested and non-tested students separate.
- If possible, redirect student conversations regarding the test.
- As soon as possible, communicate the situation and circumstances to the DAC and determine how and when the assessment administration should resume.
  - Before students or other school personnel return to the testing environment, SACs (or the district designee) should collect and secure all test materials.
- Upon resuming the testing section, prepare students for the continuation of the testing section:
  - Ask students, "Are there any questions about the instructions for this section?"
  - Test Administrators must resume students' tests in PearsonAccess before the students can continue with same test. Refer to "Resuming a Test" in the *Test Administrator Manual* or in the *PearsonAccess User Guide*.

- Test Administrators must identify how many minutes remain in the test section for students.
  - Test Administrators must write the start time and stop time of the resumed section on a space that is visible to the students.
- Document the situation in writing, noting the date and time, and include specific details regarding the situation such as the following:
  - Event or occurrence that prompted the evacuation/lock-down
  - Action steps taken because of the security/safety threat
  - Who was testing?
  - Where were the students at the time of the incident?
  - Which assessment(s), content area(s), and test section(s) were in process at the time of the incident?
  - Who was administering each assessment?
  - Detailed timeline regarding scheduled test start time, time of the disruption, amount of time spent in evacuation/lock down, time the test section was resumed, and time the test section ended
  - Any other pertinent details

Section 10: District Assessment Coordinator Testing Responsibilities

The responsibilities outlined in Sections 10, 11, and 12 for DACs, SACs, and Technology Coordinators are based on role allocation in a typical district. Each task outlined in these sections must be completed; however, districts may determine which individual from the district should complete each task.

Training Requirements

All school personnel involved in the administration of the CMAS and CoAlt: Science and Social Studies assessments must be familiar with their individual responsibilities and CMAS and CoAlt Test Security Protocols. DACs must meet with SACs to ensure that they have a training plan in place for training Test Administrators, Test Examiners, and Technology Coordinators.

Training for all school personnel involved with any aspect of the High School CMAS and CoAlt: Science and Social Studies administration is required on an annual basis. Thorough training is one of the best ways that districts can prevent misadministrations from occurring. As always, districts are required to collect documentation from all personnel having completed training, demonstrating an understanding of the policies and procedures set forth by the State of Colorado and the district.

Districts must base their trainings on the live trainings, webinars, and PowerPoint slides provided by CDE and Pearson to train district personnel. Additional information should be included to provide district-specific policy information. Training materials should also include this manual, the *CMAS Test Administrator Manual*, *CoAlt Examiner's Manual,* and the *PearsonAccess User Guide*. Additional training materials, which include modules and slide presentations, are available online at: http://www.pearsonaccess.com/co > Support > Resources > Training.

It is recommended that training be provided in a format that allows participants to receive immediate feedback.

Tasks for DACs During All Stages

This section describes DAC activities that extend throughout all stages of testing.

- Serve as liaison between SACs and Pearson/CDE.
  - Read all communications from Pearson/CDE and distribute as appropriate.

- During actual testing, school level personnel will have direct communication with Pearson for technical assistance, should it be needed.
- Work collaboratively with District Technology Coordinators to ensure that computer-based testing environments function as needed for testing.
- **Include your charter schools** in all CMAS and CoAlt: Science and Social Studies preparation and administration activities.
- Determine and employ a district level security plan. Ensure that all materials are secured at all times. Test materials must be kept in a secure, locked district/school location at all times when not being used for testing. Test materials must not be stored in classrooms. Secure materials are not to be taken out of district/school buildings except during transport between district and school facilities.
- Ensure that SACs have a plan for maintaining test security and the chain of custody for secure materials.
- Advise SACs as to whether students taking the online assessments will complete the Student Survey (available at http://www.coassessments.com/cmassurveys) after completing both content area asssessments.
- Serve as local expert on all CMAS and CoAlt: Science and Social Studies procedures and requirements. Ensure that all SACs know how to contact you for each day of testing should they have questions or issues that need immediate attention.

Tasks for DACs Before Testing

This section describes activities that the DAC must complete before the first day of testing. Some of the tasks may be shared with the SAC.

Verify completion of CMAS and CoAlt training.
- Participate in Pearson and CDE-provided trainings (live and webinar). Missed training sessions may be viewed as recorded trainings posted to the Support tab on PearsonAccess.
- Read and be familiar with the contents of all manuals (this *Procedures Manual, CMAS Test Administrator Manual,* and *CoAlt Examiner's Manual*).
- Become familiar with the *PearsonAccess User Guide*, which provides details for navigating and using resources in PearsonAccess.
- Review the *CMAS and CoAlt: Science and Social Studies Data Supplement*, which provides an overview of required data collection activities.
- Train possible alternates to ensure that someone within the district is prepared to take over DAC responsibilities if needed.

- Incorporating state-provided resources, develop and provide SAC administration and security training. Ensure that all SACs have completed training. Training should include, but not be limited to:
    - District and school security plans, including chain of custody documentation
    - Testing environment requirements
    - Scheduling
    - Make-up options
    - Student surveys (district decision)
    - Authorized personnel
    - Appropriate active proctoring
    - Prohibited activities (refer to the "Prohibited Activities" section in this manual for examples)
    - Accessibility features and accommodations
        - Developing a list of students with their needed accessibility features and accommodations
        - Assigning the text-to-speech accessibility feature and accommodations
    - Training of school personnel
    - Test administration, including starting, resuming, and ending test sections and sessions
    - Required documentation regarding training and security
    - Obtaining additional materials
    - Technical assistance available during testing (*PearsonAccess User Guide*, Pearson Customer Service, etc.)
    - Assigning PearsonAccess logins to Test Administrators and Test Examiners/CoAlt Score Entry
    - Review before, during, and after testing tasks
    - Answer questions regarding test administration and security protocols
    - Collect required documentation regarding training and security
- Ensure that SACs are aware of the resources and materials needed to administer the test (i.e., this *Procedures Manual*, *CMAS Test Administrator Manual*, *CoAlt Examiner's Manual*, *PearsonAccess User Guide*, Student Authorization Tickets, and seal codes) and how to obtain them.
- Ensure that all district personnel involved in CMAS and CoAlt testing, including Test Administrators and Test Examiners, receive appropriate training.
- Verify that SACs have maintained documentation of training for all personnel that will come into contact with test materials or the testing environment.
- Verify that SACs have maintained signed Security Agreements for all personnel that will come into contact with test materials or the testing environment.

- Acquire and store SAC-required security and training compliance agreements.
- Verify that DTCs have completed and attended in-person and webinar trainings.

PearsonAccess Activities for CMAS and CoAlt

- Determine and assign responsibility for completing PearsonAccess tasks.
- Create PearsonAccess accounts for DTCs, SACs, and the Student Enrollment personnel as needed. For instructions, see "Creating New User Accounts" in the *PearsonAccess User Guide*. (If additional DAC roles need to be assigned for the district in PearsonAccess, contact Sara Loerzel at CDE, 1-303-505-1776.)
- Coordinate the review and updating of enrolled students.
  - Verify that PearsonAccess accounts for CMAS students needing accommodated paper forms of the assessment, including large print and braille.
  - Oral scripts, both English and Spanish, for online and paper-based forms.
- Check test sessions in PearsonAccess. At least two days before student testing, DACs must complete and verify test sessions created by SACs. For instructions, see "Manage Test Sessions" in the *PearsonAccess User Guide*. Verify that all students have been placed in a test session and assigned the appropriate test.
- Verify that proctor caching has been completed. For instructions, see "Proctor Cache Test Content" in the *PearsonAccess User Guide*.
- Coordinate the registration and addition of new students. For instructions, see "Register Students" and "Adding a New Student" in the *PearsonAccess User Guide*.
- Verify that students requiring special forms for the computer-based assessment (text-to-speech, color contrast, text-to-speech with color contrast, Spanish audio, Spanish audio with color contrast, and oral script) have been assigned to the appropriate form.
- Verify that the CoAlt Score Entry role in PearsonAccess has been assigned.
- Verify that a Score Entry user has been identified for each student taking the CoAlt. Students will be assigned to CoAlt Score Entry users through the Teacher Assignment screen in PearsonAccess. At least two days before student testing, DACs must verify that CoAlt teacher assignments have been created by SACs. For instructions, see "Manage Teacher Assignment" in the *PearsonAccess User Guide*.
- Submit additional orders for secure and non-secure materials as needed.

Receive, inventory, and distribute CMAS and CoAlt testing materials.

Receive CMAS and CoAlt test materials from Pearson and deliver the boxes to schools in time for SACs to distribute materials to Test Administrators. For instructions, see "Receive and Distribute Test Materials" in Section 13 of this manual.

- Secure and non-secure materials will be sent to the district in a single shipment. Distribute to schools as soon as possible so that Test

Administrators and Test Examiners are able to review the *CMAS Test Administrator Manual* and the *CoAlt Examiner's Manual* as needed.

- It is important that every testing site has the correct test materials for each student who should be tested. If the initial shipment of test materials does not include everything students will need at testing time, the DAC must order additional materials via PearsonAccess during the additional orders window. Only DACs can order additional test materials. The DAC can choose to send additional materials directly to a school.
  Note: Orders must be entered and approved by 11:00 a.m. (MT) to be shipped same-day business.

- If test books are discovered containing printing errors, contact Pearson Customer Service at **1-888-687-4759** for assistance.

- **Save the Pearson boxes** in which materials were shipped. These will be used to return test materials after administration.

- Provide English oral scripts to translators who will translate into languages other than English or Spanish. Translators may have access to the English oral scripts in a secure environment for 5 working days prior to testing.

Plan for CMAS online and paper-based administration.

- Review school testing schedules, including accommodated and make-up groups. Sections must be administered in order. Paper-based sessions should be administered concurrently with computer-based sessions. Refer to Section 6 of this manual for guidance on scheduling test sessions. Coordinate testing schedules across schools as needed.

- Verify that schools have a plan in place to ensure that all students have an opportunity to use ePATs prior to testing.

- Determine district specific procedures (e.g., make-up testing, what to do with students after 55 minutes of testing, student surveys).

- Ensure that SACs are aware of the resources and materials needed to administer the test (i.e., *PearsonAccess User Guide*, *CMAS Test Administrator Manual*, Student Authorization Tickets, and seal codes) and how to obtain them.

Verify CMAS online and paper-based testing environments.

- Work with the SAC and DTC to ensure proper space and computers, iPads, or Chromebooks are available. Refer to Section 7 for additional information on testing environments.

  Note: If students are testing on iPads or Chromebooks, note the specific device on which each student is testing. Each students should use the same device for all three sections to aid in response data recovery if needed.

- Work with the DTC to ensure that required downloads have been completed and that systems are set up properly.
- Verify that the proctor caching device has been identified for all sites.

Additional CoAlt tasks.
- Review school testing schedules.
- Following approval from CDE, distribute electronic CoAlt test items, as needed for preparation of accommodated materials. For instructions, see "Receive and Distribute Test Materials" in Section 13 of this manual.
- Verify that the CoAlt Score Entry role in PearsonAccess has been assigned.
- Verify that a CoAlt Score Entry user has been identified for each student. Students will be assigned to CoAlt Score Entry users through the Teacher Assignment screen in PearsonAccess. At least two days before student testing, DACs must verify CoAlt teacher assignments created by SACs. For instructions, see "Manage Teacher Assignment" in the *PearsonAccess User Guide*.

Tasks for DACs During Testing

This section describes DAC tasks during testing. Some of the tasks may be shared with the SAC.

Monitor test activity

DACs should be actively involved in test administration through monitoring of the administration and test security procedures described in this manual. DACs should ensure that schools understand and follow active test proctoring procedures for CMAS and CoAlt.

Monitor section and test completion

DACs should monitor the CMAS section and test completion status across all of their schools, including their charters, to ensure that all schools are on track to complete their testing within the testing window. This can be done through the **Test Session Details** screen or by utilizing the **Session Health** radio button in PearsonAccess. DACs should also monitor the score entry completion rate for CoAlt.

Report emergencies and suspected testing irregularities
- Report unforeseen emergencies and unexpected circumstances to Sara Loerzel at CDE, 1-303-866-3266.
- Report CMAS test irregularities to Sara Loerzel at CDE, 1-303-866-3266.
- Report CoAlt test irregularities to Mira Monroe at CDE, 1-303-866-6709.

Declare, investigate, and report testing irregularities (misadministrations, security breaches, and technology glitches)

DACs should ensure that SACs follow proper procedures for reporting testing irregularities as soon as practicable to the DAC. DACs should investigate and report testing irregularities and security breaches to Sara Loerzel at CDE, 1-303-866-3266, in a timely manner to ensure that appropriate steps are taken to mitigate the situation.

Submit additional orders for secure and non-secure materials as needed.

Tasks for DACs After Testing

This section describes activities that the DAC must complete after testing. Some of the tasks may be shared with the SAC.

Finalize information in PearsonAccess.
- Verify that all test sessions have been **stopped**.
- If any students are not in "Completed" status, they must be "Marked complete" before the test session can be stopped. (The marked complete reason field **does not** invalidate student tests.)
- Verify that all scores for CoAlt students have been entered.
- Confirm that demographic information in PearsonAccess is correct for CMAS computer-based and paper-based students, as well as for CoAlt students. For instructions, see "Registering Students" in the *PearsonAccess User Guide*. Provide any needed updates, including accommodations used, in PearsonAccess before the deadline for each test administration.
- Ensure that invalidation codes have been entered in PearsonAccess for students whose tests need to be invalidated. This can be done through the UI or batch loaded through a Post Test Attempt file upload. For instructions, see the *CMAS and CoAlt: Science and Social Studies Data Supplement*.

Declare, investigate, and report testing irregularities (misadministrations, security breaches, and technology glitches)

DACs should complete any remaining investigations and report any resulting determinations of testing irregularities and security breaches.

Review Section 13 of this manual.

Receive and store test materials from the SAC.
- Check CMAS test materials collected from SACs, including:
  - Scorable materials: used test books
    - Review the header sheet on the top of each stack of content area test books that will be scored

- Ensure that the demographic page is completed if the pre-ID student label is incorrect. See the *CMAS and CoAlt: Science and Social Studies Data Supplement* for directions on how to fill in the demographic page. Update PearsonAccess as needed to reflect the most current and accurate information.
  - Nonscorable materials:
    - Unused test books
    - Social Studies source books
    - Science periodic tables
    - Braille and large print test kits
    - Teacher Notes for use with braille test books
    - Test books with pre-transcribed student responses in languages other than Spanish or English
    - Secure return envelopes containing printed Student Authorization Tickets and seal codes
    - Secure paper-based materials (oral scripts and used scratch paper)
    - Student rosters with user names and passwords (if printed)
    - *CMAS Test Administrator Manuals*
- Check CoAlt test materials collected from SACs, including:
  - Nonscorable materials:
    - Test books with the *CoAlt Examiner's Manuals*
    - Secure return envelopes containing the task manipulatives
    - Accommodated CoAlt materials
- Account for all secure materials. Investigate any missing materials. Complete the School Security Checklist.
- Securely store received test materials from the SACs until they are returned to Pearson.

Arrange for pickup and shipping of test materials.
- It is recommended that scorable materials be returned immediately after testing is completed, before nonscorable materials are returned. For instructions, refer to Section 13 of this manual.
- Schedule pickup of test materials no later than December 1, 2014.
- Ship test materials to Pearson by December 3, 2014. **Only the boxes provided by Pearson are to be used for shipping test materials.** If you do not have enough boxes, please submit an additional order online.

Complete the Post Test Compliance Form
- Complete the Post Test Compliance Form, located in Appendix F, and send to CDE.

Provide feedback on your experience by completing the survey emailed to you after testing.

Section 11: School Assessment Coordinator Testing Responsibilities

The responsibilities outlined in Sections 10, 11, and 12 for DACs, SACs, and Technology Coordinators are based on role allocation in a typical district. Each task outlined in these sections must be completed; however, districts may determine which individual from the district should complete each task.

Training Requirements

All school personnel involved in the administration of the CMAS and CoAlt: Science and Social Studies assessments must be familiar with their individual responsibilities and CMAS and CoAlt Test Security Protocols. SACs must meet with DACs to ensure that there is a training plan in place for training Test Administrators, Test Examiners, and Technology Coordinators.

Training for all school personnel involved with any aspect of the High School CMAS and CoAlt: Science and Social Studies administration is required on an annual basis. Thorough training is one of the best ways schools can prevent misadministrations from occurring. As always, schools are required to collect documentation from all personnel having completed training, demonstrating an understanding of the policies and procedures set forth by the State of Colorado and the district.

SACs must use training materials provided by the DAC to conduct trainings.

Tasks for SACs During All Stages

This section describes SAC activities that extend throughout all stages of testing.

- Serve as liaison between Test Administrators/Test Examiners and the DAC.
  - Read all communications from the DAC and distribute as appropriate.
  - During actual testing, school level personnel may have direct communication with Pearson for technical assistance should it be needed.
- Work collaboratively with District and School Technology Coordinators to ensure that computer-based testing environments function as needed for testing.
- Determine and employ a school level security plan. Ensure that all materials are secured at all times. Test materials must be kept in a secure, locked district/school location at all times when not being used for testing. Test materials must not be stored in classrooms. Secure materials

are not to be taken out of district/school buildings except during transport between district and school facilities.

- Review your school's security plan with your DAC.
- Distribute a copy of the Test Security Protocols from Section 8 of this manual along with your security plan to all individuals authorized to be involved in test administration, including Technology Coordinators, Test Administrators, and Test Examiners.
- Serve as local expert on all CMAS and CoAlt: Science and Social Studies procedures and requirements.

Tasks for SACs Before Testing

This section describes activities the SAC must complete before the first day of testing. Some of the tasks may be shared with the DAC.

Create testing schedule.
- Work with appropriate school and district personel to develop a school testing schedule (e.g., DAC, DTC, STC).

Verify completion of CMAS and CoAlt training.
- Participate in district-provided trainings.
- Read and be familiar with the contents of all manuals (this *Procedures Manual, CMAS Test Administrator Manual,* and *CoAlt Examiner's Manual*).
- Become familiar with the *PearsonAccess User Guide*, which provides details for navigating and using resources in PearsonAccess.
- Review the *CMAS and CoAlt: Science and Social Studies Data Supplement* which provides an overview of required data collection activities. (SACs do not have access to sensitive data/personally identifiable information.)
- Train possible alternates to ensure that someone within the school is prepared to take over SAC responsibilities if needed.
- Incorporating district-provided resources, develop and provide Test Administrator and Test Examiner administration and security training. Ensure that all school personnel who will come in contact with test materials and/or test environments have completed training. Training should include, but not be limited to:
  - School security plans, including chain of custody documentation
  - Testing environment
  - School testing schedules
  - Assigned testing groups, including accommodated sessions and paper-based administrations
  - Make-up testing procedures

- Procedures that should be followed to notify SACs of when and why a student's test needs to be "Marked Complete".
- Student surveys (district decision)
- Authorized personnel
- Test administration, including starting, resuming, and ending test sections and sessions
- Training of school personnel
- Appropriate active proctoring
- Prohibited activities (refer to the "Prohibited Activities" section in this manual for examples)
- Accessibility features and accommodations
  - Reviewing a list of students with their needed accessibility features and accommodations
  - Assigning the text-to-speech accessibility feature and accommodations
- Test materials
- Local policies (e.g., reading materials, dismissal after 55 minutes, notifying SAC of students needing make-up testing)
- Technical assistance available during testing (*PearsonAccess User Guide*, Pearson Customer Service, etc.)
- Answer questions regarding test administration and security protocols
- Collect required documentation regarding training and security
- Ensure that Test Administrators and Test Examiners are aware of the resources and materials needed to administer the test (i.e., this *Procedures Manual, CMAS Test Administrator Manual, CoAlt Examiner's Manual, PearsonAccess User Guide*, Student Authorization Tickets, and seal codes) and how to obtain them.
- Ensure that all school personnel involved in CMAS and CoAlt testing, including Test Administrators and Test Examiners, receive appropriate training.
- Collect and maintain documentation of training from all personnel involved who may come in contact with test materials or testing environments.
- Collect signed Security Agreements from all personnel involved who may come in contact with test materials or testing environments and maintain the signed forms at the school for three years after the administration.
- Provide documentation to the DAC to verify that all Security Agreements from personnel involved with the administration of the assessments have been collected and that all individuals involved with assessment administration have been trained on CMAS and CoAlt: Science and Social Studies procedures and protocols.

PearsonAccess Activities for CMAS and CoAlt
- Determine and assign responsibility for completing PearsonAccess tasks.

- Create PearsonAccess accounts for Test Administrators, CoAlt Score Entry, and Technology Coordinators as needed. For instructions, see "Creating New User Accounts" in the *PearsonAccess User Guide*.
- Create an individual test session in PearsonAccess for each group of students testing. Creating individual test sessions by class or testing group, as opposed to a single generic test session, improves the ability to monitor student status during testing and ensures test security. For instructions, see "Manage Test Sessions" in the *PearsonAccess User Guide*. Verify that all students have been placed in a test session.
  - Keep a record of Test Administrators and their students for each session.
- Assign or verify the assignment of appropriate tests for students requiring special forms for the online assessment (text-to-speech, color contrast, text-to-speech with color contrast, Spanish audio, Spanish audio with color contrast, and oral script).
- Coordinate the registration and addition of new students with the DAC or Student Enrollment personnel (if you have been assigned the Student Enrollment role, you may register new students). For instructions, see "Register Students" and "Adding a New Student" in the *PearsonAccess User Guide*.
- Verify or proctor cache all CMAS online test sessions. For instructions, see "Proctor Cache Test Content" in the *PearsonAccess User Guide*.
- Print Student Authorization Tickets and seal code documents.
- Assign or verify CoAlt Score Entry roles in PearsonAccess.
- Assign or verify the assignment of a CoAlt Score Entry user for each student taking the CoAlt assessment. Students will be assigned to CoAlt Score Entry users through the Teacher Assignment screen in PearsonAccess. For instructions, see "Manage Teacher Assignment" in the *PearsonAccess User Guide*.
- If you have been assigned the Student Enrollment role, coordinate the review and updating of enrolled students. Verify that PearsonAccess accounts for CMAS students needing:
  - Accommodated paper forms of the assessment, including large print and braille
  - Oral scripts, English, Spanish, and translated for online and paper-based forms

Receive and inventory CMAS and CoAlt testing materials.
- Refer to Section 13 for detailed information on receiving, inventorying, and distributing materials. Also, see the chain of custody guidelines outlined in Section 8 of this manual.
- It is important that every testing site has the correct test materials for each student who should be tested. If the initial shipment of test materials does not include everything students will need at testing time, notify the DAC. The DAC will order additional materials through PearsonAccess during

the additional orders window. Only DACs can order additional test materials. The DAC can choose to send additional materials directly to a school.

- If test books are discovered containing printing errors, contact the DAC who will contact Pearson Customer Service.
- **Save the Pearson boxes** in which materials were shipped. These will be used to return test materials to the DAC after administration.
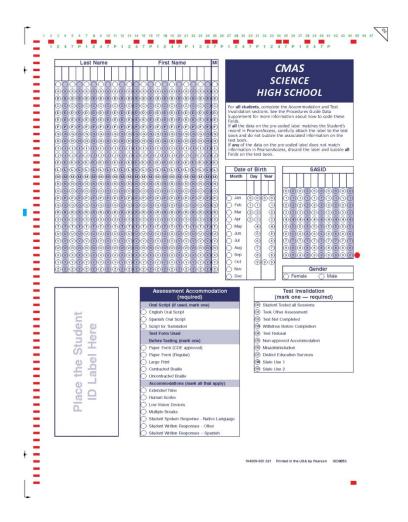
Apply pre-ID labels.

The pre-ID labels are for students who will be taking the paper form of the test. Information provided by DACs during student data upload was used to print pre-ID labels. These labels are linked to students' demographic information, even though not all of that information appears on the printed label. Pre-ID labels arrive pre-printed with student names, and are included in the Coordinator Kit.

The sample demographic page shows where to affix the label.

Note the following protocols:
• Only the SAC or designee may affix labels.
•All secure materials must be returned to locked storage until they are needed for testing.
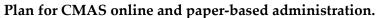
If any of the data on the pre-ID label does not match information in PearsonAccess, discard the label and bubble all fields on the test book. If a demographic page includes both a pre-ID label and bubbled-in fields, the label will override any of the gridded information. See the *CMAS and CoAlt: Science and Social Studies Data Supplement* for instructions on completing the demographic page.

Plan to provide accommodations for students with disabilities and English learners

- Review students' approved IEP, 504, or EL plans ahead of time with Special Education educators and linguistic specialists.
- Prepare a master list showing each student and his or her specific accommodation(s) and/or requirement for text-to-speech; indicate whether a specific test setting or Test Administrator will be required.
- Ensure that appropriate forms are selected for students using text-to-speech and accommodations. Make sure that each student knows how to use the relevant accessibility features and accommodations. See the *Quick*

Reference Guide to Special Forms and Ordering Materials located in Appendix B of this manual.

- Ensure that paper-based accommodations for both computer-based and paper-based forms are ordered.
- If needed, provide English oral scripts to translators who will translate into languages other than English. Translators may have access to the English oral scripts in a secure environment for 5 working days prior to testing.
- Train all Test Administrators who will provide accommodations, including substitutes.

Plan for CMAS online and paper-based administration.
- Create school testing schedules, including accommodated and make-up groups. Sections must be administered in order. Refer to Section 6 of this manual for guidance on scheduling test sessions. Paper-based sessions should be administered concurrently with computer-based sessions.
- Assign students and testing locations to Test Administrators.
- Determine school-specific procedures if district policy allows (e.g., make-up testing, what to do with students after 55 minutes of testing).
- Ensure that Test Administrators are aware of the resources and materials needed to administer the test (i.e., *PearsonAccess User Guide* and *CMAS Test Administrator Manual*, Student Authorization Tickets, and seal codes) and how to obtain them.

Prepare CMAS online and paper-based testing environments.
- Work with the DTC or STC to ensure that proper computers and computer space are available. Refer to Section 7 of this manual for additional information on testing environments.
    - Confirm that all of the student computers, iPads, or Chromebooks meet the requirements needed to administer the computer-based test (refer to the *PearsonAccess User Guide* for details on infrastructure and system requirements).
    - The Technology Coordinator should be involved in planning meetings to provide input on logistics and to resolve any network issues. Ideally, a technology coordinator will be available in the school building to assist with trouble-shooting during the days that students will be testing.
- Work with the DTC or the STC to ensure that required downloads have been completed and systems are set up properly.
- Work with the DTC or the STC to ensure that the proctor caching device has been identified for all testing locations.
- Finalize testing rooms and schedules.

- Verify that testing room configurations limit students' visual access to other students' work.
- Bulletin boards and instructional displays that might aid students during testing must be covered or removed. Any rooms to which students may be relocated must also be prepared.
- A "TESTING: Do Not Disturb/Only Authorized Personnel Allowed" sign should be posted outside the testing room.
- No element of the testing room's environment should hinder any student's performance. The testing room should be quiet, well lit, well ventilated, and comfortable. Each student should have enough space in which to work.
- Verify headphone availability for students using the text-to-speech accessibility feature.
- For more information, see Section 7, "Testing Environment."

Prepare staff for CMAS testing.
- Authorize individuals to serve as Test Administrators and other school personnel to have access to secure test materials.
- Provide each Test Administrator with his or her assigned group of students for testing, including groups with students who need accommodations.
- Provide a copy of the testing schedule to each Test Administrator and explain how it will be implemented for your school.
- Ensure that Test Administrators are aware of the resources and materials needed to administer the test (i.e., this *Procedures Manual, CMAS Test Administrator Manual, PearsonAccess User Guide*, Student Authorization Tickets, and seal codes) and how to obtain them.
- Inform Test Administrators of your school's procedures for make-up testing.
- Advise Test Administrators as to whether they are to provide students taking the online assessments with the Student Survey URL (http://www.coassessments.com/cmassurveys) after completing both content area asssessments (this is a district decision).
- Communicate to Test Administrators the procedures that should be followed to notify SACs when a student's test needs to be "Marked Complete".

Prepare students for CMAS testing.
- Identify all students who will be participating in the assessment.
- Inform students about the CMAS and CoAlt: Science and Social Studies assessments. Students will respond to adults' attitude and demeanor. Convey the importance of the testing while not causing undue stress.

- Meet with students to review testing day policies and expectations. Discuss prohibited activities, including possession of personal electronic devices during testing; allowable materials; and local policies on reading materials for use after testing, in an age-appropriate way.
- Ensure that all students have had an opportunity to engage with TestNav 8 prior to testing to become familiar with navigation, test system tools and item types prior to the first day of testing. Be sure students who will use text-to-speech and/or color contrast have the opportunity to engage with these features specifically. Students may prefer using their own external color overlays or having them available in addition to the embedded color contrast options.
  - ePATs (practice testing environments) will be available on Sept. 3, through PearsonAccess on the ePAT tab.
  - ePATs can also be accessed via TestNav through the PearsonAccess Training Center after Sept. 8. The PearsonAccess Training Center allows Test Administrators to practice creating and monitoring an online test session in conjunction with the ePATs. Please refer to the *PearsonAccess User Guide* for more information.

Additional CoAlt tasks.
- Create school testing schedules.
- Following approval from the DAC, distribute electronic CoAlt test items, as needed for preparation of accommodated materials. For instructions, see "Receive and Distribute Test Materials" in Section 13 of this manual.
- Assign CoAlt Score Entry role in PearsonAccess.
- Assign a CoAlt Score Entry user for each student taking the CoAlt assessment. Students will be assigned to CoAlt Score Entry users through the Teacher Assignment screen in PearsonAccess. For instructions, see "Manage Teacher Assignment" in the *PearsonAccess User Guide*.
- Distribute the test materials to Test Examiners. Test Examiners must receive the test books in time to review items and test administration procedures described in the Test Examiner's Manual included with the test book.

Tasks for SACs During Testing

This section describes SAC tasks during testing. Some of the tasks may be shared with the DAC and Test Administrators/Test Examiners.

Maintain test security

- Maintain proper chain of custody procedures for secure materials according to Section 8 of this manual.
- Distribute and collect paper testing materials on each testing day.
  - Paper-based forms
  - Oral scripts for both computer-based and paper-based testing
  - Blank paper to use as scratch paper (for paper-based testing or as an accommodation as documented on a student's IEP, 504, or EL plan)
  - Student Authorization Tickets
  - Seal codes
- Complete the School Security Checklist (a sample is included in Appendix G).
- Use secure return envelopes to store Student Authorization Tickets and seal codes after each testing session.

Monitor test activity
- Play an active role in test administration through careful supervision and monitoring of the administration and test security procedures in each testing room.
- Ensure that during each section of the test, Test Administrators walk around the room and verify that students are working independently.

Ensure that all students present during the three-week testing window test
- The CMAS and CoAlt: Science and Social Studies test window is three weeks long. Students present during any part of that three week window should test. Supervise make-up sessions as needed. Refer to Section 6 of this manual.
- Track test section and session completion in PearsonAccess through the **Test Session Details** screen or by utilizing the **Session Health** radio button in PearsonAccess.
- Monitor CoAlt score entry completion in PearsonAccess.
- Districts must account for all students in PearsonAccess, including those who are not present during the three week testing window.

Contact the DAC with any test-related issues
- Report unforeseen emergencies and unexpected circumstances to the DAC.
- Contact the DAC immediately with testing irregularities, including misadministrations, security breaches, and technology glitches that may require tests to be invalidated. Work with the DAC to mitigate the situation and to investigate as necessary.

Request additional secure and non-secure materials from the DAC as needed.

Tasks for SACs After Testing

Finalize information in PearsonAccess.

- Verify that all students enrolled are accounted for.
    - Verify that all test sessions have been **Stopped**.
    - If any students are not in "Completed" status, they must be "Marked Complete" before the test session can be stopped. (The reason entered in the "Marked Complete" field is for school and district use only. Invalidations are entered separately.)
- Verify that all CoAlt scores have been entered into PearsonAccess.If you have been assigned the Student Enrollment role, check student demographic information in PearsonAccess to verify that all information is correct for CMAS computer-based and paper-based students, as well as CoAlt students. For instructions, see "Editing a Registered Student's Demographics" in the *PearsonAccess User Guide*. Provide any needed updates, including accommodations used, in PearsonAccess before the deadline for each test administration.
- Ensure that invalidation codes have been entered in PearsonAccess for students whose tests need to be invalidated. This can be done through the UI or batch loaded through a Post Test Attempt file upload. For instructions, see the *CMAS and CoAlt: Science and Social Studies Data Supplement*.

Verify that student responses on the paper-based forms have been transcribed when necessary. Additional information regarding the following accommodations and appropriate administration procedures can be found in the *Accommodations Supplement*.

- Student responses written in large print and braille test books must be transcribed into a scannable test book.
- Student responses written in a language other than English must be transcribed into a second scannable test book.
- Student responses provided using assistive technology must be transcribed into the student's scannable test book.
- Mark any large print, braille, or test book with responses in languages other than Spanish or English as "Do Not Score". Student responses in these test books must be transcribed into a regular test book for processing/scoring. After transcribing, return the test books containing the students' original written responses with nonscorable materials after they have been marked "Do Not Score".

Securely collect, sort and store test materials

- Reminder: Collect secure materials from Test Administrators and Test Examiners after each day's testing session.

- Complete the School Security Checklist (a sample is included in Appendix G). Secure materials include, but are not limited to:
    - all used test books
    - all unused test books
    - CMAS Social Studies source books
    - CMAS Science periodic tables
    - CMAS large print test kits
    - CMAS oral scripts
    - CMAS braille test kits
    - Braille notes, including picture description scripts, used to administer the test to Visually Impaired students
    - Student Authorization Tickets (collected in CMAS secure return envelopes)
    - Printed seal codes (collected in CMAS secure return envelopes)
    - Any used scratch paper (collected in CMAS secure return envelopes)
    - Student rosters for online test sessions containing TestNav usernames and passwords, if printed
    - CoAlt secure return envelopes
    - CoAlt accommodated materials
    - Any reports or other documents that contain personally identifiable student information
- If a test book was contaminated with bodily fluids (e.g., blood, vomit), follow your school or district protocol.
- Schools must investigate any report of missing test materials. If, after a thorough investigation, a secure test material is not found, the SAC must contact the DAC, who will contact CDE. If there is reason to believe that a secure document or test content has been stolen, photographed, or photocopied, the SAC or DAC should immediately contact CDE to determine a plan of action. This action may include the involvement of local law-enforcement personnel.
- Sort scorable from nonscorable materials.
    - Scorable materials: used CMAS test books.
        - Ensure that the demographic page is completed if the pre-ID student label is incorrect. See the *CMAS and CoAlt: Science and Social Studies Data Supplement* for directions on how to fill in the demographic page. Update PearsonAccess as needed to reflect the most current and accurate information.
        - Sort the secure test books that will be returned to Pearson for scoring by content area.
        - Complete the pre-gridded header sheet. The header sheet is a scanned document that will be used to verify the number of test books to be scored. Refer to Section 13 for additional information.

- Nonscorable materials:
  - Unused test books
  - Social Studies source books
  - Science periodic tables
  - Braille and large print test kits
  - Teacher Notes for use with braille test books
  - Test books with original student responses written in languages other than Spanish or English (only responses transcribed into another test book will be scored)
  - CMAS secure return envelopes containing printed Student Authorization Tickets and printed seal codes
  - Used scratch paper provided as an accommodation
  - Oral scripts
  - Student rosters with user names and passwords, if printed)
  - *CMAS Test Administrator Manuals*
  - CoAlt test books with the *CoAlt Examiner's Manuals*
  - CoAlt secure return envelopes containing the task manipulatives
  - CoAlt accommodated materials
- Before grouping other test materials, first sort all CMAS scorable test books that will be returned to Pearson for scoring by following the directions provided in Section 13 of this manual.
- Box scorable materials in boxes used for "scorable" materials. Scorable test books must be returned to DACs immediately after testing. **Only the boxes provided by Pearson can be used for shipping test materials.** If you do not have enough boxes, please contact your DAC.
- Group nonscorable materials to be returned to Pearson, following the directions provided in Section 13 of this manual.
- Box nonscorable materials in boxes used for "nonscorable" materials. **Only the boxes provided by Pearson can be used for shipping test materials.** If you do not have enough boxes, please contact your DAC.

Deliver test materials to the DAC following district procedures. Each district should have established procedures for how materials are returned from the school to the district office.

Provide feedback on your experience by completing the survey emailed to you after testing.

Section 12: District Technology Coordinator Testing Responsibilities

The responsibilities outlined in Sections 10, 11, and 12 for DACs, SACs, and Technology Coordinators are based on role allocation in a typical district. Each task outlined in these sections must be completed; however, districts may determine which individual from the district should complete each task.

This section describes activities that the District Technology Coordinator (DTC) and School Technology Coordinator (STC), if applicable, should complete before the day of testing.

Training Requirements

Meet with the DAC and review the sections of this manual that apply to the DTC role. Where applicable, School Technology Coordinators should meet with the DTC and SAC. All school personnel involved in the administration of the CMAS and CoAlt: Science and Social Studies assessments must be familiar with their individual responsibilities and CMAS Test Security Protocols. In addition, Technology Coordinators must review the *PearsonAccess User Guide* for specific instructions on PearsonAccess functions and technology-related troubleshooting. Technology Coordinators must attend the site readiness training, or review the site readiness training available online on the CDE website at: http://www.cde.state.co.us/assessment/sitereadiness2014

Sign the Security Agreement.
- Sign the Security Agreement located in Appendix D and provide it to the DAC.

Tasks for DTCs Before Testing

Plan for online assessment administration.
- Meet with the DAC/SAC and have login credentials created.
- Identify School Technology Coordinators (if applicable).
- Review TestNav technology requirements, available at: http://www.pearsononlinetesting.com/TestNav/8/index.html
- Configure firewall, content filter, proxy server, and spam filter.
- Identify the testing rooms and the number of workstations to be used for testing.
- Identify the Proctor Caching machine(s) and install Proctor Caching. http://www.cde.state.co.us/assessment/proctorcaching
- Complete the SystemCheck tests to verify the number of concurrent testers supported using Proctor Caching.
- Minimize the number of wireless access points, and limit the number of computers per wireless access point. Positioning computers as close as

possible to wireless access points is preferable, as well as limiting obstructions between computers and wireless access points.

- Use the SystemCheck tool to verify that you have the appropriate amount of bandwidth for *each* online testing environment.

Prepare the proctor caching computer.

- Designate a school computer 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 test computers from within the local network. This enables faster test page loading times and more efficient test taking. Because cached test content is closer to student computers, test delivery is accelerated, and the amount of Internet bandwidth required for online testing is reduced. Proctor caching software needs to be downloaded from PearsonAccess. Refer to the "Proctor Caching Computer" section of the *PearsonAccess User Guide* for complete proctor caching details and instructions.

Prepare student devices to meet security needs.

- Any software that would allow secure test content on student computers to be viewed on another computer must be turned off.
- Any applications that can automatically launch on a computer should be configured not to launch during testing sessions. 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.

Prepare student devices for testing.

- Complete the SystemCheck tests to verify testing workstation readiness.
- Update testing workstations to comply with TestNav hardware/software requirements.
- Create the URL shortcut to TestNav on each computer desktop (optional).
- Ensure that each computer, iPad, or Chromebook meets the TestNav technology requirements, available at:
  http://www.pearsononlinetesting.com/TestNav/8/index.html
  - **Note:** External keyboards are required for students using iPads.
- Install the appropriate TestNav app on iPads and Chromebooks
- Launch Training Test from student machines to verify TestNav configuration(s).
  1. Start a Browser or App (iPads and Chromebooks).
  2. Go to http://co.testnav.com
  3. Enter the following credentials in the login screen:
     - o Username: username
     - o Password: password
  4. Select "Sign In".
  5. Select the "Start Test Now" button.

6. If the device is correctly configured to run TestNav, a "Congratulations" screen will appear.
- For more information, see http://www.cde.state.co.us/assessment/devicereadiness

Verify Assessment Environments in the PearsonAccess Training Center
- Preform an Infrastructure Trial in the PearsonAccess Training Center to verify that assessment environment components are configured for TestNav and that devices can successfully run TestNav.
- Enter TestNav configuration(s) in the PearsonAccess Training Center.
- Create a test session in the PearsonAccess Training Center.
- Proctor cache ePAT.
- Execute ePAT and verify SRFs are saved in the appropriate save locations.
- Duplicate TestNav configuration(s) in the PearsonAccess operational site.
- For more information, see http://www.cde.state.co.us/assessment/testnavconfig

Tasks for DTCs During Test Administration

Provide technical assistance.
- Be available during testing to provide technical support to schools. http://www.cde.state.co.us/assessment/testadminsupport

Tasks for DTCs After Test Administration

Remove content from proctor caching computers.
- CDE recommends that districts purge content from the proctor caching computers following district technology protocols.

Section 13: Receiving and Returning Test Materials

Overview of Test Materials

For the Fall 2014 CMAS and CoAlt: Science and Social Studies assessments, test materials from Pearson are packaged by school and shipped to each district. The following table indicates what is included in each shipment.

Materials included in Each Shipment		
Test Materials		**Description**
DISTRICT/SCHOOL PACKING LIST		Summary of the test materials in the shipment from Pearson.
DISTRICT RECEIPT FORM		Summary view of secure materials shipped to the DAC. DACs use this form to track secure receipt of materials by SACs.
PALLET DETAIL		List identifying the boxes to send to each school. Schools are identified by both number and name.
SCHOOL SECURITY CHECKLIST		List of all secure materials sent to a school. SACs use this form to check the security barcode number sequences of the test materials, and to record any discrepancies.
COORDINATOR KIT (DAC)	COORDINATOR MEMO	Description of the shipment, including contact information and helpful resources.
	SECURITY AGREEMENT	Form that documents secure procedures.
	SCORABLE RETURN LABELS, ORANGE	Orange labels used for returning CMAS scorable documents to Pearson.
	NONSCORABLE SECURE RETURN LABELS, BLUE	Blue labels used for returning non-scorable secure test materials to Pearson.
	UPS RETURN LABEL	White UPS label for returning materials to Pearson.
	BLANK HEADER SHEET	Scanned document that will be used to verify the number of test books to be scored.
COORDINATOR KIT (SAC)	COORDINATOR MEMO	Description of the shipment, including contact information and helpful resources.
	PRE-GRIDDED HEADER SHEET	Scanned document with pre-gridded information that will be used to verify the number of test books to be scored.
	CMAS ROSTER FOR PAPER FORM WITH PRE-ID LABELS	Checklist for Test Administrators to verify pre-ID labels for students taking the paper form.
	PAPER BANDS	Piece of paper used for securing scorable test books that will be returned to Pearson for scoring.
CMAS ACCOMMODATED MATERIALS		Paper accommodations for CMAS assessments. Includes braille and large print test kits, regular print test books and social studies source books used as

			accommodations, and English and Spanish oral scripts.
	CMAS SECURE RETURN ENVELOPE		Envelope used to return Student Authorization Tickets and seal codes to Pearson.
	CMAS TEST ADMINISTRATOR MANUAL		Manuals on testing procedures and policies for Test Administrators.
PACKET, COALT	TB, COALT		Test book for High School Science and Social Studies CoAlt test administration. Includes the *Examiner's Manual*.
	TASK MANIPULATIVES		Shrink-wrapped package of task manipulatives for High School Science and Social Studies CoAlt test administration. Includes the Secure Return Form and the Score Recording Form.
	COALT ENVELOPE, SEC		Envelope used to return task manipulatives to Pearson.
	SCORE RECORDING FORM		Form that may be used to record student scores.

Receive and Distribute Test Materials - DAC

Instructions for the DAC

DACs will receive and sign for test materials from UPS. See "Overview of Test Materials" on the previous pages for a table listing the materials with brief descriptions.

All materials shipped to districts will arrive in boxes with purple labels. Each box will be addressed to the attention of the DAC, and will list the district and school.

One box (or more, depending on the size of the district) will contain the Coordinator Kit that has materials for the DAC. This box will have only **ONE** label, colored purple. Refer to "Overview of Test Materials" for a list of what will be included in the DAC Coordinator Kit.

All other boxes will have two labels. One label will be purple. The other label will be either green, stating CMAS, or pink, stating CoAlt. The information on the following image will be printed on the purple label.

```
PEARSON
9200 EARHART LANE SW
CEDAR RAPIDS, IA.  52404-9078


999990999


DAC NAME
COLORADO HIGH SCHOOL
99 STREET AVE.
DENVER, CO.  80203

999-999-9999
```
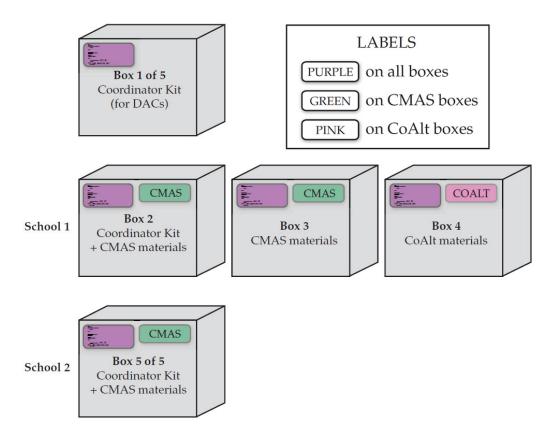
DENVER SCHOOL A

FALL 2014

ATTN: DISTRICT ASSESSMENT COORDINATOR

PTO_LINE_BARCODE_ENC

526120 3617117003

The DAC should distribute the rest of the boxes that contain test materials and SAC Coordinator Kits to schools as identified on the box labels. Refer to "Overview of Test Materials" for a list of what will be included in the SAC Coordinator Kit. The following diagram illustrates the labels and shipments for a hypothetical district with two schools.

LABELS

PURPLE on all boxes
GREEN on CMAS boxes
PINK on CoAlt boxes

Box 1 of 5
Coordinator Kit
(for DACs)

School 1

Box 2
Coordinator Kit
+ CMAS materials

Box 3
CMAS materials

Box 4
CoAlt materials

School 2

Box 5 of 5
Coordinator Kit
+ CMAS materials

- Box 1 contains the Coordinator Kit that has materials for the DAC. As the first box in the shipment, it will be labeled "Box 1 of 5".
- Boxes 2, 3, and 4 are for School 1, which is participating in both CMAS and CoAlt. Box 2 contains the Coordinator Kit for the SAC, in addition to CMAS test materials. These boxes are not labeled Box 2 of 5, Box 3 of 5, or Box 4 of 5.
- Box 5 is for School 2, which is participating in CMAS only. As the last box in the shipment, it will be labeled "Box 5 of 5". Because the school is receiving only one box, it contains the Coordinator Kit and all test materials.

Box 1 contains several forms that DACs must use to check the test materials. See "Sample Forms" in Appendix G of this manual for examples of these documents.

- Use the **Pallet Detail** to identify the boxes that must go to each school. Use the same form to verify that test materials have been sent for all participating schools .
- Use the **District Packing List** to review the materials that were shipped.
- Use the **District Receipt Form** to sign out materials to each SAC, verifying that they received the quantities listed on this form. Specific instructions appear on the form.

Secure and non-secure materials will be contained in a single shipment. Materials should be distributed to schools as soon as possible so that Test Administrators and Test Examiners are able to review the *CMAS Test Administrator Manual* and

the *CoAlt Examiner's Manual* as needed. However, secure materials sent by Pearson to a school district, including paper-based accommodated forms of the CMAS: Science and Social Studies assessments and oral scripts, should be secured at all times and test books should remain sealed until they are used during test administration.

CoAlt

The boxes containing CoAlt test materials must be delivered to schools in time for Test Examiners to review test administration procedures. Upon request, DACs may distribute PDF versions of the CoAlt task manipulatives. Login credentials for the website will be provided by Pearson, with CDE approval. The files may then be saved on a memory stick for ease in distribution. Task manipulatives may not be sent to the field via email or through another electronic form. DACs are responsible for ensuring that all electronic CoAlt task manipulatives are removed from electronic devices, and that the memory sticks used for distribution are erased or securely destroyed.

Receive and Distribute Test Materials - SAC

Instructions for the SAC

As soon as materials are received from the DAC, use the School Packing List to review the materials that should be included in the shipment for your school. Next, use the School Security Checklist to plan and eventually track thedistribution of the appropriate number of test materials to each Test Administrator or Test Examiner. See "Sample Forms" in Appendix G of this manual for examples of these documents.

Count the materials received to verify that there is an adequate number of *Test Administrator Manuals* and accommodated test books for students in the school. If additional materials are needed, notify the DAC immediately.

- One *CMAS Test Administrator Manual* will be provided for every 20 students registered in PearsonAccess.
- Test books with social studies source books or periodic tables (science) will be received in singles.

Be sure that any missing or damaged test books are replaced with an equal quantity. If additional materials are needed, notify the DAC immediately.

Report the following occurrences immediately to Pearson:

- Non-receipt of test books or social studies source books listed on the School Packing List.
- Discovery of an unusable test book.

- Discovery of missing or duplicate sequence numbers on any test books. Barcodes for scannable test books and non-scannable source books are on the bottom front cover.

Account for unusable test books or other test materials. If there is an unusable test book, contact the DAC to arrange for an immediate replacement.

Test Administrators and Test Examiners receiving materials from the SAC must sign them out according to the security numbers on the materials. The *CoAlt Examiner's Manual* and the test materials should be reviewed and prepared by the Test Examiner **at least** one week before the test window. *CMAS Test Administrator Manuals* should be reviewed by the Test Administrator at least one week before the test window. Test books must be secured when not in use for testing purposes.

Test Administrators and Test Examiners should take some time to familiarize themselves with the format of the test, the testing procedures, and the materials required. Please instruct all Test Administrators and Test Examiners to review the *CMAS Test Administrator Manual* and the *CoAlt Examiner's Manual*, respectively, prior to administering the test. The review time should also be used to provide an opportunity for Test Administrators and Test Examiners to ensure the availability of any needed accommodations for students prior to the administration of the first test section. For questions about allowable accommodations, contact your DAC.

If Test Examiners need access to student materials in an electronic format, contact your DAC. Electronic materials are secure and must be distributed in a manner that does not violate test security, including distribution via email.

Collect Test Materials - SAC

Instructions for the SAC

Collect Materials
The SAC is responsible for the distribution and collection of CMAS: Science and Social Studies materials **to and from** Test Administrators and Test Examiners on each day of administration, preferably within 15 minutes of the start and end of each testing session. See chain of custody requirements in Section 8 of this manual.

Immediately after the final testing section for each content area test, ensure that all Student Authorization Tickets, seal code documents, *CMAS Test Administrator Manuals*, *CoAlt Test Examiner's Manuals*, test books, social studies source books,

periodic tables, secure return envelopes, and student materials from Test Administrators and Test Examiners have been collected and secured. Use the School Security Checklist to ensure that all CMAS or CoAlt test books and CoAlt task manipulatives have been collected. All test materials, **including accommodated materials and the original Pearson shipping boxes**, must be returned to the DAC for secure shipment back to Pearson.

Electronic material must be removed from any assistive technology device used as an accommodation for a student with a disability immediately after testing. A verification of this removal must be sent to the DAC. Any media used to distribute CoAlt accommodated electronic materials must be returned to the DAC at the end of testing for secure destruction.

Prepare Test Materials for Packaging - SAC

Instructions for the SAC

Before returning CMAS or CoAlt test materials to the DAC, the SAC should sort and package the materials following the directions below. If your DAC has provided you with district-specific sorting or packaging instructions, be sure to follow those directions. If there is a conflict between the district-specific instructions and the instructions in this manual, follow the district-specific instructions.

1. Check and deliver CMAS scorable test books to the DAC

Before grouping other test materials, first sort all CMAS scorable test books that will be returned to Pearson for scoring. These test books must be returned to DACs immediately after testing.
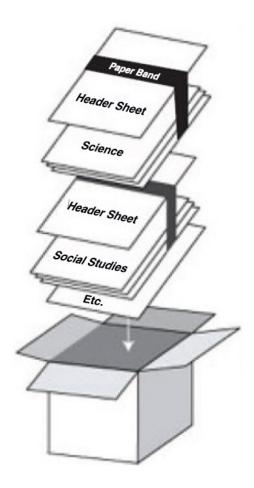
- Ensure that the test books are verified for accuracy and completeness of student identification information, especially if pre-ID labels were not used and information was completed by the Test Administrator.

- Ensure that used test books have been received from ALL Test Administrators.

- Verify and/or complete the header sheet.
  - The header sheet is a scanned document that will be used to verify the number of CMAS test books to be scored. See Appendix I for the header sheet.
  - Pre-gridded header sheets have been provided. Some information on the header sheet will be pre-gridded, while other information will need to be

filled in manually. All information, whether pre-gridded or manually entered, should be reviewed for accuracy.

- Corrections to pre-gridded information are not permissible; complete a new (blank) header sheet with accurate information to prevent scoring delays. If a new header sheet is required, contact the DAC.
- The following information must be manually completed on the pre-gridded header sheet:

SIDE 1	
NUMBER OF DOCUMENTS	Write and bubble in the total number of test books that will be bundled, by content area, under the header sheet.
SIDE 2	
GROUP NAME	Write and bubble in the Group Name for non-pre-ID Students. This should match the class group name of other pre-ID students in PearsonAccess. If this is left blank, the field will default to Default Group.

- Organize CMAS scorable test books
  - Organize the test books by content area so that the demographic page is facing down and the margin that contains the black horizontal bars is on the right.
  - The test books do not need to be alphabetized or sorted in any way other than by content area.
  - Place a completed header sheet on top of each bundle of test books by content area.
  - Secure the header sheet and test book stacks with a paper band that was provided with the shipment of test materials. You may tape the paper band to ensure that it fits around the stack. If the stack is too large for a single band, you may break it down into stacks of 10 and use multiple bands. It is important that you mark each band appropriately—for instance, "1 of 2" and "2 of 2".
  - Refer to the following diagram.

- Keep these test books separate from all other material being returned to the DAC.

2. Sort remaining CMAS materials and CoAlt materials

CMAS Test Materials

The remaining CMAS test materials to deliver to the DAC are nonscorable secure items. They may include any of the following items and may be grouped together.

CMAS Nonscorable Secure Test Materials
o   CMAS unused Social Studies test books
o   CMAS unused Science test books
o   CMAS Social Studies test books marked "Do Not Use"
o   CMAS Science test books marked "Do Not Use"
o   CMAS Social Studies source book
o   CMAS Science periodic table
o   CMAS Social Studies large print test kit

o   CMAS Science large print test kit
o   CMAS Social Studies contracted braille test kit
o   CMAS Science contracted braille test kit
o   CMAS Social Studies uncontracted braille test kit
o   CMAS Science uncontracted braille test kit
o   CMAS English paper-based Social Studies oral script
o   CMAS English paper-based Science oral script
o   CMAS Spanish paper-based Social Studies oral script
o   CMAS Spanish paper-based Science oral script
o   CMAS English online Social Studies oral script
o   CMAS English online Science oral script
o   CMAS Spanish online Social Studies oral script
o   CMAS Spanish online Science oral script
o   CMAS secure return envelopes, including:
   o CMAS Student Authorization Tickets
   o Seal codes
o   *CMAS Test Administrator Manuals*
o   Other secure materials, such as student rosters with names and
    passwords

CoAlt Test Materials

- DACs or SACs must verify that all task manipulatives and used score recording forms have been placed in the secure return envelope. DACs or SACs must also check that the envelope includes a signed and dated Security Form. After the materials and Security Form have been verified, DACs or SACs must seal the secure return envelope.

- Group all secure return envelopes together.

- Group all used test books together.

- Group all accommodated materials together. Keep these materials separate from the others.

3. Return CMAS and CoAlt materials with original boxes

- The original Pearson shipping boxes in which test materials were delivered must be used for return shipping. Ensure that the original shipping labels and other markings have been removed or covered. If more boxes are needed, contact your DAC.

- Prior to placing test materials in a box, securely tape the bottom of each box to prevent breakage. Reinforce all seams (top, bottom, and sides), following an "H" pattern.

- Place CMAS scorable test books with the completed header sheets in shipping boxes separate from all other material being returned.

- Place all remaining materials in shipping boxes. **You do not need to fit the CoAlt accommodated materials that you grouped in Step 2 into a Pearson box**. These materials will be securely destroyed by the DAC. Multiple types of materials can go into a single box, as long as the materials have been sorted and grouped together.

- Do NOT seal boxes. Return unsealed boxes to the DAC, who will check the contents before returning them to Pearson.

- **Reminder**: The materials should be sorted and/or packaged as directed by your DAC. If there is a conflict between the DAC's district-specific instructions and the instructions in this manual, follow the DAC's instructions.

Collect Test Materials - DAC

Instructions for the DAC

Collect all secure and non-secure materials from SACs. Use the District Receipt Form to verify that all materials are signed in from SACs. As you receive materials from SACs, ensure that all materials are stored in a secure, locked location.

Collect all scorable materials from SACs immediately after testing ends. These must be shipped back to Pearson as soon as the school has finished testing. Ensure that a header sheet has been completed for each content area and is included on each set of test books.

Prepare Test Materials for Packaging - DAC

Instructions for the DAC

1. Securely destroy accommodated materials

After all CoAlt assessments have been administered, the SAC will deliver all accommodated materials to the DAC for secure destruction. Secure destruction means shredding physical materials, and deleting electronic materials. The DAC must ensure that all electronic materials are completely removed from machines.

2. Sort materials for return to Pearson

All CMAS scorable test books must be returned to Pearson as soon as testing is complete. Verify that used and unused test materials have been grouped as described in Step 1 of the return instructions for the SAC.

If multiple boxes are received from different schools and are not filled to capacity, the boxes can be consolidated so that fewer boxes are shipped back to Pearson. Proper consolidation requires grouping test books together, and grouping secure return envelopes together.

Multiple types of materials can go into a single box, as long as the materials have been sorted and grouped together. CMAS and CoAlt nonscorable secure materials may be returned in the same boxes.

Do not include:

- CoAlt accommodated materials, which must be securely destroyed

- scorable materials (This may result in failure to be scored in time for reporting.)

3. Prepare boxes for shipping

Reuse the original Pearson shipping boxes to return test materials to Pearson. Ensure that the original shipping labels and other markings have been removed or covered. If more boxes are needed, place an additional order via PearsonAccess or contact Pearson Customer Service at 1-888-687-4759.

Prior to packing test materials, ensure that the bottom of each box has been securely taped (all seams (top, bottom, and sides) have been reinforced following an "H" pattern) to prevent breakage.

If any box is not completely filled, add only crumpled paper to avoid damage caused by shifting during shipment. Add enough crumpled paper to hold the documents securely in place during transit. Do not use foam "popcorn" or "peanuts".

Labels

● **Identify boxes containing CMAS scorable documents with the <u>orange</u> scorable return label. The address on the orange labels is 9200 Earhart Lane SW, Cedar Rapids, IA 52404-9078.**

● **Identify boxes containing nonscorable materials with the <u>blue</u> return label. The address on the blue labels is 7405 Irish Dr SW, Cedar Rapids, IA 52404.**

● **A <u>white</u> UPS label must be used on ALL boxes being shipped to Pearson. Some white UPS labels will have the same address as the orange scorable return labels; some will have the same address as the blue nonscorable return labels. The address on each UPS label must match the address on the appropriate return label, depending on the material being shipped. Ensure that the UPS label and the return label match when applying the labels to the boxes.**

---

4. Schedule pickup with UPS

Each SAC must return all test materials to the DAC in time for UPS pickup.

Schedule UPS pick up of scorable materials immediately after testing ends. Pickups must be **scheduled** with UPS by December 1, 2014. Schedule pickup arrangements 24–48 hours in advance of the pickup.

Scorable materials must be **picked up** by UPS no later than December 3, 2014, or materials may not be scored in time for reporting.

Call UPS at 1-800-823-7459 to schedule pickups for Ground shipping. Tell the UPS representative you are calling in a pickup request for Pearson and will be using their "Return Service".

You must provide UPS with the following information:

- The physical location of where packages are to be picked up.

- The estimated number of packages to pick up.

There may be time constraints for specific pickups based on their location. The UPS Representative will let you know if the pickup cannot be made as requested.

Once the pickup is confirmed, the school or district will receive a confirmation number from UPS. The number can be referenced in the future if questions or changes arise.

Ship Test Materials

Instructions for the DAC

1. Check the boxes

Two types of return labels are provided in the Coordinator Kit (these are separate from the white UPS shipping labels). The orange labels are for returning scorable materials. The blue labels are for returning nonscorable secure materials.

White UPS shipping labels are also provided in the Coordinator Kit. The number of UPS labels provided for return shipments was calculated based on the materials that are expected to be returned to Pearson. Boxes cannot be shipped without a UPS shipping label. If the weight of the box exceeds the weight printed on the UPS label, UPS will update the label upon pickup.

Refer to the following examples of each type of label.

SCORABLE MATERIAL RETURN LABEL   **NONSCORABLE MATERIAL RETURN LABEL**

SCORABLE MATERIAL UPS LABEL   **NONSCORABLE MATERIAL UPS LABEL**

Affix the proper return label and UPS shipping label to each box. The labels should be clearly visible. Refer to the following diagrams for suggested label placement.

SCORABLE MATERIALS   **NONSCORABLE MATERIALS**

Note: To ensure the safe return of materials, it is absolutely essential that all boxes be packed, labeled, and secured as described in the previous section. Check to make sure that all boxes are tightly packed and securely sealed.

2. Mark the boxes

The district's shipping labels should be numbered in sequence to show both the number of the box and the number of total boxes for the district shipment. Mark each box with a unique number such as "1 of 3", "2 of 3", and "3 of 3" on the scorable or nonscorable labels affixed to the boxes. If you have separately scheduled return shipments, follow this same unique box sequence each time.

3. Store and ship test materials

Hold the boxes for pickup by UPS on the date you previously scheduled. See "Schedule Pickup with UPS" on page 111 for instructions. Materials must be picked up by UPS no later than December 3, 2014. Scorable materials must be returned immediately after a school has completed testing.

Materials must be kept secure at all times.

Appendix A
PearsonAccess User Roles and Permissions

PearsonAccess User Roles and Permissions

This table shows the various roles that may be assigned to PearsonAccess users. Role-associated functions that may be performed by each user type are indicated. Individuals can be assigned more than one role to fulfill the need for additional permissions (e.g., an educator administering CMAS and CoAlt assessments would be assigned both the CMAS Test Administrator and CoAlt Score Entry roles). For the complete PearsonAccess User Roles and Permissions guidelines, refer to the *PearsonAccess User Guide*.

	DAC	SAC	Student Enrollment	Technology Coordinator	CMAS Test Administrator	CoAlt Score Entry
Administrative Management						
Send User Account File	▪	▪				
Search/View User Account	▪	▪				
Add, Edit, Lock, Unlock, and Delete User Account	▪	▪				
View Contacts	▪	▪				
Student Data						
Upload Student Data File to PearsonAccess	▪		▪			
View Core Student Data (Name, SASID, School, DOB, Grade, Gender only)	▪	▪	▪		▪	▪
View Detailed Student Data (detailed demographics)	▪		▪			
Add Student	▪	▪	▪			▪
Edit Core Student Data	▪	▪	▪			▪
Edit Detailed Student Data	▪		▪			
Test Management						
View Groups	▪	▪	▪	▪	▪	▪
Add, Edit, and Remove Group Registration (SDU)	▪		▪			
Add, Edit, and Remove Group Registration (PearsonAccess UI)	▪	▪	▪			
View Registered Students	▪	▪	▪		▪	▪
Register Students	▪	▪	▪			
Edit Registrations	▪	▪	▪			▪
Add or Remove Registrations	▪	▪	▪			
Assign Students to a Test	▪	▪	▪			
Remove Test Assignment	▪		▪			
Request Student Registration Extract	▪		▪			

	DAC	SAC	Student Enrollment	Technology Coordinator	CMAS Test Administrator	CoAlt Score Entry
Manage Test Sessions (Online Testing Only)						
View Test Session	▪	▪	▪	▪	▪	
Add Test Session	▪	▪	▪			
Edit Test Session (including removing or adding students)	▪	▪	▪	▪	▪	
Assign Accommodated Online Forms (SDU)	▪		▪			
Assign Accommodated Online Forms (PearsonAccess UI)	▪	▪	▪			
Get Student Authorizations and Seal Codes	▪	▪			▪	
Start and Stop Session	▪	▪			▪	
Resume Test	▪	▪			▪	
Mark Test Complete	▪	▪				
View Test Progress	▪	▪			▪	
Test Setup						
View, Create, and Edit TestNav Configuration	▪	▪		▪		
Delete TestNav Configuration	▪			▪		
Test Results CMAS and CoAlt						
View Published Reports (post administration)						
District Content Standard Roster	▪					
District Performance Level Summary	▪					
District Student Data File	▪					
District Summary Data File	▪					
Student Report	▪	▪	▪			
School Content Standard Roster	▪	▪	▪			
School Performance Level Summary (CMAS only)	▪	▪	▪			
School Student Data File	▪		▪			
School Summary Data File	▪	▪	▪			
Item Analysis Summary	▪	▪	▪			

Appendix B
Fall 2014 PearsonAccess Quick Reference Guides

Quick Reference Guide to Assigning Accommodated Forms and Ordering Accommodated Materials

Online Accommodated Forms
- Text-to-Speech Form – Text is read aloud to the student by means of the embedded text-to-speech software.
- Color Contrast Form – Color contrast settings allow the student to select alternate colors for text and background.
- Text-to-Speech with Color Contrast Form – The form includes both text-to-speech and color contrast settings.
- Spanish Audio Form – Text is read aloud in Spanish to the student by means of the embedded audio file.
- Spanish Audio with Color Contrast Form – The form includes both Spanish audio and color contrast settings.
- Oral Script Form – Form to be used with all Oral Scripts.

Paper Test Forms
- Paper Test Book – Social Studies
- Paper Source Book – To be used with the Social Studies test book
- Paper Test Book – Science (kit includes paper periodic table)
- Large Print Kit – Large print test book and source book are spiral bound.Dimensions of the books are 14 inches by 18 inches. (Science kit includes a magnifier sheet and a paper periodic table)
- Contracted Braille Kit – Braille test book and source book utilizing contracted braille (Science kit includes brailled periodic table)
- Uncontracted Braille Kit – Braille test book and source book utilizing uncontracted braille (Science kit includes brailled periodic table)

Oral Scripts – For use by Test Administrators for both the computer-based and paper-based forms. This accommodation provides an oral reading of the test form to a student and must be documented on his/her IEP, 504, or EL plan,

- Online English Oral Script
- Paper English Oral Script
- Online Spanish Oral Script
- Paper Spanish Oral Script
- Online Script for Translation*
- Paper Script for Translation*

*Scripts for Translation will be used for languages other than English or Spanish, including sign languages.

Assigning Online Accommodated Forms within PearsonAccess

Online accommodated forms can be assigned en masse through the Student Data Upload (SDU) or student-by-student through the PearsonAccess User Interface (UI).

- Online accommodated forms **assigned at the student level (student-by-student)** through the PearsonAccess UI:
    - On the session details screen, click **override** under the **Form/Form Group Type** column.
    - The Form Assignment screen will appear.
    - From the drop-down under **Form Group Type**, select the needed accommodated form.
    - Select the form under the form drop down that the student needs.
        - Text-to-Speech
        - Color Contrast
        - Text-to-Speech with Color Contrast
        - Spanish Audio
        - Spanish Audio with Color Contrast
        - Oral Script
    - Select **Save**.
- These forms can be selected up until the time of testing. If a student has started a previously assigned test form, that form **cannot** be overridden.

Ordering Paper Materials

For initial orders, paper forms and oral scripts (paper and online) need to be ordered through PearsonAccess either via SDU or student-by-student. The initial counts entered into PearsonAccess will populate paper-based participation counts used to fulfill orders during the regular order window from 9/8/14 – 10/9/14.

1. **Ordering Materials via SDU**
    - To submit through the SDU, the relevant data is included in the file.
    - PearsonAccess SDU test forms codes (in SDU file, column "BA")
        - 0 = No Accommodation Needed
        - 1 = Accommodated Online Form (note: needed for online oral scripts ordering as well as assigning the Text-to-Speech form, Spanish Audio form, or any of the Color Contrast forms)
        - 2 = Paper Form (Regular)
        - 3 = Large Print
        - 4 = Contracted Braille
        - 5 = Uncontracted Braille
        - X = Does not apply
        - Blank
    - PearsonAccess SDU script codes (in SDU file, column "BC")
        - 1 = English Oral Script
        - 2 = Spanish Oral Script

- 3 = Script for Translation
- X = Does not apply
- Blank

2. **Ordering Materials Student-by-Student within the PearsonAccess UI**
Accommodated selections can be made on a per student basis in PearsonAccess, using the steps outlined below.
- Go to *Test Management > Register Students*.
- To view all students, select the **Show All Students** check box and then select **Search**.
- To search for an individual student, enter search criteria and then select **Search**. You must enter or select at least one search field; the more specific the criteria, the more focused the search will be.
- Select the name of the student.
- Select the **Assigned Tests** tab.
- Select the name of the test to which the student is assigned.
- Select **Edit**
- Make the necessary changes to the "CMAS Accommodations – Before Testing" and, only if needed, "Oral Script" drop-downs.
- Select **Save**.
- At the confirmation message, select a link to continue.

Additional Orders (DACs only)

Following the close of the initial orders window, districts may submit additional order requests to Pearson. The Additional Orders window for secure materials is from 10/21/14 – 11/18/14.

- Log in to PearsonAccess and select the **Test Setup** tab.
- Select the **Order Additional Materials and Tracking** link.
- Select the **Order Additional Materials button**.
- Complete shipping information: verify address, email, and phone.
- Enter date needed, shipment reason, and any special instructions.
- Enter the quantity of materials needed on the provided list.
- Review the order and submit.
- Orders will be reviewed and approved by Pearson.
- Track shipments within PearsonAccess:
  - From the Additional Order screen, select the order.
  - Each box in the shipment can be tracked separately.
    - Select **Shipping Details**
    - Select **view** in the **Shipment** columnSelect a box's Tracking Number to see the shipping vendor's tracking information.

Quick Reference Guide to Support Documents

PearsonAccess Support Documents
http://www.Pearsonaccess.com/co > **Support**

- **ePATs (Practice Test Environment)**

  Listed by grade and subject
- **Downloads**
    - Proctor Caching Software – PC users
    - Proctor Caching Software – MAC users
- **Important Dates**

  Fall 2014 Critical Dates Sheet
- **Manuals and Documents**
    - *CMAS Test Administrator Manual*
    - *CoAlt Examiner's Manual*
- **Memos**
- **Reference Guides**
    - Site Readiness: Site Readiness Training
    - System Check: System Check Software
    - Proctor Caching: User's Guide
    - Proctor Caching: Proctor Caching Software for PCs
    - Proctor Caching: Proctor Caching Software for MACs
    - Reference Guide: *PearsonAccess User Guide*
    - Reference Guide: TestNav 8 Users Guide
    - Reference Guide: TestNav 8 Hardware and Software Requirements
    - Technology Readiness: Technology Readiness Tool
- **Templates**

  Student Data Upload (SDU) guide and template
- **Training**
    - Recorded webinars
    - PearsonAccess training modules
    - TestNav training modules

All assessment resources are also posted on Avocet, the online searchable master index available at http://avocet.pearson.com/CO/Home.

Appendix C
Sample Schedules 1 Through 9

Schedule 1:   CMAS: Science and Social Studies
Sample Schedule for High School - 3 Physical Testing Groups Required
Students Take Each Section Consecutively in One Sitting

WEEK 1	7:30-8:50 a.m. (10 minutes for set up and transition)	9:00-10:10 a.m.	10:20-11:30 a.m.
Monday			
Tuesday	Science Group 1 Section 1	Science Group 1 Section 2	Science Group 1 Section 3
Wednesday	Science Group 2 Section 1	Science Group 2 Section 2	Science Group 2 Section 3
Thursday	Science Group 3 Section 1	Science Group 3 Section 2	Science Group 3 Section 3
Friday	Makeup	Makeup	Makeup

WEEK 2	7:30-8:50 a.m. (10 minutes for set up and transition)	9:00-10:10 a.m.	10:20-11:30 a.m.
Monday			
Tuesday	Social Studies Group 1 Section 1	Social Studies Group 1 Section 2	Social Studies Group 1 Section 3
Wednesday	Social Studies Group 2 Section 1	Social Studies Group 2 Section 2	Social Studies Group 2 Section 3
Thursday	Social Studies Group 3 Section 1	Social Studies Group 3 Section 2	Social Studies Group 3 Section 3
Friday	Makeup	Makeup	Makeup

WEEK 3	7:30-8:50 a.m. (10 minutes for set up and transition)	9:00-10:10 a.m.	10:20-11:30 a.m.
Monday	Makeup	Makeup	Makeup
Tuesday			
Wednesday			
Thursday			
Friday			

Schedule 2: CMAS: Science and Social Studies
Sample Schedule for High School - 3 Physical Testing Groups Required
(Students Take Each Section in One Day: Extended Break between Sections 2 and 3)

WEEK 1	7:30-8:50 a.m. (10 minutes for set up and transition)	9:00-10:10 a.m.	Extended Break	12:45-2:05 p.m. (10 minutes for set up and transition)
Monday				
Tuesday	Science Group 1 Section 1	Science Group 1 Section 2		Science Group 1 Section 3
Wednesday	Science Group 2 Section 1	Science Group 2 Section 2		Science Group 2 Section 3
Thursday	Science Group 3 Section 1	Science Group 3 Section 2		Science Group 3 Section 3
Friday	Makeup	Makeup		Makeup

WEEK 2	7:30-8:50 a.m. (10 minutes for set up and transition)	9:00-10:10 a.m.	Extended Break	12:45-2:05 p.m. (10 minutes for set up and transition)
Monday				
Tuesday	Social Studies Group 1 Section 1	Social Studies Group 1 Section 2		Social Studies Group 1 Section 3
Wednesday	Social Studies Group 2 Section 1	Social Studies Group 2 Section 2		Social Studies Group 2 Section 3
Thursday	Social Studies Group 3 Section 1	Social Studies Group 3 Section 2		Social Studies Group 3 Section 3
Friday	Makeup	Makeup		Makeup

WEEK 3	7:30-8:50 a.m. (10 minutes for set up and transition)	9:00-10:10 a.m.	Extended Break	12:45-2:05 p.m. (10 minutes for set up and transition)
Monday	Makeup	Makeup		Makeup
Tuesday				
Wednesday				
Thursday				
Friday				

Schedule 3: CMAS: Science and Social Studies
Sample Schedule for High School - 3 Physical Testing Groups Required
(Students Take Each Section in One Day with Extended Breaks between Each Section)

WEEK 1	7:30-8:50 a.m. (10 minutes for set up and transition)	Extended Break	9:30-10:50 a.m. (10 minutes for set up and transition)	Extended Break	12:45-2:05 p.m. (10 minutes for set up and transition)
Monday					
Tuesday	Science Group 1 Section 1		Science Group 1 Section 2		Science Group 1 Section 3
Wednesday	Science Group 2 Section 1		Science Group 2 Section 2		Science Group 2 Section 3
Thursday	Science Group 3 Section 1		Science Group 3 Section 2		Science Group 3 Section 3
Friday	Makeup		Makeup		Makeup

WEEK 2	7:30-8:50 a.m. (10 minutes for set up and transition)	Extended Break	9:30-10:50 a.m. (10 minutes for set up and transition)	Extended Break	12:45-2:05 p.m. (10 minutes for set up and transition)
Monday					
Tuesday	Social Studies Group 1 Section 1		Social Studies Group 1 Section 2		Social Studies Group 1 Section 3
Wednesday	Social Studies Group 2 Section 1		Social Studies Group 2 Section 2		Social Studies Group 2 Section 3
Thursday	Social Studies Group 3 Section 1		Social Studies Group 3 Section 2		Social Studies Group 3 Section 3
Friday	Makeup		Makeup		Makeup

WEEK 3	7:30-8:50 a.m. (10 minutes for set up and transition)	Extended Break	9:00-10:20 a.m. (10 minutes for set up and transition)	Extended Break	12:45-2:05 p.m. (10 minutes for set up and transition)
Monday	Makeup		Makeup		Makeup
Tuesday					
Wednesday					
Thursday					
Friday					

Schedule 4: CMAS: Science and Social Studies
Sample Schedule for High School - 3 Physical Testing Groups Required
Complete One Content Area before Beginning the Next
(1 Section Per Day)

WEEK 1	7:30-8:50 (10 minutes for set up and transition)	9:00-10:20 (10 minutes for set up and transition)	10:30-11:50 (10 minutes for set up and transition)
Monday			
Tuesday	Science Group 1 Section 1	Science Group 2 Section 1	Science Group 3 Section 1
Wednesday	Makeup		
Thursday	Science Group 1 Section 2	Science Group 2 Section 2	Science Group 3 Section 2
Friday	Makeup		

WEEK 2	7:30-8:50 (10 minutes for set up and transition)	9:00-10:20 (10 minutes for set up and transition)	10:30-11:50 (10 minutes for set up and transition)
Monday	Makeup		
Tuesday	Science Group 1 Section 3	Science Group 2 Section 3	Science Group 3 Section 3
Wednesday	Makeup		
Thursday	Social Studies Group 1 Section 1	Social Studies Group 2 Section 1	Social Studies Group 3 Section 1
Friday	Makeup		

WEEK 3	7:30-8:50 (10 minutes for set up and transition)	9:00-10:20 (10 minutes for set up and transition)	10:30-11:50 (10 minutes for set up and transition)
Monday	Makeup		
Tuesday	Social Studies Group 1 Section 2	Social Studies Group 2 Section 2	Social Studies Group 3 Section 2
Wednesday	Makeup		
Thursday	Social Studies Group 1 Section 3	Social Studies Group 2 Section 3	Social Studies Group 3 Section 3
Friday	Makeup		

Schedule 5: CMAS: Science and Social Studies
Sample Schedule for High School
3 Physical Testing Groups Required
Alternate Between Content Areas
(1 Section Per Day)

WEEK 1	7:30-8:50 (10 minutes for set up and transition)	9:00-10:20 (10 minutes for set up and transition)	10:30-11:50 (10 minutes for set up and transition)
Monday	Science Section 1 Group 1	Science Section 1 Group 2	Science Section 1 Group 3
Tuesday	Social Studies Section 1 Group 1	Social Studies Section 1 Group 2	Social Studies Section 1 Group 3
Wednesday	Makeup		
Thursday	Science Section 2 Group 1	Science Section 2 Group 2	Science Section 2 Group 3
Friday	Social Studies Section 2 Group 1	Social Studies Section 2 Group 2	Social Studies Section 2 Group 3

WEEK 2	7:30-8:50 (10 minutes for set up and transition)	9:00-10:20 (10 minutes for set up and transition)	10:30-11:50 (10 minutes for set up and transition)
Monday	Makeup		
Tuesday	Science Section 3 Group 1	Science Section 3 Group 2	Science Section 3 Group 3
Wednesday	Social Studies Section 3 Group 1	Social Studies Section 3 Group 2	Social Studies Section 3 Group 3
Thursday	Makeup		
Friday	Makeup		

WEEK 3	7:30-8:50 (10 minutes for set up and transition)	9:00-10:20 (10 minutes for set up and transition)	10:30-11:50 (10 minutes for set up and transition)
Monday	Makeup		
Tuesday	Makeup		
Wednesday	Makeup		
Thursday	Makeup		
Friday	Makeup		

Schedule 6:   **CMAS: Science and Social Studies**
Sample Schedule for High School
3 Physical Testing Groups Required
Complete One Content Area before Beginning the Next
(3 Sections Per Day)

WEEK 1	7:30-8:50 (10 minutes for set up and transition)	9:00-10:10	10:20-11:30
Monday	Science Section 1 Group 1	Science Section 2 Group 1	Science Section 3 Group 1
Tuesday	Science Section 1 Group 2	Science Section 2 Group 2	Science Section 3 Group 2
Wednesday	Science Section 1 Group 3	Science Section 2 Group 3	Science Section 3 Group 3
Thursday	Social Studies Section 1 Group 1	Social Studies Section 2 Group 1	Social Studies Section 3 Group 1
Friday	Makeup		

WEEK 2	7:30-8:50 (10 minutes for set up and transition)	9:00-10:10	10:20-11:30
Monday	Social Studies Section 1 Group 2	Social Studies Section 2 Group 2	Social Studies Section 3 Group 2
Tuesday	Social Studies Section 1 Group 3	Social Studies Section 2 Group 3	Social Studies Section 3 Group 3
Wednesday	Makeup		
Thursday	Makeup		
Friday	Makeup		
WEEK 3	7:30-8:50 (10 minutes for set up and transition)	9:00-10:10	10:20-11:30
Monday	Makeup		
Tuesday	Makeup		
Wednesday	Makeup		
Thursday	Makeup		
Friday	Makeup		

Schedule 7: CMAS: Science and Social Studies
Sample Schedule for High School
2 Physical Testing Groups Required
Alternate Between Content Areas and Testing Groups
(1 Section Per Day)

WEEK 1	7:30-8:50 (10 minutes for set up and transition)	9:00-10:20 (10 minutes for set up and transition)	10:30-11:50 (10 minutes for set up and transition)
Monday		Science Section 1 Group 1	Social Studies Section 1 Group 1
Tuesday	Makeup	Science Section 2 Group 1	Social Studies Section 2 Group 1
Wednesday	Makeup	Science Section 3 Group 1	Social Studies Section 3 Group 1
Thursday	Makeup	Science Section 1 Group 2	Social Studies Section 1 Group 2
Friday	Makeup	Science Section 2 Group 2	Social Studies Section 2 Group 2

WEEK 2	7:30-8:50 (10 minutes for set up and transition)	9:00-10:20 (10 minutes for set up and transition)	10:30-11:50 (10 minutes for set up and transition)
Monday	Makeup	Science Section 3 Group 2	Social Studies Section 3 Group 2
Tuesday			
Wednesday			
Thursday			
Friday			

Schedule 8: CMAS: Science and Social Studies
Sample Schedule for High School
4 Day Week
4 Physical Testing Groups Required
(1 Section Per Day)

WEEK 1	7:30-8:50 (10 minutes for set up and transition)	9:00-10:20 (10 minutes for set up and transition)	10:30-12:30 Extended Time Accommodated Session*	12:40-2:00 (10 minutes for set up and transition)
Monday	Science Section 1 Group 1	Science Section 1 Group 2	Science Section 1 Group 3	Science Section 1 Group 4
Tuesday	Makeup			
Wednesday	Science Section 2 Group 1	Science Section 2 Group 2	Science Section 2 Group 3	Science Section 2 Group 4
Thursday	Makeup			
Friday				

WEEK 2	7:30-8:50 (10 minutes for set up and transition)	9:00-10:20 (10 minutes for set up and transition)	10:30-12:30 Extended Time Accommodated Session*	12:40-2:00 (10 minutes for set up and transition)
Monday	Science Section 3 Group 1	Science Section 3 Group 2	Science Section 3 Group 3	Science Section 3 Group 4
Tuesday	Makeup			
Wednesday	Social Studies Section 1 Group 1	Social Studies Section 1 Group 2	Social Studies Section 1 Group 3	Social Studies Section 1 Group 4
Thursday	Makeup			
Friday				

WEEK 3	7:30-8:50 (10 minutes for set up and transition)	9:00-10:20 (10 minutes for set up and transition)	10:30-12:30 Extended Time Accommodated Session*	12:40-2:00 (10 minutes for set up and transition)
Monday	Social Studies Section 2 Group 1	Social Studies Section 2 Group 2	Social Studies Section 2 Group 3	Social Studies Section 2 Group 4
Tuesday	Makeup			
Wednesday	Social Studies Section 3 Group 1	Social Studies Section 3 Group 2	Social Studies Section 3 Group 3	Social Studies Section 3 Group 4
Thursday	Makeup			
Friday				

*Guideline: for students requiring extended time greater than the extra time available to all students, as documented on an IEP, 504, or EL plan.

Schedule 9:   CMAS: Science and Social Studies
Sample Schedule for High School
5 Physical Testing Groups Required
(2-3 Sections Per Day)

WEEK 1	7:30-8:50 (10 minutes for set up and transition)	9:00-10:20 (10 minutes for set up and transition)	10:30-11:50 (10 minutes for set up and transition)
Monday		Science Section 1 Group 1	Science Section 1 Group 2
Tuesday	Science Section 1 Group 3	Science Section 1 Group 4	Science Section 1 Group 5
Wednesday	Makeup	Science Section 2 Group 1	Science Section 2 Group 2
Thursday	Science Section 2 Group 3	Science Section 2 Group 4	Science Section 2 Group 5
Friday			

WEEK 2	7:30-8:50 (10 minutes for set up and transition)	9:00-10:20 (10 minutes for set up and transition)	10:30-11:50 (10 minutes for set up and transition)
Monday			
Tuesday	Makeup	Science Section 3 Group 1	Science Section 3 Group 2
Wednesday	Science Section 3 Group 3	Science Section 3 Group 4	Science Section 3 Group 5
Thursday	Makeup	Social Studies Section 1 Group 1	Social Studies Section 1 Group 2
Friday	Social Studies Section 1 Group 3	Social Studies Section 1 Group 4	Social Studies Section 1 Group 5

WEEK 3	7:30-8:50 (10 minutes for set up and transition)	9:00-10:20 (10 minutes for set up and transition)	10:30-11:50 (10 minutes for set up and transition)
Monday	Makeup	Social Studies Section 2 Group 1	Social Studies Section 2 Group 2
Tuesday	Social Studies Section 2 Group 3	Social Studies Section 2 Group 4	Social Studies Section 2 Group 5
Wednesday	Makeup	Social Studies Section 3 Group 1	Social Studies Section 3 Group 2
Thursday	Social Studies Section 3 Group 3	Social Studies Section 3 Group 4	Social Studies Section 3 Group 5
Friday	Makeup		

Appendix D
Security Agreement

Security Agreement
CMAS and CoAlt: Science and Social Studies
Fall 2014

Maintaining the security of all test materials is crucial to obtaining valid results from the CMAS and CoAlt: Science and Social Studies assessments. The security of all test materials must be maintained before, during, and after test administration. Because you are involved in the administration of the CMAS and CoAlt: Science and Social Studies assessments, it is important for you to know that the activities on the following list threaten the integrity of the test and are prohibited. Engaging in such activities may result in an investigation, suppression of scores, and possible disciplinary action.

This form must be signed by all individuals involved in the administration of the CMAS and CoAlt: Science and Social Studies assessments to certify that the security measures identified in the *CMAS and CoAlt: Science and Social Studies Procedures Manual*, the *CMAS Test Administrator Manual*, and the *CoAlt Examiner's Manual* will be maintained and that prohibited activities, such as the examples identified below, have been acknowledged and understood.

Examples of Prohibited Activities:
- Reading or viewing the test items or content before or after testing (except for approved individuals who are translating assessments to a language other than English)
- Actively reading or viewing the test items or content during testing (except for individuals who are administering the CoAlt or an approved accommodation such as oral scripts)
- Copying or otherwise reproducing **any part of** secure test materials including test stimuli, test items, and student responses or saving any part of the assessments
- Downloading any part of the assessments, unless an assistive device that requires downloading content is used for a student with an approved accommodation. In this rare situation, the content must be securely removed from the device immediately after the student completes the assessment
- Revealing or discussing the test stimuli, sources, or test items before, during, or after testing in or out of school
- Discussing the content of the test with anyone, especially students or school personnel, through verbal exchange, email, social media, or any other form of communication
- Removing secure test materials from the school's campus without proper authorization
- Displaying or failing to cover prohibited visual aids
- Leaving test materials unattended or failing to keep test materials secure at all times
- Explaining or reading sources or test items to students. Administering approved accommodations that require reading to students, such as oral scripts, and administering the CoAlt assessment are exceptions to this point of the policy
- Coaching students (e.g., giving students verbal or non-verbal cues) during testing or altering or otherwise interfering with students' responses in any way
- Engaging in activities that will result in lack of supervision of students at any time (e.g., using a cell phone or other prohibited electronic device, checking email, grading papers), including leaving students unattended at any time during the test session
- Allowing students to talk or cause disturbances at any time during the test session
- Allowing students to use cell phones or other prohibited electronic devices (e.g., smartphones, iPods, electronic tablets) at any time during the test session
- Encouraging students to finish early

- Giving students more time than is allotted for testing (except for students who have an accommodation for additional extended time greater than the total available testing time listed in their approved IEP, 504, or EL plan)
- Failing to collect, inventory, and follow all secure chain of custody requirements documented in the *CMAS: Science and Social Studies Procedures Manual*
- Actively reading, viewing, or commenting on student responses. Viewing student responses for accommodation purposes, such as scribing or transcription, are the only exceptions to this point of the policy
- Scoring—formally or informally—test items or student responses
- Failing to report testing irregularities or security breaches as specified in the *CMAS: Science and Social Studies Procedures Manua*l, the *CMAS Test Administrator Manual*, or the *CoAlt Examiner's Manual*
- Engaging in other activities that will adversely affect the validity, reliability, or fairness of the test(s)

I acknowledge the information above and will not engage in any of the prohibited activities indicated on this list. I also acknowledge that a failure to abide by the terms of this agreement may result in serious consequences, as described above.

I acknowledge that I have read and will follow the "Test Security Protocols" section of the CMAS and CoAlt: Science and Social Studies Procedures Manual and/or the Test Administration Manual, especially references to training, seating, and testing irregularities.

In the spaces below, print your name, sign, and date the form.

First Name	MI	Last Name

Signature	Date

Appendix E
Verification of District Training Form

Verification of District Training

This form must be filled out by the District Assessment Coordinator and submitted to the Assessment Unit as documentation that all district personnel who come in contact with the assessments have been trained.

Return the form **before the beginning of the CMAS and CoAlt: Science and Social Studies assessment window** *to Sara Loerzel at: loerzel_s@cde.state.co.us, or fax it to the Assessment Unit at (303) 866-6680.*

Trainings must be comprehensive and interactive.
Trainings must include:
- Test Security Procedures
- Standardized Environment
- Test Administration
- Test Administrator Role vs. Teacher Role
- The Opportunity for Questions/Answers

This form certifies that within **[District Name:]**_____, the District Assessment Coordinator and **all** School Assessment Coordinators, Test Administrators, Test Examiners, and other appropriate district personnel have been trained in **all** aspects of the administration of the state's assessments, including handling of materials, security, and ethical administration practices. On the lines below, specify the dates that trainings were completed for all SACs, Test Administrators/Examiners, and Technology Coordinators in your district for the CMAS and CoAlt: Science and Social Studies assessments.

SAC training completion date for CoAlt: Science and Social Studies:_____

Test Examiner training completion date for CoAlt: Science and Social Studies:_____

SAC training completion date for CMAS: Science and Social Studies:_____

Test Administrator training completion date for CMAS: Science and Social Studies:_____

Technology Coordinator training completion date for CMAS: Science and Social Studies (district and school if applicable): _____

_____

Superintendent   Date

_____

District Assessment Coordinator   Date

Appendix F
Post Test Compliance Form

This form must be completed and returned to the Assessment Unit upon completion of testing. Return the form by scanning and emailing to loerzel_s@cde.state.co.us or by faxing to Sara Loerzel at (303) 866-6680.

Post Test Compliance Report

Date of this report_____

District Assessment Coordinator name_____

Title_____

District_____

DAC Phone_____ DAC Email_____

Assessment

☐ CMAS: Science and Social Studies

☐ CoAlt: Science and Social

Total number of misadministered tests _____

      Number of students affected _____

Total number of major misadministrations_____

      Number of students affected _____

By signing below, you certify that the administration of the indicated assessment(s) complies with all procedures as described in the *CMAS and CoAlt: Science and Social Studies Procedures Manual* and Test Administrator and/or Test Examiner instructions.

_____
(signature)   (date)

_____
(printed name)

Appendix G
Sample Forms

PEARSON

CMAS AND COALT

SCIENCE & SOCIAL STUDIES

FALL 2014

cde
COLORADO DEPARTMENT *of* EDUCATION

**SCHOOL SECURITY CHECKLIST (SAC to Test
Examiner or Test Administrator)**

Deliver To: Ship To:

The CMAS Test Administrator or CoAlt Test Examiner must sign when assessments are issued by the School Assessment Coordinator.

NOTE to School Assessment Coordinator: Please retain a copy of this form for your records for one year after the test administration. Return the original to the District Assessment Coordinator along with the secure materials.

For TEST BOOK KIT, CMAS, HS, SS, SEC

Security Number(s)	Receiving Test Examiner or Test Administrator Signature	Date and Time Issued	School Assessment Coordinator's Signature	Day Out	Day In	Day Out	Day In	Day Out	Day In
303487233									
303487234									
303487235									
303487236									
303487237									

For Internal Use Only:			03-FEB-14 07:54		
Pick Batch: 2097353	Delivery: 18137066	Order/Line: 3597526/2	Sequence: 00002	Page	1 of 2

PEARSON

CMAS and CoAlt

Science and Social Studies

Fall 2014

School Packing List

cde
COLORADO DEPARTMENT of EDUCATION

Deliver To: 1234567890
              HIGH SCHOOL A
              123 STREET NAME
              CITY, STATE 12345
              FIRST LAST
              Phone: (123)1234567
              Fax: (123) 1234567

Ship To: 1234567890
            DISTRICT ONE
            123 STREET NAME
            CITY, STATE 12345
            FIRST LAST
            Phone: (123)1234567
            Fax: (123) 1234567

Please note that your coordinator kit is packaged in box 1. CMAS and CoAlt materials are packaged in separate boxes. Please refer to your Coordinator Manual for additional information.

Item	Item Description	Package Details	Total Qty Packed	Qty Back Ordered	Packed in Box Number
MC00000006	SCHOOL SECURITY CHECKLIST	Single	1	0	2
CO00000028	COORDINATOR KIT -SCHOOL COORDINATOR MEMO -COLORADO HEADER SHEET, PRE-GRIDDED -CO PAPERBANDS, PKG 10 -CMAS ROSTER FOR PAPER FORM - PRE-ID LABELS	Single	1	0	2
CO00000032	PACKET, COALT, HS, FM 015, SCI	Single	4	0	2
CO00000012	LP TB, CMAS, HS, SCI, SEC	Single	2	0	2
CO00000212	CMAS RETURN ENVELOPE	Single	2	0	3

PEARSON

CMAS and CoAlt

Science and Social Studies

Fall 2014

cde
COLORADO DEPARTMENT *of* EDUCATION

**District Receipt Form
(DAC to SAC)**

Deliver To: 1234567890
DISTRICT ONE
123 STREET NAME
CITY, STATE 12345
FIRST LAST
Phone: (123)1234567
Fax: (123) 1234567

Ship To: 1234567890
DISTRICT ONE
123 STREET NAME
CITY, STATE 12345
FIRST LAST
Phone: (123)1234567
Fax: (123) 1234567

The School Assessment Coordinator must sign this form when assessments are issued by the District Assessment Coordinator to the School.

School Assessment Coordinator Signature: _____ Date: _____

NOTE to District Assessment Coordinator: Please make a photocopy of this form for each School Assessment Coordinator to sign to verify that they received their materials. Keep all completed forms for your records for one year after the testing administration.

School Number	Deliver To	Form	Security Number From	Security Number To	Number Sent	Qty Received
0001	HIGH SCHOOL A	PACKET, COALT, HS, FM 025, SCI,	000000001	000000010	10	
0002	HIGH SCHOOL B	PACKET, COALT, HS, FM 015, SCI	000000011	000000020	10	
0003	HIGH SCHOOL C	PACKET, COALT, HS, FM 025, SCI	0000000021	000000040	20	

For Internal Use Only				12-MAY-04 02:00
Pick Batch: 203242	Delivery: 976452	Order/Line: 863190/1	Sequence: 00001	Page 1 of 1

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CMAS and CoAlt

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District Packing List

Deliver To: 1234567890
DISTRICT ONE
123 STREET NAME
CITY, STATE 12345
FIRST LAST
Phone: (123)1234567
Fax: (123) 1234567

Ship To: 1234567890
DISTRICT ONE
123 STREET NAME
CITY, STATE 12345
FIRST LAST
Phone: (123)1234567
Fax: (123) 1234567

Item	Item Description	Package Details	Total Qty Packed	Qty Back Ordered	Packed in Box Number
MC00000000	DISTRICT RECIEPT FORM	Single	1	0	1
CO00000000	COORDINATOR KIT -DISTRICT COORDINATOR MEMO -COLORADO HEADER SHEET, BLANk -SECURITY AGREEMENT -UPS RETURN LABEL -NONSCORE RETURN LABELS, BLUE -SCORABLE RETURN LABELS, PUMPKIN	Single	1	0	1

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CMAS and CoAlt

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Fall 2014

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COLORADO DEPARTMENT of EDUCATION

Pallet Detail

Deliver To: 1234567890
DISTRICT ONE
123 STREET NAME
CITY, STATE 12345
FIRST LAST
Phone: (123)1234567
Fax: (123) 1234567

Ship To: 1234567890
DISTRICT ONE
123 STREET NAME
CITY, STATE 12345
FIRST LAST
Phone: (123)1234567
Fax: (123) 1234567

Pallet Number	School Number	Deliver To	Order	/Line	/Seq Number	Box Range	Number Of Boxes
P8010210003	District	DISTRICT ONE	863190	001	00001	1-5	5
	123	HIGH SCHOOL A	863190	002	00002	6-15	10
	020	HIGH SCHOOL B	863190	003	00003	16-27	12
	030	HIGH SCHOOL C	863190	004	00004	28-35	8
						Total this Pallet	35

Appendix H
Test Incident Report Form

Test Incident Report

This form is for use by districts in reporting major misadministrations and security breaches. When a major misadministration or security breach occurs, or is suspected to have occurred, please call Sara Loerzel in the Student Assessment Unit as soon as possible at (303) 866-3266.
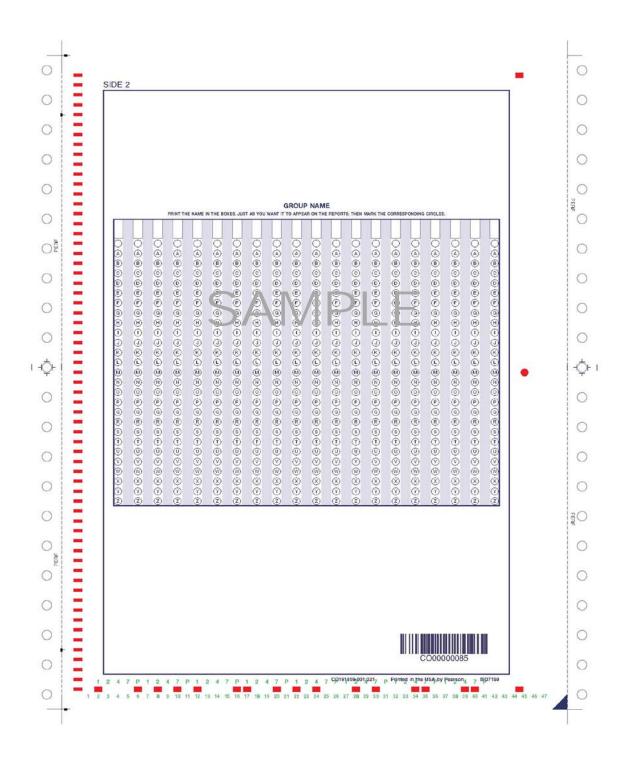
Do not discuss, transmit, or reproduce secure test materials on this report form or in preparation of this report.

Type of Test Incident (Check One)

☐ Major Misadministration
☐ Test Security Breach

Contact Information

Name of District Assessment Coordinator (DAC)_____

_____

District_____

DAC Phone_____ DAC Email_____

Date of Test Incident_____ Date Report Submitted_____

School Information

School _____

Phone _____ Principal_____

Test Incident Information

Assessment
☐ CMAS
☐ CoAlt

Subject
☐ Science
☐ Social Studies

Description of Test Incident

Description of Proposed Solution

Appendix I
Header Sheet

SIDE 1

PEARSON

HEADER SHEET
FOR USE WITH NCS DOCUMENTS
UNDER DOC. NO. 5-1-2001.

THE SPECIFIC DIRECTIONS FOR THE
USE OF THIS SHEET ARE PROVIDED IN
THE TEST COORDINATOR'S MANUAL.

PLEASE SUPPLY THE FOLLOWING INFORMATION:

DISTRICT

SCHOOL

GRADE _____ TEST DATE(S)

GROUP
IF DOCUMENTS BEING GROUPED WITHIN SCHOOL

SCHOOL NAME
PRINT THE SCHOOL NAME IN THE ROW OF BOXES, ABBREVIATING IF NECESSARY TO FIT THE TWENTY SPACES; THEN MARK THE CORRESPONDING CIRCLE BELOW EACH BOX.

GRADE
MARK ONLY ONE
4
5
7
8
12

SAMPLE

NUMBER OF DOCUMENTS
PRINT ONE NUMERAL PER BOX, RIGHT JUSTIFIED (e.g., 0032); THEN MARK THE CORRESPONDING CIRCLES.

DISTRICT CODE   **SCHOOL CODE**

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CO00000085

SIDE 2

GROUP NAME

PRINT THE NAME IN THE BOXES, JUST AS YOU WANT IT TO APPEAR ON THE REPORTS; THEN MARK THE CORRESPONDING CIRCLES.

SAMPLE

CO00000085

CO191859-001:321   P   Printed in the USA by Pearson   ISD7159

**Appendix J
Testing Sign**

CMAS:
Science and Social Studies

TESTING

Do Not Disturb

(Only Authorized Personnel Allowed)

Appendix K
Contact Information

Colorado Department of Education Assessment Unit	
201 East Colfax Avenue Room 502, Denver, CO 80203-1799 **Phone: 303-866-6929 Fax: 303-866-6680**	
Contact	**Responsibilities**
Sara Loerzel, Online Assessment Administration Specialist 303-866-3266; loerzel_s@cde.state.co.us	• CMAS: Science and Social Studies operations and procedures • Contact for general accommodations
Katie Schmidt, Content Development Specialist 303-866-6808; schmidt_k@cde.state.co.us	• CMAS: Science and Social Studies content development
Mira Monroe, CoAlt and Special Education Specialist 303-866-6709; monroe_m@cde.state.co.us	• CoAlt development and operations • Contact for non-standard accommodations
Heather Villalobos Pavia, Linguistics Specialist 303-866-6118; villalobos-pavia_h@cde.state.co.us	• Contact for linguistic accommodations
Collin Bonner, Technology Specialist 303-866-6752; bonner_c@cde.state.co.us	• DTC Contact
Jessica Allen, Data Operations 303-866-6281; allen_j@cde.state.co.us	• Management of data operations for all state assessments • Contact for data
Jasmine Carey, Psychometrician 303-866-6634; carey_j@cde.state.co.us	• Analysis and validation of procedures and data
Margo Allen, Business Process Manager 303-866-6929; allen_m@cde.state.co.us	• General Contact for the Assessment Unit
Christina Wirth-Hawkins 303-866-6979; wirth-hawkins_c@cde.state.co.us	• Director of Assessment Development
Linda Lamirande, Senior Consultant Exceptional Student Services Unit 303-866-6863; lamirande_l@cde.state.co.us	• Eligibility criteria for alternate assessments
For a complete listing of Assessment Unit personnel please go to: http://www.cde.state.co.us/assessment/generalinfo-about	

Appendix L
PearsonAccess Resources

PearsonAccess Resources

All of the resources listed in the table below can be found on the Colorado PearsonAccess website, http://www.pearsonaccess.com/co. The resources are grouped under the **Support** tab (Resources and FAQs pages), the **Training Center** tab, and the **ePAT** tab.

Support > Resources	
Important Dates	
Administrative Dates	Administrative dates (e.g., security agreement deadlines) and training dates relative to the testing administration.
Testing Dates	Testing dates.
Manuals and Documents	
Manuals	The *CMAS Test Administration Manuals*, the *CoAlt Examiner's Manual*, and this *Procedures Manual*. Testing personnel can access this section to print replacement/additional copies as needed.
Documents	Additional tools to assist users throughout testing administrations.
Memos	
Memos sent out to the districts are posted within a week of distribution.	
Downloads	
Proctor caching software for Macs and PCs and the *Proctor Caching User Guide*.	
Reference Guides	
Technical Manuals	Documentation about setting up the online testing environment and using online testing and test management tools. Such documentation includes the *PearsonAccess User Guide*, TestNav documentation, Early Warning System Guide, and answers to the commonly-asked questions encountered during testing.
Quick Start Guides	Quick Start guides for setting up and managing the online testing environment.
Tips and Troubleshooting Documents	Answers to technical and policy questions that may arise during online testing.
Templates	
Downloadable templates for the student data file and layouts.	
ePATs (practice testing environments)	
Sample online testing environment.	
Training Center	
PearsonAccess training site used for sample data management practice without affecting live data.	
Support > FAQs	
FAQs	
Assistance for common PearsonAccess issues (e.g., signing in, changing test administrations).	