Colorado Measures of Academic Success
Colorado Alternate Assessment Program

Procedures Manual

Science, Mathematics and
English Language Arts/Literacy including
Colorado Spanish Language Arts

Spring 2024 Administration

All testing materials associated with the Colorado Measures of Academic Success (CMAS) and Colorado Alternate (CoAlt) assessments are confidential and secure. To protect the validity of the assessments, secure materials must remain secure at all times and cannot be viewed by any individual or entity prior to or after testing. Secure assessment materials may not be provided to any persons except those participating in the assessment administration and those being tested. *Procedures Manuals*, *CMAS Test Administrator Manuals*, *CoAlt Test Administrator Manuals*, training materials, and the *PearsonAccess^next User Guide* are non-secure materials and should be reviewed prior to testing.

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 Manuals*, *CoAlt Test Administrator Manual*, and the *PearsonAccess^next User Guide* that apply to their role(s) in CMAS and CoAlt assessment administration. They must also review all relevant training materials before testing so they understand their respective responsibilities.

Version	Date	Description	Impacted Page(s)
0.1		Spring 2024 administration updates made by CDE Assessment Division	
1.0	October 2023	Initial version issued	
1.1	January 2024	Clarified language for *First Year in U.S. Multilingual Learners*	31
1.2	February 2024	Additional clarification for *First Year in U.S. Multilingual Learners* language	31
1.3	March 2024	Clarified parent excuse coding language	67, 197
1.4	April 2024	Added Not Tested Code/Reason 11 Extenuating Circumstances information for Spring 2024 math and science only	191, 198

Where can I learn more?

- CMAS Math, ELA, and Science http://www.cde.state.co.us/assessment/cmas
    - Colorado Spanish Language Arts (CSLA) www.cde.state.co.us/assessment/csla
- CoAlt Science www.cde.state.co.us/assessment/newassess-coaltsss
- To view all CDE assessment trainings, visit: www.cde.state.co.us/assessment/trainings

Spring 2024 Administration Window

CMAS		
Assessment	**Grade Level**	**Testing Dates**
Mathematics and English Language Arts[2]	Grades 3 – 8	
Colorado Spanish Language Arts (CSLA)[3]	Grades 3 – 4	April 8-26, 2024[1]
Science	Grade 5, Grade 8, and Grade 11[2]	
CoAlt		
Assessment	**Grade Level**	**Testing Dates**
Mathematics and English Language Arts (DLM)[2]	Grades 3 – 8	April 8-26, 2024[1]
Science	Grade 5, Grade 8, and Grade 11[2]	

All students in grades 3-8 take the CMAS or CoAlt Math and English Language Arts (ELA) assessments. All students in grades 5, 8, and 11 take the CMAS or CoAlt Science assessments.

[1]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 administration window to complete testing.**

[2]Districts must notify CDE of the intent to use extended/early testing options for mathematics and ELA (online only) and grade 11 science. The mathematics and ELA administration window may open as early as April 1, 2024, and extend through May 3, 2024 for districts testing online. This option provides up to two additional weeks to complete online mathematics and ELA assessments to accommodate device availability in districts. Information regarding CoAlt DLM mathematics and ELA is found in the DLM manual available at https://dynamiclearningmaps.org/colorado, including information and testing dates for DLM administration in grades 9 through 11. An early option for grade 11 science administration is available as early as April 1, 2024. Schools that participate in the early grade 11 science window must complete testing within three weeks and return materials at that time. There is no early window option for grades 5 and 8 science.

[3]CLSA is an accommodated language arts form for qualifying Multilingual Learners with a language proficiency designation of Non-English Proficient (NEP) or Limited English Proficient (LEP), have received instruction in Spanish language arts within nine months prior to the assessment, and have been in the US for five years or less. This accommodated form of the language arts assessment is taken in place of the CMAS ELA assessment; however, students taking CSLA still take the CMAS math assessment.

Spring 2024 CMAS and CoAlt Critical Dates

	CMAS	CoAlt	Activity	Additional Information	Roles
☐	Practice Resources (CPRs) and TestNav Tutorials https://coassessments.com		Students exposed to released and/or sample items to become familiar with the assessment format and item types. It is recommended that students have an opportunity to access the practice resources prior to testing.	Student resources include accommodations, accessibility features, and sample questions for each grade and content area, including: - selected response items - constructed response items - technology-enhanced items - science simulations - ELA and CSLA passages Scoring guides and rubrics are available with the CPRs	Test Administrators
☐		November-	Virtual CoAlt Administration Training	Completion of training is required on an annual basis (http://www.cde.state.co.us/assessment/annual_trng_requirements)	DAC
☐	October-		Virtual CMAS Administration Training		
☐	October 1 – April 5	-	Create and update district and school level user accounts in PAnext	- Sensitive Data - School Assessment Coordinators - Technology Coordinators - Test Administrators	DAC
☐	October – Prior to testing		Sign *Security Agreement* form	See *Appendix B*. Official DACs complete online *Security Agreement* form through link provided by CDE during training	DAC
☐	By December 15	-	Unique Accommodation Requests (UARs) due to CDE Assessment Division	**UARs that do not include appropriate documentation (e.g., no data, inapplicable data) are not approved**	
☐	By December 15	-	Submit *District Testing Information and Format Selections* form to CDE	- Link to this online form is provided to DACs upon completion of the virtual CMAS Administration Training - Used to notify CDE of extended (CBT Math/ELA) or early (Grade 11 Science) testing windows - Used to select test format (i.e., online or paper) by school, grade, and content area. CDE indicates selected test format(s) in state load of student data if notified by this date	DAC
☐	Prior to January 8		State loads student data from Data Pipeline for districts	Students are registered in PAnext for math, ELA, and science	CDE

	CMAS	CoAlt	Activity	Additional Information	Roles
☐	January 8 – 26		Confirm student registrations for initial orders	Must indicate/confirm: -Test format (CBT or PBT) -All accommodations and accessibility features with physical materials (e.g., auditory/signed presentation script, large print, braille, paper Spanish including CSLA)	DAC and Sensitive Data
☐	January 8 – Prior to creating test sessions	-	Assign CBT special forms then create test sessions in PAnext	Special forms include accommodations and text-to-speech	DAC or SAC
☐	March 1 – Prior to testing	-	Finalize CBT preparation activities in PAnext	- Check student registrations - Verify test session accuracy - Confirm special form assignments	DAC
☐	March 1 – Prior to testing		Finalize CBT preparation activities	- Select proctor caching servers - Finalize system readiness - Check student workstations - Configure TestNav	DTC
☐	March 18	-	Proctor caching test content begins	Complete prior to testing	DTC, DAC, or SAC
☐	**Initial Materials Arrive in District** March 19		Assessment Coordinator Kits, *Test Administrator Manuals* (TAMs), and student materials scheduled to arrive	- Distribute **secure** (student testing) materials to SACs no more than **one** week prior to the start of each school's testing window by content area - Distribute TAMs to SACs as soon as they are received	DAC
☐	As soon as manuals are received	-	Distribute TAMs to CMAS Test Administrators		SAC
☐		Start on March 25 for Early Grade 11 Science, April 1 for Grades 5 and 8 Science	CoAlt Test Administrators are given access to materials to prepare accommodations		SAC
☐	After initial shipment arrives – April 30		Additional Orders – Secure Materials	- For each assessment, do not place additional orders until all materials in the initial shipment arrive and are inventoried - Additional orders for student materials **are not approved** unless they are matched to student registrations in PAnext	DAC
☐	After initial shipment arrives – May 8		Additional Orders – Non-Secure Materials		DAC
☐	Prior to testing		Sign *CMAS and CoAlt Security Agreement* forms and submit to SAC/DAC	See *Appendix B*. All individuals involved in CMAS/CoAlt administration must sign new *CMAS and CoAlt Security Agreements* each year - Keep signed forms on file locally for three years (electronic or physical)	DAC, DTC, SAC, Sensitive Data, Test Administrators

	CMAS	CoAlt	Activity	Additional Information	Roles
☐	Prior to testing		Send *Verification of District Training* form to CDE through Syncplicity	See *Appendix C*. All individuals involved in CMAS and/or CoAlt administration must complete training each year	DAC
☐	At least one day prior to testing	-	Prepare online test sessions in PAnext after confirming assignment of special forms and proctor caching	Before preparing sessions, confirm proper CBT special form assignments* for individual students in test sessions: - Text-to-speech (TTS) - Spanish - Spanish TTS - Auditory/signer script for translation and signing - Assistive technology *Confirm assignment of color contrast, zoom, and enlarged pointer settings, as appropriate	CMAS Test Administrators
☐	**April 8 – April 26**		**State Testing Window** (Districts/schools may not need the entire administration window to complete testing)	Notify CDE of intent to participate in extended or early window options by 12/15/2023 - 4/1 start – Math/ELA CBT only schools; Grade 11 science (4/1-4/19) - 5/3 close - Math/ELA CBT only schools	**ALL**
☐	-	**Test Administrators** - Immediately after testing **DAC or SAC** - Before packing for return to vendor	Return CoAlt test books, answer documents, and sign *Secure Return Form: CoAlt Manipulatives*	- Return scannable answer documents in *scorable* boxes with CMAS test books - Return CoAlt test books and task manipulatives in *nonscorable* boxes. Task manipulatives are returned to the vendor in the CoAlt task manipulative envelope	DAC, SAC, and CoAlt Test Administrators
☐	Immediately After Testing		Sort scorable[1] and nonscorable[2] materials.	Districts may choose to securely destroy/shred Student Testing Tickets and used scratch paper or return them to the vendor	DAC and SAC
☐	After Testing is Completed by Assessment – April 30		Schedule UPS **scorable**[1,3] pickups	See *5.1.3 Package Materials for Return Shipping* for details Districts participating in the extended CBT math/ELA window and/or early grade 11 science window return materials as follows: - Extended CBT math/ELA: week after close of the local window - Early grade 11 science: week of 4/22	DAC
☐	May 1		Last day for **scorable**[1,3] material pickup by UPS	**If scorable materials are not picked up by May 1, *there is no guarantee* records for these PBT students will be included in SBD or scored**	DAC
☐	After Testing is Completed – May 2		Schedule UPS **non-scorable**[2,3] pickups	See *5.1.3 Package Materials for Return Shipping* for details	DAC

	CMAS	CoAlt	Activity	Additional Information	Roles
☐	May 3		Last day for **non-scorable**[2,3] material pickup by UPS		DAC
☐	By May 3		Complete online *Post Test Compliance Report* and return *Scratch Paper Verification* to CDE through Syncplicity	See *Appendix C*	DAC
☐	By May 3		If applicable, return *Testing Irregularity or Security Breach Report* and spreadsheet to CDE through Syncplicity	See *Appendix D*. Download the TIR spreadsheet posted at http://www.cde.state.co.us/assessment/training-cmas - *Testing Irregularity Reports* are used to request suppressions (entered by CDE)	DAC
☐	Through May 8		PAnext Clean-up (School and District level)	In PAnext: - Stop all started test sessions - Verify all students are accounted for with test registrations - Indicate invalidation coding with appropriate not tested or void codes **Note**: Districts can set internal school-level clean-up deadlines by disabling PAnext accounts prior to May 8	DAC, SAC, and Sensitive Data
☐	May 16 – 29 (Tentative)		Student Biographical Data (SBD) Review	In Data Pipeline: - Indicate/verify invalidation coding with appropriate not tested or void codes - Verify student demographics	Data Pipeline Respondents

[1] Scorable materials are used CMAS test books and CoAlt answer documents that are to be scored.

[2] Nonscorable materials are secure materials that contain test content or sensitive student data/personally identifiable information (PII) that are *not* to be scored.

[3] Districts testing beyond April 26 (i.e., using the extended *online* math and ELA window through May 3) will be provided alternate return dates if any students in the district require accommodated paper materials. Alternate return dates will not be provided to districts using only the front-end extension or to those that do not have any accommodated paper materials at schools testing online.

Table of Contents

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 every student, regardless of language background or ability, must be provided the opportunity to demonstrate their content knowledge.

1.1 Program Overview

1.1.1 Background

The Colorado Measures of Academic Success (CMAS) is Colorado's standards-based assessment designed to measure the Colorado Academic Standards (CAS). A very small number of students with the most significant cognitive disabilities may take the Colorado Alternate (CoAlt) assessment based on the Extended Evidence Outcomes (EEOs) of the CAS.

The CMAS and CoAlt assessments are collaboratively developed by the Colorado Department of Education (CDE), the Colorado educator community, and Colorado's assessment contractor, Pearson. Use assessment results data to keep abreast of individual student, school, and district progress toward attaining higher student achievement levels.

Assessment design information, including frameworks, evidence statement tables, language arts task models, and constructed response scoring rubrics are available at http://www.cde.state.co.us/assessment/cmas_testdesign. CoAlt information is available through the CoAlt webpage.

1.1.2 About this Manual

This *Procedures Manual* provides instructions for coordination of the CMAS (science, mathematics, and English language arts/literacy, including Colorado Spanish Language Arts) and CoAlt (science) assessment administrations for the 2023-2024 school year. Instructions include protocols all district and school staff must follow related to test security, test administration, accessibility features and accommodations, and data management. The manual includes procedural steps that must be taken before, during, and after test administration.

1.1.3 Additional Staff Materials

The *Procedures Manual* is not all inclusive. Supplementary documents should also be reviewed. Additionally, CDE provides updates and clarifications to District Assessment Coordinators through email as more information is available.

Colorado Measures of Academic Success Test Administrator Manuals (CMAS TAMs) - Detailed instructions and general administration scripts to help the Test Administrator prepare for testing and administer the CMAS assessments in a standardized manner. There are two CMAS TAMs: one for use with computer-based testing and the other for use with paper-based testing. CMAS TAMs are available online and printed copies are sent with other materials from the vendor for Test Administrator use during each testing session.

What's New for Spring 2024?

- Social studies assessments will not be administered this spring.

- Materials will arrive in a single initial shipment. CMAS secure return envelopes are not included in initial shipments but can be ordered by official DACs through additional orders.

- Proctor caching will be available for all content areas and grades on the same day.

- *Grade 8 Science* and *Grade 11 Science* are the updated titles for the science assessments administered to students in grades 8 and 11.

- CMAS grade 11 science tests are comprised of two units instead of three units like other CMAS assessments. Each grade 11 science unit is 60 minutes.

Check the CMAS and CoAlt resource portal for updated resources:
http://coassessments.com

Colorado Alternate Assessment Test Administrator Manual (CoAlt TAM) - Detailed instructions to help the Test Administrator prepare for testing to administer the CoAlt assessments in a standardized manner. This manual is available online as a standalone document and is also included in the CoAlt test kit received from the vendor.

PearsonAccess^next User Guide – Directions for using the PearsonAccess^next portal for assessment data management and administration, including ordering materials, submitting student data, setting up online and paper testing, and viewing student results. **Note**: Some information provided in the *PearsonAccess^next User Guide* does not apply to Colorado's instance of PearsonAccess^next.

1.2 Roles and Responsibilities

This section outlines the district and school level roles needed to ensure the CMAS and CoAlt assessments are administered successfully.

For information about role-based permissions in PearsonAccess^next (PAnext), the assessment data management and administration system used for testing, refer to the *PAnext User Roles and Permissions* table in *Appendix H*. The table includes PAnext permissions related to administrative management, organizations, student data, test management, and test setup included for each role. For complete PAnext User Roles and Permissions guidelines, refer to the *PAnext User Guide* located at https://coassessments.com/pearsonaccessnext.

Some roles in PAnext provide access to personally identifiable information (PII). These roles include Sensitive Data Role, Student Test Update Role, and Published Reports. All official District Assessment Coordinators (DACs) registered with CDE are assigned these roles as superintendents have confirmed they may have access to PII. DACs must ensure any individual to whom they confer these roles is allowed to have access to PII.

1.2.1 Annual Training Requirements

All district and school personnel involved in the administration of Colorado's state assessments must be familiar with test security protocols and with their individual responsibilities. Training is required on an annual basis for all district and school personnel involved in any aspect of Colorado's state assessments (refer to *2023-24 State Assessment Training Requirements* at http://www.cde.state.co.us/assessment/annual_trng_requirements).

Thorough training is one of the best ways districts can ensure successful assessment administrations and prevent misadministrations from occurring. DACs must meet with School Assessment Coordinators (SACs) to ensure a training plan is in place for training CMAS and CoAlt Test Administrators, Technology Coordinators, and any other district or school staff handling secure materials.

From all personnel who complete training, districts are required to collect signed documentation that demonstrates an understanding of the policies and procedures set forth by the State of Colorado and the district.

District must base any locally developed trainings on the live trainings, webinars, and PowerPoint slides provided by CDE and/or the assessment contractor. Districts should include additional information regarding district-specific policies in their trainings. CDE recommends training is provided in a format that allows participants to ask questions and receive immediate feedback.

1.2.2 Testing Coordinators

District Assessment Coordinator (DAC)
The 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 ensuring all deadlines related to this role are met (refer to *Spring 2024 CMAS and CoAlt Critical Dates*).
- Responsible for attending all required trainings.

- The point person for all communications to and from CDE's Assessment Division. **The DAC disseminates important assessment information to the district, schools, teachers, and parents.**
  - Read all communications from CDE (e.g., *DAC* *Update Emails*) and distribute as appropriate.
  - Serve as the liaison between School Assessment Coordinators (SACs) and Pearson/CDE. During testing, school personnel may communicate directly with Pearson for technical assistance as needed.
- The local expert on all CMAS and CoAlt procedures and requirements.
  - Ensure all SACs know how to contact the DAC on each day of testing should any questions or issues arise that need immediate attention.
- The district core assessment team leader who oversees the training of SACs and Test Administrators to administer the assessments in a standardized, ethical manner, taking all precautions to prevent misadministrations.
- Responsible for collecting and reviewing documentation regarding Unique Accommodation Requests (UARs), as needed by individual students, and ensuring full completion of forms and appropriateness of accompanying data prior to submitting to CDE by the annual December 15 deadline.
- Responsible for authorizing individuals for involvement in technology setup for the district (District Technology Coordinator) and working with student data (Sensitive Data).
  - Work collaboratively with Technology Coordinators to ensure computer-based testing environments function as needed for testing.
- Responsible for ensuring student registration data is accurate for initial material orders and placing additional orders for student test materials as necessary.
- Responsible for overseeing the management of the district's test administration calendar(s) to ensure the state's deadlines are met.
- Responsible for overseeing the data and reporting procedures and functions for the assessments including working with district data staff (e.g., PAnext users with Sensitive Data role and Data Pipeline Data Respondents) on PAnext demographic data and invalidation coding cleanup and Student Biographical Data (SBD) review.
- Responsible for creating and updating PAnext user accounts for district personnel.
- Responsible for ensuring all secure materials are returned to the vendor on time after testing and submitting the *Scratch Paper Verification* form and documentation of missing materials to CDE.
- Develop and implement a district security plan for test administration and follow all protocols in this manual related to security, including investigating and documenting testing irregularities (form and spreadsheet at http://www.cde.state.co.us/assessment/training-cmas) as necessary. Security breaches and irregularities are reported to CDE.
- Responsible for ensuring appropriate student records are coded with correct invalidations through Not Tested or Void Test Score Reasons/Codes by content area assessment.
  - "Marked Complete Reasons" **do not** invalidate tests. To invalidate tests that are marked complete, apply the appropriate Void Test Score Reason/Code.

The DAC has access to PII in PAnext.

School Assessment Coordinator (SAC)
The SAC is the individual at the school level responsible for the overall coordination of test administration at their school. For purposes of the Colorado state-administered assessments, the SAC will:
- Ensure all deadlines related to this role are met (refer to *Spring 2024 CMAS and CoAlt Critical Dates*).
- Attend all district trainings for state assessments.
- Authorize individuals for involvement in test administration, including School Technology Coordinators and CMAS and CoAlt Test Administrators.
- Serve as the local expert on all CMAS and CoAlt procedures and requirements.
  - Read all communications from the DAC and distribute as appropriate.
- Serve as liaison between Test Administrators and the DAC.
  - During testing, school personnel may communicate directly with Pearson for technical assistance.
- Develop and implement a school security plan for test administration and follow all protocols in this manual related to security, including investigating and documenting testing irregularities (form in *Appendix D*), reporting

test security breaches to the DAC, and collecting a signed *CMAS and CoAlt Security Agreement* (*Appendix B*) from each individual authorized for involvement in test administration.
  o Review the school's security plan with the DAC.
  o Distribute a copy of the *Test Security and Administration Policies* from *Section 2.0* of this manual along with your security plan to all individuals authorized for involvement in test administration, including Technology Coordinators and Test Administrators.
- Train all individuals in test security and administration protocols, including Test Administrators and any individual authorized for involvement in test administration. Oversee these individuals during testing.
- Work collaboratively with District/School Technology Coordinators to ensure computer-based testing environments function as needed for testing.
- Assemble and maintain a master list of all students and their accommodations and form-dependent accessibility features (i.e., text-to-speech and color contrast) in preparation for January 26, 2024 initial registration/orders deadline. Coordinate test preparations accordingly.
  o Verify students are assigned the necessary accommodations and form-dependent accessibility features **prior** to testing.
  o In PAnext, review PNP indications on **Manage Student Tests** screen, markers next to SASIDs on **Students in Session**s screen, and/or **PNP Report** (Reports > Operational Reports > Students & Registrations > PNP Report).
- Assign tests (including accommodated form and accessibility feature assignments) in coordination with individuals with the DAC or Sensitive Data role in PAnext.
  o Test assignments that utilize physical materials (e.g., English and Spanish paper tests, auditory/signed presentation scripts, braille) that are indicated in PAnext prior to January 26, 2024 are automatically shipped with initial material shipments.
- Receive, inventory, and distribute test materials through a chain of custody process—including alerting DACs to the need for additional student test materials, as necessary, so the DAC may place an additional order.
- Ensure all materials are secure at all times.
  o Store test materials in a secure, locked district/school location at all times when not in use for testing.
  o Do not store test materials in classrooms.
  o Do not remove secure materials from district/school buildings except during transport between district and school facilities.
- Develop and coordinate the school's test administration schedule, including the administration of make-up testing (DACs may complete this task).
- Ensure standardized testing environments for all students and designate locations for the administration of tests for students who require special accommodations.
- Set up and prepare test sessions in PAnext before testing. Stop test sessions in PAnext after testing.
- Mark tests complete in PAnext for incomplete student tests that were previously started. ("Marked Complete Reasons" **do not** invalidate tests. To invalidate tests that are marked complete, apply the appropriate Void Test Score Reason/Code. Only users with the Student Test Update role can indicate Voids; contact DAC if necessary.)
- Invalidate tests with Void Test Score or Not Tested Reasons/Codes, as needed, post-test administration. (If tests are invalidated at the district level, SACs must communicate information to DACs regarding test invalidations for appropriate student test assignments by content area.)

1.2.3 Technology Coordinators

District Technology Coordinator (DTC)
The DTC is the individual at the district who ensures site readiness activities, designed to ensure 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 to coordinate efforts at individual testing sites. If identified, School Technology Coordinators must coordinate with the DTC. DTCs are responsible for:
- Ensuring all deadlines related to this role are met (refer to *Spring 2024 CMAS and CoAlt Critical Dates*).
- Setting up student devices and testing environments for computer-based testing.

- Removing or disabling any software that would interfere with computer-based testing or allow viewing secure test material on student devices on another device during testing.
- Proctor caching test content (if done at the district level).
- Providing technical support for DACs, SACs, and Test Administrators.

Refer to *Sections 3.4* and *3.9* for details. For additional information related to Technology Readiness, refer to the District Technology Coordinators page on the CDE Assessment Division website at http://www.cde.state.co.us/assessment.

1.2.4 Data Support

Sensitive Data

The role of the individual in the district who handles student data including sending, viewing, adding, and editing student data in PAnext is referred to as Sensitive Data. The individual ensures:
- All deadlines related to this role are met (refer to *Spring 2024 CMAS and CoAlt Critical Dates*).
- All students are registered in PAnext with all test assignments for the enrolled grade level.
- Demographic information is correct.
- Accuracy of responsible organization data (responsible school and district codes) for all students.
- In coordination with the SAC/DAC:
  o Test format (e.g., online or paper), accommodations and accessibility features (e.g., Spanish, braille, oral scripts) are indicated for individual student test assignments by January 26, 2024 to automatically order student testing materials for automatic receipt in the initial shipment of materials.
  o Test sessions are set-up and accommodations and accessibility features are indicated for the appropriate students to ensure proper form assignment in PAnext.
  o Appropriate void or not tested coding is applied to student records by content area post-testing.

The Sensitive Data role has access to PII in PAnext.

1.2.5 Who May Administer the Assessments

CMAS Test Administrator

The CMAS Test Administrator is an individual at the school ultimately responsible for administering CMAS assessments. Test Administrators must:
- Be employed by the school/district.
- Actively supervise the test administration at all times.

Test Administrators must ensure necessary accommodations and accessibility features, such as speech-to-text, text-to-speech, and color contrast, are available to the appropriate students.

Training on current administration procedures is required each year for all CMAS Test Administrators before 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.
- Training on specific accommodations is required for Test Administrators who are administering assessments for which students require accommodations.
- School/district employees may administer the assessments at the grade levels of relatives, but must not administer the test to relatives, nor be in the same testing environment as relatives during testing.
  o This requirement includes children, stepchildren, nieces, nephews, and siblings of Test Administrators.
- Student teachers may not be Test Administrators but may serve as proctors in the test environment.

Student to Test Administrator Ratio

CMAS test sessions require a student-to-Test Administrator ratio of 30:1 or less. Schools may schedule a test session that includes more than 30 students; however, an additional Test Administrator is required 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 active testing unit. They must circulate throughout the room during the test.

Note: Consider room configuration when determining the student-to-Test Administrator ratio. Test Administrators must be able to actively monitor the space within the testing environment. Schools should make special considerations for large testing environments and for testing environments with complicated configurations.

Auditory/Signed Presentation with Scripts: Using the printed secure material received from the vendor, a trained Test Administrator signs or reads math and science tests to a student who is unable to decode text (refer to *6.0 Administrative Considerations, Accessibility Features, and Accommodations* for more information). Test Administrators should be provided to students on an individual basis. It is inappropriate to provide auditory/signer scripts to groups of students that would not allow an individual student the option of asking a reader/signer to slow down or repeat text. Contact the CDE Assessment Division with questions.

Substitute Teachers

If a substitute teacher will administer CMAS assessments, a Colorado teacher or substitute teacher license is required. If a substitute teacher license is held, a three- or five-year license is recommended. Students should be familiar with the substitute teacher. Like all individuals involved in CMAS administration, substitute teachers serving as Test Administrators must be trained on the current year's administration policies and procedures and must sign a current *CMAS and CoAlt Security Agreement*.

CoAlt Test Administrator

The CoAlt Test Administrator is an individual at the school ultimately responsible for administering CoAlt science assessments. A CoAlt Test Administrator:
- Must have a valid teaching license.
  - **Note:** A substitute teaching license is not a sufficient license for administration of CoAlt.
- Must be employed by the school/district.
- May be a Speech Language Pathologist, Occupational or Physical Therapist, or School Psychologist who does not hold a teaching license, but who holds a professional license.
- May not be a volunteer.
- Must actively administer the assessment.

CoAlt Test Administrators should be familiar with the student they are assessing and with the student's primary mode of communication.

Training on current administration procedures is required each year for all Test Administrators before administration.
- Test Administrators must read the instructions in the *CoAlt Test Administrator Manual* and familiarize themselves with test administration procedures prior to administering the test to students.
- Additional staff, including paraprofessionals, may assist in the administration of the assessment as needed, but may not administer the assessment or record student responses, unless they hold a valid teaching license.
  - **Note:** CoAlt administration training is required for anyone in the testing environment.
- Test Administrators **must NOT** administer the assessment to a relative nor be in the same testing environment (refer to the *CMAS Test Administrator* requirement).

1.3 Tested Populations

All students in grades 3 through 8 are required to take the math and ELA assessments. All students in grades 5, 8, and 11 are required to take the science assessments.

1.3.1 Determining Whether CMAS or CoAlt Should be Administered

All students, including students with Individualized Education Programs (IEPs), participate in the state assessment system. The IEP team, which must include the parents, determines 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 assessed on the general CMAS assessments. According to federal requirements, evidence of alignment between a student's educational plan and the accommodations provided on any of the state assessments must exist, as well as any determinations for students to participate in the CoAlt assessment. 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 the most significant cognitive disabilities.

Note: It is not appropriate or ethical to administer the CoAlt assessment to students who do not qualify to take the assessment.

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

For more information regarding CoAlt eligibility guidelines, visit the Exceptional Student Services Unit website at:
https://www.cde.state.co.us/cdesped/accommodationsmanual_participationguidelinesworksheet

1.3.2 Determining Grade Level for Assessment Administration

Students are required to take the CMAS or CoAlt assessments for the grade level in which they are enrolled by the district, even if they took the same assessment the previous school year.

Note: Students who start the school year classified in one grade level but are reclassified to another grade level prior to the administration of the state assessments take the state assessment of the grade level to which they are reclassified. If an 11th grade student is reclassified as a 12th grade or GED student before the district's assessment window opens, the student should not test.

If a student takes an assessment but does not meet the participation criteria (e.g., off grade-level testing), it is a misadministration and test invalidation is required. See *2.3.9 Invalidating a Test* for more information on invalidations.

Level	Math	ELA/CSLA	Science
Grade 3	X	X[1]	
Grade 4	X	X[1]	
Grade 5	X	X	X
Grade 6	X	X	
Grade 7	X	X	
Grade 8	X	X	X
Grade 11			X

[1]CSLA accommodated form available to students who meet participation criteria.

1.3.3 New Students

Whether new students who enroll **during** the state testing window are tested depends on the individual school's testing status. Schools are encouraged to test all students who are enrolled in the school during the testing window within reason. As examples, if a student enrolls during the first week of the main window (April 8-12, 2024), the school should typically administer the assessments. If the student enrolls in the last week of the official window, the school is not required to administer the assessments. In the case of the latter, the new student should not be entered into PAnext. However, give special consideration for newly enrolled students who started testing in their previous school of enrollment but did not finish.

- If the student started testing on paper in the previous district, securely transfer the test book between districts through DAC-to-DAC handoff or via secure shipment requiring signatures.
- If the student started testing online, transfer the started test to the new district through PAnext.

Example 1
A 5th grade student transfers from Colorado District A to Colorado District B on April 9, 2024. The school in District B started 5th grade ELA testing on April 8 but has not completed 5th grade ELA testing, will start 5th grade math testing on April 11, and 5th grade science testing on April 16. The student did not start any testing at the previous school.

Colorado District B must submit a transfer request to Colorado District A through PAnext. District A must review and approve the transfer request through PAnext in a timely manner.

The student must take the 5th grade ELA, math, and science assessments.

Example 2
A 3rd grade student transfers from Colorado District A to Colorado District B on April 11, 2024. The school in District B started 3rd grade ELA testing on April 8 and will start 3rd grade math testing on April 15. The new student started testing ELA in the previous school.

Colorado District B must submit a transfer request to Colorado District A through PAnext. District A must review and approve the transfer request through PAnext in a timely manner.

The student should complete the started 3rd grade ELA test at the new school and must take the 3rd grade math test.

Example 3
A 6th grade student transfers from Colorado District A to Colorado District B on April 25, 2024. The school in District B completed 6th grade ELA testing on April 10 and 6th grade math testing on April 15.

Colorado District B should not submit a transfer request to Colorado District A through PAnext as the student need not test at the new school.

If the student did not complete the ELA and math tests prior to moving, District A should code the assigned ELA and math tests with the appropriate *Withdrew Before/During Testing* code (refer to *Appendix K: Data Section 3* for coding information). If the student completed the ELA and math tests in District A, no coding is needed.

CMAS and CoAlt 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.

2.1 Introduction to Test Security

All personnel involved in test administration, including technology coordinators, must receive yearly security protocol training. DACs are responsible for overseeing training for the district, including verifying the DTC and SACs are trained. SACs are responsible for ensuring that Test Administrators 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 materials are securely distributed from DACs to SACs to Test Administrators and securely returned from Test Administrators to SACs and then to DACs. SACs must distribute materials to and collect materials from Test Administrators each day of testing, 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 unit.

2.1.1 Security Plan
SACs must develop a security plan for their schools. A successful security plan:
- Informs all individuals authorized for involvement in test administration to review security protocols, prohibited activities, testing irregularities, and security breaches.
- Ensures all individuals authorized for involvement in test administration sign the *CMAS and CoAlt Security Agreement* found in *Appendix B*.
- Ensures unauthorized individuals do not enter the testing environment.
- Establishes a documented chain of custody.
- Designates a central locked facility for secure storage of test materials.
- Documents that Technology Coordinators and Test Administrators receive necessary documentation and training for successful, secure administration of the CMAS and CoAlt assessments.
- Informs all individuals of test security procedures in case an unexpected event interrupts testing (e.g., a fire drill or safety concern).

Prohibited Activities
Any action that compromises test security is prohibited. The following lists include 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, smart watch, iPod, camera, any device that could provide an advantage) in the test environment or pose a risk for a security breach.		■
Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, smart watch, iPod, and camera) in the test environment. **Notes:** Test Administrators may use cell phones to contact the SAC or technical support. Tablet devices are allowed to administer assessment sessions in PAnext.	■	■
Checking email while secure materials are distributed or while testing students.	■	■
Using a computer, laptop, or tablet (other than the one 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, website or any other material before closing out the test unit or turning in test materials to the Test Administrator.		■
Reading a book, newspaper, website or any other material while secure test materials are still distributed or while students are testing.	■	
Explaining simulations, performance event 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 unit as outlined in this manual (except for students who are to receive extended time as documented on their IEP, 504, or ML plans).	■	
Not administering a unit according to 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). Examples of materials educators must cover or remove include, but are not limited to, posters, maps, charts, and graphic organizers. It is not necessary to cover or remove calendars. Cover or remove material if it might provide an advantage or assist in answering a question.	■	
Failing to follow test administration directions exactly as specified in this manual and in the *Test Administrator Manuals*.	■	

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 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 test items or passages, or any secure test materials.	■	■
Influencing, altering, or interfering with a student's responses or test book in any way, including but not limited to erasing stray marks in test books.	■	■
Making responses available to a student outside of the test unit.	■	■
Handling test materials for a purpose other than test administration (e.g., teacher takes a test home to review; TA 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 locked storage for any purpose other than administering the test.	■	■
Failing to properly secure and safeguard Student Testing Tickets.	■	
Breaking the chain of custody of materials.	■	
Misusing, mishandling, or losing any state test materials.	■	

2.1.2 Chain of Custody Requirements

CMAS

Failure to follow proper chain of custody requirements may result in test invalidations. Document chain of custody before, during, and after test administration to maintain security. Districts and schools may choose to create and use their own chain of custody documents or use the *District Receipt Form* (DAC to SAC) and *School Security Checklist* (SAC to Test Administrator) included in material shipments from the vendor (refer to samples in *Appendix I*).

Maintain chain of custody documentation for three years after the test administration to ensure there are no questions or concerns related to the security of the assessments or handling of materials. The DAC and each SAC must be able to assure the state, if any questions arise, that every step was taken to ensure security of the test materials.

The following chain of custody requirements apply to all CMAS assessments:
- Secure and non-secure materials are delivered to the district in an initial shipment (refer to *Receive, Document, and Store Materials* in *Section 3.8.2*).
- Distribute materials to schools no more than one week prior to the start of each school's testing window.
- As soon as materials are received at the school, distribute *Test Administrator Manuals* so Test Administrators have time to review as needed.
- Secure and account for all secure CMAS materials, including paper-based tests and auditory/signed presentation scripts, at all times. Student test materials must remain sealed until they are used during testing. Store secure materials in a secure and locked location before and after testing.
- The SAC is responsible for the distribution and collection of CMAS materials **to and from** Test Administrators each day of administration, preferably within 15 minutes of the start and end of each unit's test administration.
  - If administering a paper-based form, distribute student test materials just prior to administration. Test Administrators must not have extended access to materials before or after administration.
- Maintain security of all state assessment test books and other state materials while in the Test Administrator's possession. Do not store test materials in classrooms in advance of, or following, the administration.

- Test Administrators who are providing auditory/signed presentation using a script may have access to secure materials 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 English or Spanish including sign language) may review the script for translation four working days before administering the assessment 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.
  - Under the supervision of the SAC or DAC, a Test Administrator providing auditory/signed presentation of the paper-based assessment in English or Spanish may have access to the script 24 hours prior to the assessment administration.
- Teachers of students with visual impairment (TVIs) who are administering the assessment in braille may access the braille notes prior to the assessment in order to gather additional materials needed to provide students access to the assessment. TVIs may access the braille teacher notes 24 hours prior to the assessment administration.
  - While the TVI may review the braille teacher notes, is not appropriate for TVIs to review the contents of the student test materials.
- Document movement of test materials on a chain of custody form and secure materials while in the Test Administrator's possession. *School Security Checklists*, included in the shipment from the vendor, may be used for this purpose. Refer to sample shipping forms in *Appendix I*.
  - Test Administrators must document the return of all secure test materials (used and unused) on the school's chain of custody form and must return all materials to the SAC immediately after testing.
  - SACs must verify all secure test materials are returned. SACs must retain the chain of custody documentation in their files for three years.
  - The SAC must oversee the secure collection of the following test materials immediately after each unit's test administration (do not retain materials in the physical testing environment or prematurely re-distribute materials to Test Administrators if the test will continue later in the day or on a subsequent day). Document secure collection of these materials on the school's chain of custody form. (Refer to *3.8.1 Secure and Non-Secure Test Materials* for a full list of materials that are distributed by SACs to Test Administrators.)

Computer-based materials	Paper-based materials
- Student Testing Tickets - Student rosters containing TestNav usernames and passwords, and any other school-generated reports or documents that contain student PII - Auditory/signed presentation materials (i.e., reader/signer scripts for translation) - Printed math reference sheets and grade 11 science periodic tables - <u>Used</u> scratch paper	- Test books - Grade 11 science periodic tables - Math reference sheets - <u>Used</u> scratch paper - Auditory/signed presentation materials (i.e., reader/signer scripts for translation, English, or Spanish) - Accommodated paper materials (e.g., large print visual descriptions document, braille teacher notes)

- After all test sessions are completed at a school, securely store used and unused materials, then return secure materials to the DAC by the district deadline for shipment to the vendor.
- Report any missing test materials or any test irregularities to the SAC/DAC and complete the appropriate documentation:
  - Missing materials: *Form to Report Contaminated, Damaged, or Missing Materials* (link in *Appendix E*)
    - CDE will require additional documentation.
  - Test irregularities: *Form to Report a Testing Irregularity or Security Breach* (*Appendix D*)

CoAlt

The following chain of custody requirements apply for CoAlt assessments:

- Train anyone who will access CoAlt materials on the protocols included in this manual and the *CoAlt Test Administrator Manual* before providing access to materials. Training must include test security and ethics.
- Account for and store all secure materials in a secure, locked location before and after testing each day and during extended breaks.
- The SAC is responsible for the distribution and collection of CoAlt materials **to and from** Test Administrators immediately before and after testing each day and during extended breaks. CDE recommends distributing assessments no more than 15 minutes prior to the testing session and collecting within 15 minutes after the testing session.
  - Due to the unique nature of the CoAlt assessments, Test Administrators may need access to a student's materials prior to the test's administration to allow for preparation of any necessary accommodations and to organize the provided student materials and task manipulatives.
- Secure all CoAlt materials while in the Test Administrator's possession. Do not store test materials in classrooms in advance of, following, , or between administration sessions.
- Students **may not** have access to any test content or test materials except while they are testing.
- After a student completes testing, Test Administrators must return test books, task manipulatives, answer documents, and security forms to the SAC. Use an **unsealed** task manipulative envelope to keep task manipulatives and the security forms together. Return the test book and answer document with the task manipulative envelope; however, the test book does not fit in the envelope and the answer document must not be placed in the envelope. Ensure the student's name is written on the test materials, including the envelope. Ensure the test book form code is bubbled on the answer document. Note: Accommodated task manipulatives are returned to the SAC for secure destruction at the district level.
- Return all secure test materials (i.e., the materials in the task manipulative envelope, test book, and answer document), used and unused, to the DAC by the district deadline.
- Report missing test materials or any test irregularities to the SAC/DAC and complete appropriate documentation:
  - Missing materials: *Form to Report Contaminated, Damaged, or Missing Materials* (link in *Appendix E*)
    - CDE will require additional documentation.
  - Test irregularities: *Form to Report a Testing Irregularity or Security Breach* (*Appendix D*)

2.1.3 CMAS and CoAlt Security Agreement, Verification of District Training, Post Test Compliance, and Scratch Paper Verification

Security Agreement

The *CMAS and CoAlt Security Agreement*, located in *Appendix B*, lists the security protocols detailed in this section. All individuals authorized for involvement in test administration must follow the security protocols and must sign the *CMAS and CoAlt Security Agreement* and return it to the SAC. The SAC accounts for all signed *CMAS and CoAlt Security Agreements* at the school level. DACs must electronically sign the *CMAS and CoAlt Security Agreement* accessed through the virtual *CMAS Administration Training for DACs*.

The SAC collects the school's signed security agreements, training sign-in sheets, and schedules (including make-up training) and maintains copies for three years.

Verification of District Training

Each DAC must complete the *Verification of District Training Form* (link located in *Appendix C*), which includes training dates and indicates that all individuals involved in testing are trained in both security and administration policies and procedures. The district superintendent also signs the *Verification of District Training*.

Post Test compliance

At the end of each CMAS and CoAlt administration, the DAC must complete the *Post Test Compliance Report* (link located in *Appendix C*). The *Post Test Compliance Report* certifies the administration of the CMAS and CoAlt assessments

complied with all procedures and instructions as described in this manual, the *CMAS Test Administrator Manual*, and the *CoAlt Test Administrator Manual*; that any **major** misadministrations were reported to CDE; and all materials were returned to the vendor. The district superintendent also signs the *Post Test Compliance Report*.

Scratch Paper Verification

The *Scratch Paper Verification*, located in *Appendix C,* confirms all used scratch paper from all schools was collected by the district and securely destroyed, recycled, or shipped to the vendor after testing. The DAC submits the completed *Scratch Paper Verification* to the **Assessment Forms** folder on **CDE Assessment Syncplicity** following the naming convention indicated on the form.

2.2 Testing Irregularities and Security Breaches

Examples:

Procedural Irregularities	Educators	Students
Failing to follow and read administration directions for the test.	■	■
Losing a student's test materials.	■	■
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 ML plan and therefore is not appropriate.	■	

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

2.2.1 Testing Irregularities and Security Breaches

In the rare event there is an extenuating circumstance that halts testing in the middle of a unit, such as a building evacuation, lock-down, loss of electricity or internet, or severe weather event during a testing unit, follow the protocol outlined below:

- The safety and security of students and staff is of paramount concern.
  - Assume the threat is real and initiate the district building-evacuation/lock-down procedure.
  - Note the time of the disruption in order to calculate the remaining time for the test unit. When possible and feasible, record this information in writing.
- Time is of the essence in an emergency. Collect test materials only if time permits prior to leaving the testing environment. Leave all test materials in the assessment room.
- 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 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 and exit students from TestNav if testing online.
- Upon resuming testing, Test Administrators must prepare students for the continuation of the test:
  - Ask students, "Are there any questions about the instructions for this unit?"
  - Before the students can continue with same unit, resume students' tests in PAnext. Refer to resume instructions in the *CMAS Test Administrator Manual*.
  - Identify how many minutes remain in the test unit for students.
  - Display the updated start and stop time of the resumed unit for 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

- Which assessment(s) and unit(s) were in progress?
- Who was testing and where were they 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 unit was resumed, and time the test unit ended
- Any other pertinent details

2.2.2 Reporting Security Breaches and Testing Irregularities

Immediately report all instances of security breaches and testing irregularities to the DAC. It is the responsibility of the DAC, along with school personnel (e.g., the principal, superintendent), to determine if a security breach took place. The DAC must immediately notify Sara Loerzel (720-316-3065) in the CDE Assessment Division if there is a suspected or actual security breach as any exposure of test material could impact the entire assessment across the state.

If a major misadministration or security breach occurs in the district, the DAC must complete the *Form to Report a Testing Irregularity or Security Breach* (located in *Appendix D*) and *Test Incident Report* (TIR) spreadsheet (downloaded at http://www.cde.state.co.us/assessment/training-cmas) and send both to CDE through **CDE Assessment Syncplicity** in the **Assessment Forms** folder **by May 3, 2024**. Examples of incidences to report immediately:
- 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
    - If secure test materials are lost, complete the *Form to Report Contaminated, Damaged, or Missing Materials* (link in *Appendix E*) in addition to the *Form to Report a Testing Irregularity or Security Breach* (*Appendix D*) and any other documentation required by CDE.

2.3 Testing Environment

Prepare the testing environment prior to administration of CMAS and CoAlt 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 unit. Some students may finish testing before others; predetermine and establish expectations for those students within the limits set in *2.4 Scheduling and Testing Time*.

2.3.1 Choice of Test 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 *2.3.3 Test Environment Setup*).
- Students with accommodated materials, scratch paper, or students taking the paper-based test must have adequate writing space.

Before testing, school staff verify all necessary materials and equipment are available and in good, working condition. Provide sufficient space between students to prevent students from seeing each other's work.

2.3.2 Freedom from Distractions
- Only people involved in taking or administering the assessments should be in the testing environment.
- Take appropriate actions to reduce noise, such as turning off alarms or bells.
- Music (of any kind) is not allowed during testing.
- Post "TESTING: Do Not Disturb/Only Authorized Personnel Allowed" sign outside the testing room (*Appendix J*).
- Test Administrators requiring cell phones because a landline is not available must have the ringer turned off and only use the phone for the purpose of contacting the Help Desk, local technology support, or the SAC.
- No food or drink is permitted on desks or near test materials.

2.3.3 Test Environment Setup
CMAS
Situate students so they are unable to see each other's work from a normal testing position. If the testing environment does not have enough space to prevent seeing other students' work, use dividing screens as physical and visual barriers between workspaces. Schools may already have one or more of the following materials available to adapt for this purpose:
- Vertical cloth or paper "curtains" to isolate each tester's device or materials
- Card stock (e.g., manila folders) taped to the sides of computer monitors
- Flattened cardboard boxes folded and taped to form a visual barrier between testers
- Tri-fold display boards (such as those used for science project exhibits) that stand freely between testers
- 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 students are seated so they cannot view the monitor of the student seated in front of them.

To maintain security in the testing environment, consider the following seating configurations with students seated:
- In every other seat (useful in a computer lab setup)
- Back-to-back
- With monitors arranged back-to-back
- In a semicircle (useful for schools using laptops)
- In widely spaced rows or in every other row (appropriate for a classroom setup)

Monitor laptops or other modular devices used for testing. Do not allow removal of devices 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, removal from the testing environment is allowed.

2.3.4 Posted Materials Guidelines
Cover or remove anything posted in a classroom or other area used for CMAS and CoAlt administration that could direct students to the correct answer for any test question**.** 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. Ensure covered materials are properly secured. Insufficiently secured material covers may come undone during testing, which can result in a misadministration. While not a comprehensive list, cover or remove the following materials:
- 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 students may write notes.
- Number lines for math assessments.

Note: SACs should discuss the appropriateness of specific displays with Test Administrators. Creation of an exhaustive list of prohibited posted materials is not possible due to the limitless possibilities. Always refer to the general guideline when making decisions about materials posted during CMAS and CoAlt administrations.

2.3.5 Materials Required for Students

Students may have **only** the following materials at their workspace during testing:

Computer-based Materials	Paper-based Materials
- Student Testing Tickets - Headphones if using text-to-speech - Blank scratch paper - lined, graphed, colored, etc. (Availability determined by district.) - Approved alternative scratch paper as indicated in a student's IEP and/or 504 Plan (e.g., graph paper or specialized writing paper) - Inspect before use to verify it is free of any writing - External keyboards are recommended for students using iPads - Material specific to the assessment, as needed (e.g., handheld calculators for math and science, optional geometry tools for grade 8 math) - Materials required by a student's IEP, 504, or ML plan	- Paper test materials and accommodated materials required by a student's IEP, 504, or ML plan - No. 2 pencil(s) with eraser(s) - Blank scratch paper - lined, graphed, colored, etc. - Approved alternative scratch paper as indicated in a student's IEP and/or 504 Plan (e.g., graph paper or specialized writing paper) - Inspect before use to verify it is free of any writing - Material specific to the assessment (e.g., calculators for math and science, optional geometry tools for grade 8 math)

2.3.6 Prohibited Materials

Prohibited materials can compromise test security and violate the construct measured by the assessment, thus producing invalid results. Cover or remove prohibited materials from the testing room. See *2.3.4 Posted Materials Guidelines* of this manual for additional requirements.

The table below lists materials that are not allowed at any time during testing, including after a student completes testing (i.e., submits answers for a unit or turns in test book). Ensure 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 or other locations in the test environment that are accessible to students.

Materials Prohibited During All Units
- Cell phones, including camera phones and smartphones*   - Other non-test-related personal electronic equipment (e.g., smart watches, electronic pens, eBooks, personal document scanners)   - Any electronic equipment capable of performing computations or providing other assistance   - Instructional aids related to the content being assessed   - Reference books (Exception: word-to-word dictionary for Multilingual Learners)

***Test Administrators may only use cell phones to contact the SAC or technical support. Additionally, CMAS Test Administrators may use computers/tablet devices to administer the assessment session in PAnext.

A student with a disability or who has been identified as a multilingual 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 outside of the secure TestNav environment, a cell phone, or a visual recording device. Test accommodations must be listed in the student's IEP, 504, or ML plan and documented on the student test assignment (through the Personal Needs Profile) in PAnext, as appropriate, by the SAC or a school or district employee assigned the Sensitive Data role.

Prior to testing, Test Administrators instruct students to place prohibited materials in lockers, backpacks, or other designated areas. If a student is found to have any prohibited material in their possession upon arrival for testing, instruct the student to hand it to the Test Administrator.* If the prohibited material is an electronic device, instruct the student to first power off the device and then hand it to the Test Administrator.

If a student is observed with any of the prohibited materials **during** testing, collect the student's test materials and dismiss the student from the exam room. Communicate the occurrence to the SAC/DAC who will invalidate the test due to misadministration.

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

2.3.7 Medical Monitoring Devices
If a student uses a cell phone or other device to monitor a documented medical condition, the student may have the device in the testing environment. Place the device so the Test Administrator and the student can see the device.

2.3.8 District Decisions
Districts determine next steps for students who finish testing before the **maximum** unit testing time is reached:

Option 1: Students *remain in the testing room* and read silently.

- **Consideration**: This option works well if students will continue testing in the next unit once all students in the testing room complete the current unit.

Option 2: Students are *dismissed from the testing room*.

- **Consideration**: If this option is selected, districts must develop a plan that allows dismissed students to leave the testing room without interrupting students who have not completed the current unit.

Materials Allowed ONLY AFTER a Student Completes Testing
Districts that choose to have students remain in the testing room **after** completing the test unit should have students read silently while waiting for dismissal or for the next test unit to begin. **Only reading materials unrelated to the assessed content are allowed.** Students who read after the test must not read from electronic devices, including computers, Chromebooks, Nooks, Kindles, iPads, smartwatches, and phones.

If the student confirms they are finished before unit time expires, before reading material is accessed:
- Computer-based – The student must first submit their final answers to the current unit and the Test Administrator must remove any test materials from the work area.
- Paper-based – The Test Administrator must remove the test materials from the desk/work area.

2.3.9 Invalidating a Test
If misconduct or a security breach rises to the level of test invalidation, indicate an appropriate test invalidation code for the student test in PAnext. For online CMAS tests, marking complete test units and entering a "Marked Complete Reason" DOES NOT invalidate the test. Indicate invalidations using the appropriate void or not tested reason/code on the Manage Student Tests screen in PAnext (updated individually through the user interface or through a batch upload using a Student Test Update import file – the Student Test Update role is needed to enter voids and import files).

Invalidations are test specific and do not cross tests (e.g., 09 Parent Excuse indicated as a void or not tested reason/code on a student's ELA test does not cross over to the student's math or science test). Enter invalidations separately by test.

See *Appendix K: Data* for additional information and all test invalidation codes.

2.3.10 Unauthorized Visitors

Only students, Test Administrators, and authorized school, district, and state personnel or CDE-sanctioned test monitors are allowed 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, TestNav screens, 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 works with interested media to provide access to appropriate materials that may help in understanding the assessment process without causing security breaches or misadministrations.

2.4 Scheduling and Testing Time

The state testing window for the elementary, middle, and high school CMAS and CoAlt assessments is April 8-26, 2024. Complete all test sessions (including make-ups and administrations with accommodations) during the testing window. Districts and schools should have a plan in place for make-up testing due to unforeseen schedule changes, such as cancellations caused by weather (e.g., build make-up days/times into the schedule before the close of the window). See *Spring 2024 Administration Window* for more information.

All students in grades 3 through 8 are required to take the math and ELA assessments. All students in grades 5, 8, and 11 are required to take the science assessments.

2.4.1 Testing Time and Test Structure

CMAS

ELA, math, and science assessments consist of three units for elementary and middle school. Grade 11 science assessments consist of two units. The assessments are composed of the following item types:
- Selected response
- Constructed response
- Technology-enhanced
- Simulations (science)
- Passage sets (ELA)

Times shown in the following tables include the unit testing time that must be available to all students for each test unit by content area. Unless students have an extended time accommodation (e.g., time-and-a-half or double time) documented on an IEP, 504, or ML plan, providing more than the unit testing time is a misadministration.

If **all** students in a physical testing group complete the test unit any time before the maximum unit testing time is reached, the Test Administrator may end the test unit. Districts may determine whether students who finish testing should remain in the testing room and read quietly, be dismissed from the testing room, or continue testing in the next unit once all students in the test session complete the current unit (see *2.3.8 District Decisions* for additional information).

While unit testing times may be the same in the following tables, some groups/grades are not able to test together due to differences in administration SAY directions and/or different student testing materials.

A **separate** testing environment is needed for:
- Paper-based and computer-based (administration SAY directions and materials are different)
- ELA and mathematics (unit testing times and administration SAY directions are different)
- Directions read aloud in a language other than English
- English tests and Spanish accommodated forms
- Science and ELA/math (unit testing times and administration SAY directions are different)
- Grade 11 science and grades 5 and 8 science (different unit times)
- Math grades 3-5 and math grades 6-8 (different administration SAY directions)
- Math grades 6-8 unit 1 and math grades 6-8 units 2 and 3 (different administration SAY directions)

Refer to *2.4.2 Guidelines for Scheduling: Testing Multiple Groups in the Same Testing Room* for additional information.

English Language Arts/Literacy Unit Testing Times

English Language Arts/Literacy		
Grades	Unit	Unit Testing Time (minutes)*
ELA 3-5 CSLA 3-4	1	90
	2	90
	3	90
ELA 6-8	1	110
	2	110
	3	110

Mathematics Unit Testing Times

Mathematics		
Grades	Unit	Unit Testing Time (minutes)*
Math 3-8	1	65
	2	65
	3	65

Mathematics unit specifications:
- Grades 3-5 – all non-calculator units
- Grade 6-8 – Unit 1 consists of a non-calculator section and a calculator section – complete both sections during Unit 1 testing time
- Grades 6-8 – Units 2-3 are calculator units

Science Unit Testing Times

Science		
Grades	Unit	Unit Testing Time (minutes)*
Science 5 & 8	1	80
	2	80
	3	80
Science 11	1	60
	2	60

*Unit testing times do not include time for setup, reading SAY directions, or distributing/collecting student testing materials. If all students in a physical testing group complete the test unit before the unit testing time is reached, the Test Administrator may end the test unit.

CoAlt

The CoAlt assessment is untimed and individually administered. There are no restrictions on the number of sessions needed to complete the assessment. There are no requirements to complete the assessment within a given day. The CoAlt assessment may be stopped and restarted at any time; however, once an item is presented, complete the item before stopping; revisiting previously presented items is not allowed.

2.4.2 Scheduling Guidelines

Testing Multiple Groups in the Same Testing Room

Schools may schedule different groups of students to test together in the same room provided that the unit testing time and administration SAY directions are the same. Administer all units in order, including make-up sessions.

English Language Arts/Literacy
- Computer-based testing
    - Grades 3-5 may test together for all units.
    - Grades 6-8 may test together for all units.

- Paper-based testing*
    - Grades 3-5 may test together for all units.
        - Students who qualify for the CSLA accommodated form in grades 3 and 4 may test together but may not test with students taking ELA due to differences in SAY directions.
    - Grades 6-8 may test together for all units.

Mathematics
- Computer-based testing
    - Grades 3-5 may test together for all units.
    - Grades 6-8
        - May test together for Unit 1.
        - May test together for Units 2 and 3.
- Paper-based testing*
    - Grades 3-5 may test together for all units.
    - Grades 6-8
        - May test together for Unit 1.
        - May test together for Units 2 and 3.

Science
- Computer-based testing
    - Grades 5 and 8 science may test together for all units.
- Paper-based testing*
    - Grades 5 and 8 science may test together for all units.

*For groupings that include students testing in different units, the Test Administrator must acknowledge the appropriate units when referenced in the SAY directions. Additionally, students testing Unit 1 must write their names on their materials; students testing Units 2 and 3 must confirm the receipt of the materials on which their names were previously written.

Scheduling CMAS Computer-based Administration

To the extent possible, assess all students taking the same test (i.e., same grade and content area, including accommodated online and paper forms) at the same time. Should that not prove possible, assess all students taking the same test within the shortest timeframe practicable (e.g., back-to-back physical testing groups, in the same day, across consecutive days). See *Appendix F: Sample School Schedules.*

If testing units back-to-back, students may not have access to cell phones during short breaks between units.

Absent Students

After **unlocking** the scheduled test unit in PAnext for the entire testing group, and as soon as a student is identified as absent, the Test Administrator must **lock** the current test unit for that student. To assist in tracking an absent student's missed test units, Test Administrators may write the missed test unit(s) on the student's Student Testing Ticket.

Scheduling CMAS Paper-based Administration

For general use of the paper-based assessment, all students taking the same test (i.e., same grade and content area, including accommodated online and paper forms) must complete the same unit at the same time. Should that not prove possible, assess all students taking the same test within the shortest timeframe practicable **within the same day**, minimizing interactions between the groups of students (e.g., during regularly scheduled science period, tested in back-to-back physical testing groups).

If testing units back-to-back, students may not have access to cell phones during short breaks between units.

Scheduling CoAlt

The DAC is responsible for establishing the administration schedule and ensuring every student taking CoAlt is assessed within the state CMAS and CoAlt assessment window. Districts may use the entire state testing window for administration of this assessment; however, it is expected that students taking CoAlt assessments will test during the same window as their peers taking CMAS assessments. Because CoAlt assessments are 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, complete the item before stopping; revisiting previously presented items is not allowed. Schedule assessment administration based on the individual needs of the student while meeting the following requirements:

- Administer test questions in the order in which they appear in the CoAlt test book.
- Complete make-ups within the state testing window.

Test Administrators must receive the CoAlt test books in time to review items and test administration procedures described in the *CoAlt Test Administrator Manual* to allow for preparation of necessary accommodations and cut apart and organize task manipulatives. Invalidation of any student tests given before or after the state assessment window is required due to misadministration (i.e., invalidation code 06).

2.4.3 Make-up Testing

Multiple options exist to ensure students who miss their originally scheduled test sessions are provided time to complete testing during make-up sessions. Provide students who miss test units with make-up time as soon as practicable to avoid test security breaches and misadministrations. Options discussed in this section provide a starting point for make-up testing. Each presented option includes technology, security, and logistical considerations to weigh against each other when make-up testing plans are made.

Administer make-up testing in the exact same manner as regularly scheduled testing including:

- Administration of all test units in sequential order for all content areas,
- Providing the same unit testing time, and
- Providing the same accommodations.

Schools may schedule different groups of students in the same room at the same time, provided the unit testing time, student materials, and administration script are the same. See *2.4.2 Scheduling Guidelines* for additional information.

Computer-based Administration Make-up Testing

As long as the Test Administrator-read SAY directions and the unit testing times are the same, make-up testing sessions may include students from multiple grades with the following considerations:

- If students from multiple test sessions make-up units in the same physical testing environment, Test Administrators may use the "combined view" and filtering options in PAnext to manage students' tests from multiple sessions at once.
    - Refer to the *PAnext User Guide* for additional information on combined view functionality.
- If students from multiple test sessions make-up units in the same physical testing environment and are moved into new PAnext test sessions:
    - New Student Testing Tickets are required as the password on the original Student Testing Ticket only works for the original PAnext test session.
    - Only students taking the same assessment can be placed into new PAnext test sessions together.
    - See "Moving Students to Another Session" in the *PAnext User Guide* for instructions.
- Guidance on combining groups is provided in *2.4.2 Scheduling Guidelines.*

If a make-up student takes a different unit of the assessment than the rest of the class, the Test Administrator must ensure through PAnext that the appropriate units are locked and only the make-up unit is unlocked for that individual student. **Administer all units for each student in sequential order, including for make-up testing.**

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

After completion of the missed test unit, students re-join their original physical testing group and are 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 Session (Morning)	-	Absent Student takes Unit 1	-
Physical Testing Group Session (scheduled after Morning Make-up Session)	Group takes Unit 1	Absent Student re-joins group for Unit 2	Group takes Unit 3

PAnext Considerations for Option 1

Test Administrators unlock the missed test unit for each student in the make-up test session. By utilizing the "combined view" for session management, Test Administrators filter Student Test Status to quickly identify which students have units to make-up. Only one test unit can be unlocked for a student at any time.

Security Considerations for Option 1

This make-up testing option has a low security risk as students complete make-up testing in the shortest practicable time frame so few test units are exposed.

Logistical Considerations for Option 1

Make-up testing is completed in advance of regularly scheduled physical testing group times. The SAC provides the Test Administrator the proper Student Testing Ticket for each student in the physical testing group. Test Administrators must read the appropriate SAY directions from the *CMAS Test Administrator Manual* for the assessed unit(s).

Option 2: Student Tests with Original Physical Testing Group

Students continue to test with their original physical testing group**.**

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

PAnext Considerations for Option 2
After unlocking Unit 2 of the test for the entire class on Day 2, the Test Administrator locks Unit 2 for the absent student and then unlocks Unit 1 for that student only. Only one test unit can be unlocked for a student at any time. This process is repeated for the remaining test units.

Security Considerations for Option 2
This make-up testing option has high security risks as every test unit has the potential for premature exposure to the previously absent student.

Logistical Considerations for Option 2
While potentially the least challenging from a scheduling perspective, a plan is required for administration of the last unit of the test for the student. Additionally, the Test Administrator must read the appropriate SAY directions from the *CMAS Test Administrator Manual* for the assessed unit(s).

Option 3: Student Completes Missed Test Unit 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 (refer to *2.4.2 Scheduling Guidelines* for allowable groupings). After completion of the missed test unit, the student re-joins their original physical testing group and is 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)	Unit 1	Unit 2 (regularly scheduled students in physical testing group) Unit 1 (absent student joins this physical testing group to complete Unit 1)	Unit 3
Absent Student's Original Physical Testing Group (Afternoon)	Unit 1	Unit 2 (absent student rejoins original physical testing group to complete Unit 2)	Unit 3

PAnext Considerations for Option 3
This option is potentially the most challenging for Test Administrators. After unlocking Unit 2 of the test for the entire morning group on Day 2, the Test Administrator utilizes the "combined view" to pull up the afternoon group and locate the absent student. The Test Administrator unlocks Unit 1 of the absent student's test (only one test unit can be unlocked for a student at any time).

Security Considerations for Option 3
This make-up testing option has a moderate security risk as students complete make-up testing in the shortest practicable time frame but there is the potential for premature exposure to an upcoming test unit.

Logistical Considerations for Option 3
Ensure the availability of devices in the alternative physical testing group in advance of the regularly scheduled physical testing group time. Tracking students could become difficult and problematic. SACs must provide Test Administrators the proper Student Testing Ticket for each student in the physical testing group. Test Administrators must read the appropriate SAY directions from the *Test Administrator Manual* for the assessed unit(s).

The following table includes a summary of the technology, security, and logistical considerations for each make-up testing option.

Considerations for All Make-up Testing Options			
	PAnext Demand on Test Administrators	Security Risk	Logistical Demand
Option 1 **Recommended** **Student Completes Missed Test Unit 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 Unit in Any Available Physical Testing Group in Advance of Re-Joining Original Physical Testing Group**	High	Moderate	High

Paper-based Administration Make-up Testing

Conduct make-up testing for paper-based administrations similarly to computer-based make-up testing. Students taking the paper-based assessment complete testing in a testing environment that is separate from computer-based administration. **Administer all units in sequential order for all content areas for each student, including for make-up testing.** Students are not allowed to return to any unit of the test that was previously completed in its entirety.

Students Who Become Ill during Testing

Make-up test sessions are used to finish started tests for students who become ill during testing. Test Administrators must note the exact place in the test where the student stopped (item number and remaining testing time). For computer-based testing, note this information on the Student Testing Ticket. Test Administrators must closely monitor make-up testing to ensure students do not return to previously answered questions. The student is to receive the remaining time from the original unit to finish.

Computer-based testing - If a student becomes ill and needs to leave *during* the test unit, Test Administrators must close the student's test unit by exiting the student from TestNav. To continue testing once the student returns, the Test Administrator must resume the student's test in PAnext. For instructions, see "Resume a Test" in the *PAnext User Guide*. When the student logs back into TestNav, they are taken to the item last visited; if this does not occur, the student may navigate to the last visited item using the Review drop-down menu.

Paper-based testing - If a student becomes ill before completing a unit, Test Administrators must collect the student's test materials. The student must pick up exactly where they left off upon their return.

2.4.4 Extended Time

See *6.0 Administrative Considerations, Accessibility Features, and Accommodations* for additional information.

CMAS Math, ELA, and Science
Students with disabilities with appropriate documentation on IEP and 504 plans, and Multilingual Learners (NEP/LEP) taking assessments in English, may qualify for timing accommodations. Unless students have an extended time accommodation documented on an IEP, 504, or ML plan (e.g., time-and-a-half or double time), providing more than the unit testing time is a misadministration.

CoAlt Science
The CoAlt assessments are untimed. CoAlt testing may extend over multiple days for an individual student.

2.4.5 Testing Breaks

Short Breaks between Units
If testing units back-to-back, a short break is allowed between tested units. During these breaks, students may not have access to cell phones.

Temporary Stops for Individual Students
If a student needs to temporarily stop testing for a short time, the testing clock does not stop. For computer-based testing, apply visual blocks to the student's device (e.g., turn off monitor or cover screen) instead of having the student use TestNav functions to exit and resume the test. For paper-based testing, close or cover the student's test book.

CoAlt Testing Breaks
The CoAlt assessments are untimed and individually administered. Testing may extend over multiple days for an individual student. A break in administration may occur after any presented question is completed. The Test Administrator begins with the following question once testing resumes; revisiting previously presented questions is not allowed.

2.5 Assessment in Special Circumstances

Nonpublic Home-based Educational Program
A parent or legal guardian of a child in a home-based educational program may request that the child take the CMAS assessments. Students must meet participant criteria for the requested assessment(s). The parent or guardian of the child must pay all costs associated with administration and providing assessment results, as determined by the district. Refer to Colorado Revised Statute 22-7-1006.3(9)(b).

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 meet the requirements to be a Test Administrator, participate in CMAS assessment training, and sign a security agreement form.**

CMAS results are returned to the district in which the student tests. It is the district's responsibility to distribute results to the student's parent/guardian. Scores are not included in school or district summaries if the district's home school organization in PearsonAccess[next] is selected as the Responsible School Organization. Refer to *Appendix K: Data – Home School Students* for details about registering these students for testing.

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: Colorado Revised Statute 22-7-1006.3(3)(b) states the following:

> *A child who is enrolled in a nonpublic school or participating in a nonpublic home-based educational program pursuant to Section 22-33-104.5 is not required to take a state assessment 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 enrollment of a local education provider.*

Therefore, students in a home-based educational program enrolled in courses at a public school **are not required to take the ELA, math, and science assessments.** For students in a home-based educational program electing to take the exams, their results are not used in calculation of school, district, or state CMAS results (provided the district properly identifies them as home-schooled students).

Notes:
- CoAlt assessments may **not** be administered to home schooled students as CoAlt assessments are a different type of assessment with strict eligibility requirements. 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.
- The requirement that children in home-based education be evaluated in grades 3, 5, 7, 9 and 11 (22-33-104.5(3)(f), C.R.S.) is different from the state's obligation to administer assessments to public school students under 22-7-1006.3 (e.g., CMAS). As a result, any decisions made related to the administration of state assessments such as CMAS would not apply to the homeschool evaluation requirements. For more information, refer to http://www.cde.state.co.us/choice/homeschool.

Private Schools

For the school year, there is a cost per student for private schools to administer the CMAS assessments. A private school may elect to administer as many CMAS assessments as they desire.
- Private school personnel responsible for handling assessment material must participate in assessment training.
- Private schools must administer CMAS assessments during the assessment window specified by the Colorado Department of Education, according to standard procedure.
- The nonpublic school must pay all costs associated with administering and providing results for the assessments.

Private schools interested in administering CMAS assessments should contact the District Assessment Coordinator for the local public school district.

Retained Students

Students take the CMAS assessment at the grade level in which they are enrolled. For example, a student retained in 5th grade takes the 5th grade CMAS science, math, and ELA assessments again the following year.

Dropout Students

For the purposes of state assessment administration, a dropout student is a student who is at least 18 years of age and for whom there is clear evidence of permanent departure from the school system.

Expelled Students

To indicate that a student is expelled from a school, code the "Expelled" field as "Expelled" in PAnext through the user interface or as "1" when uploaded through the Student Registration/Personal Needs Profile (SR/PNP) import. Include expelled students' demographic information in PAnext, even if they do not test.

It is the district's responsibility to ensure every effort is made to test expelled students receiving educational services. Assessment results for these students are included in district results; they are not included in aggregated school results.

If expelled during the time of testing and the student is not receiving educational services because the student is enrolled in a private school or is homeschooled, the student need not test, but the student's record remains in PAnext. Code these students with a Not Tested or Void Reason/Code of 03 Withdrew Before/During Testing. The student's results are not included in school or district results if coded correctly.

Suspended Students

Because students who are suspended are enrolled in public schools, it is the district's responsibility to ensure instruction and assessment are offered to these students. Include suspended students' demographic information in PAnext, even if they are not tested. The results for suspended students are 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 they attend school, the district is responsible for testing and accounting for the students.

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

Open Enrollment Students

"Open enrollment students" refers to students who enrolled in a school other than their neighborhood school through an open enrollment policy. Open enrollment students must test and are coded to their school of attendance.

Foreign Exchange Students

All students enrolled in Colorado schools, including foreign exchange students, are required to take state assessments.

Part-time Students

Students who are enrolled part-time must test; 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 [C.R.S. 22-30.7-105 (2) (a,b,c)], and must take the assessments pursuant to Section 22-7-1006.3. 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 to administer assessments can be made with a different district, but only when approved by the DAC for the other district.

IMPORTANT NOTE FOR SCHEDULING TESTING OF ONLINE STUDENTS: Test security requires 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 a "brick and mortar" school, both schools must work together to ensure 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 an accommodation for CMAS (e.g., a scribe or an assistive technology device is needed for a student who breaks their writing arm), provide the necessary accommodation or accommodations to the student. An IEP or 504 plan is not required.

Once a student starts testing, the student may not change testing modes. For example, a student who receives a concussion after completing Unit 1 of a computer-based test may not switch to a paper-based test. Since each situation is different based on the circumstance, the District Assessment Coordinator should contact the CDE Assessment Division to determine the most appropriate course of action for the student.

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. Populate the "Emergency Accommodation" field with the appropriate information in PAnext through the user interface or upload through the Student Registration/Personal Needs Profile (SR/PNP) file export/import process.

Medical Exemption

Students who are unable to complete or participate in the statewide assessments due to a documented, significant, and fully incapacitating medical condition or emergency (e.g., student is in the hospital after a car crash) that extends across the entire (or remaining) test window should be identified as "Medical Exemption" in the appropriate Student Test invalidation field in PAnext. In order to qualify for special consideration, the incident or condition must be so severe that it prevents the student from participating in instruction offered either at school or at a state or district-run facility.

Note: Do not use this code for students who are absent during testing due to typical illnesses.

Students Placed Out-of-District by a Public Agency

This information pertains 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 facilities are also known as "Eligible Facilities", "Alternative Facilities", or "Approved Facility Schools". The list of facilities that currently fall under these categories is found at http://www.cde.state.co.us/facilityschools.

Students who are placed in these state-operated programs participate in CMAS and CoAlt assessments as appropriate. CDE's Office of Facility Schools acts as the school district for the purpose of distributing materials. A state aggregate report for students in out-of-district placement is produced—scores are not included in 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 the student completes all test units. After scoring, individual student scores are sent to the facility in which the student tested. 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.

Direct questions about facilities to CDE's **Office of Facility Schools:** http://www.cde.state.co.us/facilityschools/contact.

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

Students who attend facilities where the district of location provides the educational services take CMAS and CoAlt assessments at the facility. The district of location administers the tests. Attribute resident student scores to a school in the district. Attribute non-resident student scores to a school in the district of residence. For non-resident students, the DAC for the district of location works with the DAC for the district of residence to ensure 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
Weld County 6 (Greeley)	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, 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.

First Year in U.S. Multilingual Learners

All First Year in U.S. students must take mathematics and science assessments, *except students identified as NEP/LEP who enrolled in a U.S. school for the first time after the October 1 Count and have experienced limited or interrupted formal education. These students are in extenuating circumstances and may not be able to test validly.*

The below information only applies to the ELA assessment.
Use the following guidance to determine if students who are Multilingual Learners, who enrolled in a United States (U.S.) school for the first time on or after April 10, 2023 (first year in the U.S.), will participate in CMAS ELA or CSLA, or if they are exempt from language arts testing this year.

- *First Year in U.S.* students *included in the October 1 Count* who are Non-English Proficient (NEP), based on WIDA Screener and a local body of evidence, may be exempt from the **English** language arts assessment.
    - *Students with a primary or home language other than Spanish are exempt from ELA testing.*
    - *Students with a primary or home language of Spanish:*
        - *In grades 5 through 8 are exempt from ELA testing.*
        - *In grades 3 and 4:*
            - *Not receiving Spanish language arts instruction this year are exempt from ELA including CSLA testing.*
            - *Receiving Spanish language arts this year but did not consistently receive Spanish language arts instruction in the previous academic year in their prior country are exempt from ELA including CSLA testing.*
            - *Receiving Spanish language arts instruction this year and who consistently received Spanish language arts instruction in the previous academic year in their prior country are required to take CSLA.**
    - A parent/guardian of a student who meets exemption guidelines may choose to have their child participate in ELA testing. Results for these students are included in accountability and growth calculations for the following year.
- *First Year in U.S.* students *included in the October 1 Count* who are Limited English Proficient (LEP), based on WIDA Screener and a local body of evidence, must take the state language arts assessment that best matches their instruction: CMAS ELA, CSLA (if eligible), or CoAlt (if eligible).
- *First Year in U.S. students enrolled for the first time after the October 1 Count who are Non-English Proficient (NEP) or Limited English Proficient (LEP), based on WIDA Screener and a local body of evidence, are exempt from the* **English** *language arts assessment.*

When registering students in PAnext, districts indicate ELA testing exemption for eligible students by completing the field *Date First Enrolled in U.S. School* (the first date on which the student enrolled in a U.S. public school) and code the ELA assessment as *Not Tested Reason 02*, if applicable.

*Clarified language as of January 2024.
**Clarified language as of February 2024.

3.0 Before Testing Tasks
DAC, SAC, and Technology Coordinator Responsibilities

This section describes activities the DAC, SAC, and Technology Coordinators must complete before the first day of testing. Complete each outlined task; however, districts may determine which individual from the district or school completes each task. Use the checklists provided throughout this section to prepare for test administration.

3.1 Assessment Coordinator Before Testing Tasks

Review *Sections 1.0* and *2.0* of this manual for details regarding administration policies and procedures that impact task completion and policy decisions that are made locally before testing.

DAC or SAC	Before Testing Task Checklist	Additional Information/Requirements
☐	Ensure SACs have a plan for maintaining test security and the chain of custody for secure materials.	
☐	Plan to provide accommodations for students with disabilities and Multilingual Learners (NEP/LEP).	Review students' approved IEP, 504, or ML plans with Special Education and linguistic specialists.

3.2 PAnext Activities for CMAS and CoAlt

Prior to assessment administration, complete the following PAnext tasks.

3.2.1 Student Registrations, Transfers, and Orders

DAC	SAC	TC	PAnext Task Checklist	Additional Information/Requirements
Verify Student Registrations[1]				
☐	☐		Ensure all enrolled students are registered and assigned tests in PAnext.	As appropriate by grade level and content area
☐	☐		Verify registrations in PAnext for students needing paper forms of the assessment.	Including large print, braille, CSLA, and general use of the paper-based assessment
☐	☐		Verify registrations in PAnext for students needing special forms of the assessment and accessibility features for computer-based testing.	Including auditory/signer script form (for translation and signing), text-to-speech (English and Spanish), color contrast, enlarged pointer, and zoom
☐	☐		Verify registrations in PAnext for students with IEP or 504 plans and Multilingual Learners (NEP/LEP) with ML plans that document a need for auditory/signed presentation scripts.	• CBT oral scripts for translation (languages other than English or Spanish) • PBT oral scripts in English, Spanish, and for translation • CBT and PBT signer scripts
☐	☐		Coordinate the registration and addition of new students.	For instructions, see "Register Students in a Test Administration" and "Add Students to an Online Test Session" in the *PAnext User Guide*.
☐			Coordinate reviewing and updating student demographics in PAnext.	Users with the Sensitive Data[1] role may view and update student demographics.

			Additional PAnext Tasks	
☐			Check, submit, approve, and reject Work Requests: Enrollment Transfers for the district and from other districts.	See *Transfer Guidance Document* posted at http://www.cde.state.co.us/assessment/trainings. DACs can move student registrations between schools in-district. Cross-district transfers are handled through Work Requests: Enrollment Transfers. If a transfer request is submitted but not addressed by the other district, it is the DAC's responsibility to contact the DAC in the other district. (See DAC contact information at http://www.cde.state.co.us/assessment/dac.)
☐			The official DAC may submit additional orders for secure and non-secure materials as needed.	Additional orders for accommodated materials are only approved if the ordered materials match existing student PNPs.

[1]PAnext users with the Sensitive Data role have access to student personally identifiable information (PII) associated with student registrations.

3.2.2 Assign and Update User Roles

DAC	SAC	TC	PAnext Task Checklist	Additional Information/Requirements
☐	☐		Create or update PAnext user accounts.	DACs update or create accounts for Technology Coordinators, SACs, and Sensitive Data personnel. SACs update or create CMAS Test Administrator accounts. For instructions, see "Create and Edit User Accounts" in the *PAnext User Guide*. **Note**: User accounts created in previous administrations may be in a "disabled" account status.

3.2.3 Create and Manage Test Sessions – Computer-based Testing Only

DAC	SAC	TC	PAnext Task Checklist	Additional Information/Requirements
☐	☐		Create a test session in PAnext for each group of students testing online.	Creating individual sessions by class or group instead of a single generic test session for a grade improves the ability to monitor student status during testing and test security. See "Create an Online Test Session" in the *PAnext User Guide*.
☐	☐		Verify creation of test sessions and assignments of students taking CBT forms.	At least two days before testing, DACs verify test sessions created by SACs. See "Before Online Testing" in the *PAnext User Guide*.
☐	☐		Verify creation of separate sessions for students requiring an auditory/signed presentation script accommodation.	When creating sessions for CBT auditory/signed presentation, select **Proctor Reads Aloud** checkbox and set **Form Group Type** to **Auditory/Signed Presentation**.
☐	☐		Verify color contrast is indicated through the PNP for students, as necessary.	
☐	☐	☐	Verify the completion of proctor caching.	See "Understand Proctor Caching" in the *PAnext User Guide.*
☐	☐	☐	Confirm "preparation" of test sessions.	See "Manage an Online Test Session" in the *PAnext User Guide.*
☐	☐	☐	Print Student Testing Tickets.	Students in Sessions > select session > Resources

3.2.4 Verify Test Form Assignment – Computer-based Testing Only

SACs are to assemble and maintain a master list of all students, their accommodations, and form-dependent accessibility features (e.g., text-to-speech). Coordinate preparations and form assignments with the DAC and Sensitive Data users.

- **Prior to testing**, SACs must verify students are assigned the necessary accommodations and form-dependent accessibility features. Verify assignments before students log into the test.
- In PAnext, review PNP settings on the **Manage Student Tests** screen, markers next to SASIDs on **Students in Sessions** screen, Student Roster (Students in Sessions > select session > Resources), and/or **PNP Report** (Reports > Operational Reports > Students & Registrations > PNP Report - Accessibility Features and Accommodations for Student Tests).
    - o The following indicators are present for correctly assigned form-dependent accommodations or accessibility features:

Indicator	Special Form Type
SPA	Spanish (**DOES NOT** include Text-to-Speech)
TTS	English Text-to-Speech
SPA TTS	Spanish Text-to-Speech
AT	Assistive Technology

    - o If Test Administrators do not see an accessibility feature or accommodation indicator for a student who should have one, they must not let the student log in; Test Administrators must immediately contact the SAC or DAC to address.
- If a student was not assigned a special form type but one is needed:
    - o **Prior to preparing and starting the session**, the DAC or the SAC needs to update the student test assignment and then prepare the session. The Test Administrator can then start the session and unlock Unit 1. The student can begin testing.
    - o **If the session is already prepared or started**, the DAC or the SAC needs to remove the student's test from the session, assign the correct special form, and add the student back into the session. The Test Administrator can then unlock Unit 1 and the student can begin testing.

Note: An indicator is not displayed for students requiring computer-based testing auditory/signed presentation scripts. These students must be placed in a session with the Form Group Type set to "Auditory/Signed Presentation" to ensure the assigned form matches the script used by the Test Administrator.

DAC	SAC	TC	PAnext Task Checklist	Additional Information/Requirements
☐	☐		Verify students requiring special forms for the computer-based assessment are assigned to the appropriate forms.	• Text-to-speech English or Spanish • Spanish • Auditory/Signed Presentation Script • Assistive Technology (math and ELA only)
☐	☐		Verify accessibility settings are indicated through student PNPs, as necessary.	• Color contrast • Zoom • Enlarged pointer
☐	☐	☐	Verify UAR-dependent accommodations are assigned to students for whom approval was received from CDE.	**ELA/CSLA**: Constructed response scribe **Math**: Calculator on non-calculator sections **REMINDER**: Test scores for students who use unapproved unique accommodations are invalidated or suppressed.

Note: Do not "prepare" or "start" an online test session in PAnext until form assignment is verified for all students.

3.3 Test Administration Plan

☐ Review school testing schedules, including accommodated and make-up groups.

    ☐ Administer units in sequential order for all content areas.

    ☐ Coordinate testing schedules across schools as needed.

    ☐ Refer to *2.4 Scheduling and Testing Time* for guidance on scheduling test sessions.

    ☐ Sample school schedules are available in *Appendix F*.

    ☐ Verify schools have a plan in place to ensure all students have an opportunity to use student practice resources prior to testing (http://coassessments.com > Practice Resources).

3.3.1 Training Plan

All district and school personnel involved in the administration of the CMAS and CoAlt assessments must be familiar with their individual responsibilities and the CMAS and CoAlt Security Plan. DACs must meet with SACs to ensure they have a training plan in place for Test Administrators and Technology Coordinators. District Technology Coordinators are responsible for training School Technology Coordinators.

Training **for all school personnel involved with any aspect of the CMAS and CoAlt administration is required on an annual basis.** Thorough training is one of the best ways districts can prevent misadministrations from occurring. Districts are required to collect documentation from all personnel who complete training, demonstrating an understanding of the policies and procedures set forth by the State of Colorado and the district. All personnel involved in assessment administration and the handling of secure materials must sign the *CMAS and CoAlt Security Agreement* (*Appendix B*).

Districts must base their trainings on the live trainings, webinars, and PowerPoint slides provided by CDE and the assessment vendor to train district personnel. Include additional information regarding district-specific policy information. Training materials include this manual, *CMAS Test Administrator Manuals*, the *CoAlt Test Administrator Manual,* and the *PAnext User Guide*. Additional training materials, including modules and slide presentations, are available online at www.cde.state.co.us/assessment/trainings and http://coassessments.com > Manuals and Training. The PAnext Training Site, found at http://trng-co.PearsonAccessnext.com, is available for training prior to testing.

Assessment Coordinator and Technology Coordinator Training

DACs, SACs, and Technology Coordinators complete the following tasks in preparation for CMAS and CoAlt administration.

DAC	SAC	TC	Training Task Checklist	Additional Information/Requirements
☐		☐	Participate in Pearson and CDE-provided trainings (virtual, live, or recorded).	DAC CMAS and CoAlt training completion is documented when the online forms (accessed through the virtual CMAS and CoAlt trainings for DACs) are submitted.
☐	☐		Read and become familiar with the contents of all manuals.	*Procedures Manual, CMAS Test Administrator Manuals, CoAlt Test Administrator Manual*
☐	☐	☐	Become familiar with the *PAnext User Guide*.	Provides details for using PAnext
☐	☐	☐	Review CMAS and CoAlt post administration clean-up information.	*Appendix K: Data* provides an overview of data collection activities and invalidation coding
☐	☐	☐	Train possible DAC/SAC/TC alternates	Ensure someone is prepared to take over coordinator responsibilities if needed.
☐			Develop and provide SAC administration and security training incorporating state-provided resources. Ensure all SACs complete training.	See *SAC and TC Training Topic Checklist*. **Include charter schools** in all CMAS and CoAlt preparation and administration activities.
☐	☐	☐	Ensure all district personnel involved in CMAS and CoAlt testing receive appropriate training.	Including Test Administrators

			Collect required documentation regarding training and security	
☐			Verify SACs maintain documentation of training and signed *Security Agreements* for personnel.	*CMAS and CoAlt Security Agreement* located in *Appendix B*. Keep documentation of training on file locally for three years (physical or electronic copies).
☐			Acquire and store signed SAC *Security Agreements*.	
☐			Verify DTCs complete CDE technology training.	
☐			Complete the *Verification of District Training* form (link in *Appendix C*).	Superintendent signature required

School Assessment Coordinator and Technology Coordinator Training

The trainings **provided** by DACs, SACs, and Technology Coordinators must cover the topics included in the Training Topics Checklists. Providing training in a format that allows participants to receive immediate feedback is recommended. DACs use the following Training Topic Checklist to provide training to SACs and Technology Coordinators.

DAC	SAC and TC Training Topic Checklist	Additional Information
☐	District and school security plans	Includes chain of custody documentation
☐	Before, during, and after testing tasks	Includes documentation information for students who do not test.
☐	Testing environment requirements	*Section 2.3*
☐	Scheduling	*Section 2.4*
☐	Make-up testing options	*Section 2.4.2*
☐	District decisions	*Section 2.3.8* • Scratch paper policy for CBT • Minimum unit time (optional) • Student options after completing a test unit (i.e., read, dismiss)
☐	Authorized personnel	*Section 1.2 and 2.3.10*
☐	Appropriate active proctoring	*Section 4.1*
☐	Prohibited activities	*Prohibited Activities* list in *Section 2.1.1*
☐	Administrative considerations, accessibility features, and accommodations	See *Administrative Considerations, Accessibility Features, and Accommodations Training Topics Checklist*.
☐	How to obtain resources and materials for administration	e.g., Procedures Manual, *CMAS TAMs*, *CoAlt TAM*, *PAnext User Guide*, Student Testing Tickets, Student Rosters
☐	Test administration	e.g., preparing and starting sessions, resuming, unlocking/locking units, and ending sessions
☐	Required documentation regarding training and security	Collect signed *CMAS and CoAlt Security Agreements* (*Appendix B*) from all personnel who may come in contact with test materials or testing environments and maintain, along with documentation of training, at the district for three years after the administration.
☐	Technical assistance available during testing	*PAnext User Guide*, Pearson Customer Service, local technical support, etc.
☐	Answer questions regarding test administration and security protocols	Must provide an opportunity for questions and answers.

Test Administrator Training

Incorporating district-provided resources, SACs must develop and provide administration and security training to all CMAS and CoAlt Test Administrators. Ensure all school personnel who will be in contact with test materials and/or test environments complete training. Test Administrator training should include, but is not limited to the following topics:

SAC	Test Administrator Training Topic Checklist	Additional Information
☐	School security plans	Includes chain of custody documentation
☐	Before, during, and after testing tasks	See *Test Administrator Manuals* for details. Include information on how to check form assignments before students log in to test.
☐	Testing environment requirements	*Section 2.3*
☐	School testing schedules	*Section 2.4*
☐	Make-up testing options	*Section 2.4.2*
☐	Assigned testing groups	Including online, accommodated, and paper-based administration test sessions
☐	District decisions	*Section 2.3.8* • Scratch paper policy for CBT • Minimum unit time (optional) • Student options after completing a test unit (i.e., read, dismiss)
☐	Authorized personnel	*Section 1.2 and 2.3.10*
☐	Appropriate active proctoring	*Section 4.1*
☐	Prohibited activities	Prohibited Activities list in *Section 2.1.1*
☐	Administrative considerations, accessibility features, and accommodations	See *Administrative Considerations, Accessibility Features, and Accommodations Training Topics Checklist*. Train Test Administrators on how to administer tests with accessibility features and accommodations.
☐	How to obtain resources and materials needed to administer tests	e.g., *Procedures Manual, CMAS TAMs, CoAlt TAM, PAnext User Guide*, Student Testing Tickets, Student Rosters
☐	Test administration using PAnext	**CMAS**: starting sessions, resuming, unlocking/locking units, and ending sessions
☐	Procedures for notifying SACs of when and why a student's test needs to be "Marked Complete"	**Note**: If a student test requires invalidation, indicating a "Marked Complete Reason" does not invalidate the test. A void reason/code must be entered separately.
☐	Collect required documentation regarding training and security	*CMAS and CoAlt Security Agreement* (*Appendix B*)
☐	Technical assistance available during testing	District or School Technology Coordinator, *PAnext User Guide*, Pearson Support, etc.
☐	Answer questions regarding test administration and security protocols	

CMAS and CoAlt Test Administrators should familiarize themselves with the format of the test, testing procedures, and required materials.

- Instruct all Test Administrators to review the *CMAS Test Administrator Manual* and/or the *CoAlt Test Administrator Manual*, as appropriate, prior to administering any tests.

- Test Administrators must also ensure the availability of any needed accessibility features and accommodations prior to the administration of the first test unit.
- If CoAlt Test Administrators need access to student materials in an electronic format, contact the DAC. Electronic materials are secure; distribute in a manner that does not violate test security, including distribution via email.

Administrative Considerations, Accessibility Features, and Accommodations

Provide training to SACs and Test Administrators regarding administrative considerations, accessibility features, and accommodations required by individual students. Detailed information is found in *6.0 Administrative Considerations, Accessibility Features, and Accommodations*. Training topics include, but are not limited to:

DAC or SAC	Administrative Considerations, Accessibility Features, and Accommodations Training Topics Checklist	Additional Information/Requirements
☐	Develop/review a list of students with needed administrative considerations, accessibility features, and accommodations	Documented on IEP, 504, and ML plans and used during instruction and local assessments.
☐	Assigning/confirming form assignments for accessibility features and accommodations for individual students	
☐	Unique accommodations	Unique Accommodation Requests (UARs) are submitted to and approved by CDE Assessment before providing unique accommodations to students, including: • Calculator on non-calculator section of the mathematics assessment • Scribe for ELA/CSLA constructed response questions (i.e., human scribe) • Accommodations not included in *Section 6.0*
☐	Ensuring students are not inappropriately assigned unique accommodations	Improper assignment of unique accommodations may result in invalidation or suppression of scores.
Prior access for accommodations		
☐	CBT and PBT: auditory/signer scripts for translation to translators who will translate the assessment into languages other than English or Spanish, including sign language	Translators and signers may have access to the scripts for translation in a supervised environment four working days prior to testing. Must check out and in each day.
☐	PBT only: English and Spanish oral scripts to Test Administrators providing auditory presentation to a student	Test Administrators may have supervised access to oral scripts 24 hours prior to testing.
☐	Braille assessments	Teachers of the Visually Impaired (TVIs) may have supervised access to Teacher Notes for braille assessments 24 hours prior to testing. TVIs may **not** review test content.

3.3.2 Security Plan

Prior to testing, DACs must determine and employ a district level security plan. The plan must ensure the following:

District Security Plan
All test materials are secured at all times.
Test materials are kept in a secure, locked district/school location when not in use for testing.
Test materials are not stored in classrooms.
Secure materials are not taken out of district/school buildings except during transport between district and school facilities.

CMAS and CoAlt Security Agreement

All personnel involved in assessment administration and the handling of assessment materials must sign the *CMAS and CoAlt Security Agreement* (*Appendix B*). After completing CMAS administration training for DACs, DACs submit their online *CMAS and CoAlt Security Agreements* through the link provided by CDE. DACs maintain signed *CMAS and CoAlt Security Agreements* from SACs and other district-level personnel (e.g., Sensitive Data, Technology Coordinators); SACs maintain signed *CMAS and CoAlt Security Agreements* from Test Administrators and other school-level personnel. Locally maintain documentation of training for three years (i.e., physical or electronic copies).

3.3.3 Prepare the Testing Environment

See *2.3 Testing Environment* for detailed information regarding test environment requirements and preparation.

Additional preparation is required for computer-based testing. The following table reviews tasks completed by the DAC or SAC prior to online testing.

DAC or SAC	Computer-based Environment Preparation Checklist	Additional Information/Requirements
☐	Work with the DTC or STC to ensure proper devices and workspaces are available.	Refer to *2.3 Testing Environment* for additional information on testing environments.
☐	Confirm all student devices meet the requirements needed to administer the computer-based test.	For details on infrastructure and system requirements, refer to TestNav Requirements: https://support.assessment.pearson.com/display/TN/TestNav+System+Requirements
☐	Involve the Technology Coordinator in planning meetings to provide input on logistics and to resolve any technology issues.	Ideally, a technology coordinator is available in the school building to help troubleshoot during the days when students test. **Note:** Record the specific device on which each student tests on their Student Testing Tickets. Each student should use the same device for all units of a content area to aid in response data recovery if needed.
☐	Work with the DTC or the STC to ensure required downloads are completed and systems are set up properly.	
☐	Work with the DTC or STC to ensure the proctor caching device is identified for all testing locations.	
Finalize testing rooms and schedules.		
☐	Verify testing room configurations limit students' visual access to other students' work.	
☐	Bulletin boards and instructional displays that might aid students during testing are covered or removed.	Preparation of any rooms to which students may relocate is also required.
☐	A "TESTING: Do Not Disturb/Only Authorized Personnel Allowed" sign is posted outside the testing room.	
☐	No element of the testing room's environment hinders any student's performance.	The testing room is quiet, well lit, well ventilated, and comfortable. Each student has enough space in which to work.
☐	Verify headphone availability for students.	Headphones are required for text-to-speech (English and Spanish) if testing in an environment with other students

3.4 Technology Setup

DACs and SACs ensure Technology Coordinators (district- and/or school-level) are identified and provided information and resources necessary to complete Technology Coordinator tasks. This section describes activities the District Technology Coordinator (DTC) and School Technology Coordinator (STC), if applicable, complete before the day of testing. For more information, see http://www.cde.state.co.us/assessment/newassess-dtc.

	Technology Coordinator Meeting Checklist	Additional Information/Requirements
☐	Technology Coordinators attend the CDE DTC Kickoff Webinar (mid-October).	Recorded version: http://www.cde.state.co.us/assessment/newassess-dtc.
☐	Technology Coordinators have access to PAnext.	See *3.2.2 Assign and Update User Roles*
☐	Review the sections of this manual that apply to the Technology Coordinator role.	
☐	District and/or school technology plans are discussed and established with Technology Coordinators.	
☐	Technology Coordinators review the *PAnext User Guide* for specific instructions on PAnext functions and technology-related troubleshooting.	Available at http://coassessments.com > Manuals and Training
☐	Technology Coordinators attend the site readiness training (December).	Recorded version: http://www.cde.state.co.us/assessment/newassess-dtc.

3.4.1 TestNav

TestNav is the online assessment delivery system used for computer-based CMAS assessments. TestNav is accessed by students through installable apps.

Installable TestNav is available for laptop, desktop, iPad, and Chromebook devices with the following operating systems:

- Chrome
- iOS
- Linux Ubuntu
- OS X/macOS
- Windows

Features of the installable app:
- Does not depend on other software, such as a browser or Java.
- Downloadable app link varies by operating system.
- Tests are accessed by starting the TestNav app and choosing the appropriate client (i.e., Colorado).

Districts and schools utilizing online assessments must determine how students will access TestNav prior to testing.

3.4.2 Plan an Infrastructure Trial

For additional information, see the *Infrastructure Trial Guide* at http://coassessments.com > Technology Setup.

TC	Technology Coordinator Checklist	Additional Information/Requirements
☐	Review TestNav technology requirements.	https://support.assessment.pearson.com/display/TN/TestNav+System+Requirements
☐	Configure firewall, content filter, proxy server, and spam filter.	
☐	Identify Proctor Caching machine(s) and install Proctor Caching.	
☐	Perform an Infrastructure Trial in the PAnext Training Site. Use the Site Readiness Form in the *Site Readiness* administration.	Verify assessment environment components are configured for TestNav and devices can successfully run TestNav.

☐	Enter TestNav configuration(s) in the PAnext Training Site.	
☐	Create a test session in the PAnext Training Site.	
☐	Proctor cache Site Readiness Form.	
☐	Execute Site Readiness Form and verify SRFs are saved in the appropriate save locations.	
☐	Duplicate TestNav configuration(s) in the PAnext Live Site.	
☐	Identify testing rooms and the number of workstations to be used for testing.	Work with the SAC to ensure proper space and student device availability. Refer to *2.3 Testing Environment* for additional information.
☐	Verify wireless access points can accommodate the number of students scheduled for the testing environment.	Position devices as close as possible to wireless access points and limit obstructions between devices and wireless access points.
☐	Verify the appropriate amount of bandwidth is available for each computer-based testing environment.	

3.4.3 Prepare Student Testing Devices

TC	Technology Coordinator Checklist	Additional Information/Requirements
Student Testing Device Security		
☐	Turn off any software that would allow viewing of secure test content on student computers by another computer.	**Windows**: Disable Cortana and XBox Game Bar; turn off text suggestions and clipboard history. **macOS**: Disable *Siri* and/or *Dictation services* before attempting to sign into TestNav.
☐	Configure any applications that can automatically launch on a device to not launch during testing sessions.	Common applications include anti-virus software performing auto updates, power management software (low battery), screen savers, and email notifications.
Student Testing Device Preparation		
☐	Ensure each student testing device meets the TestNav technology requirements.	https://support.assessment.pearson.com/display/TN/TestNav+System+Requirements **Note:** External keyboards are recommended for students using iPads.
☐	Use the Site Readiness Form to ensure devices meeting minimum specifications can perform adequately during testing.	
☐	Update testing workstations to comply with TestNav hardware/software requirements.	https://support.assessment.pearson.com/display/TN/TestNav+System+Requirements
☐	Choose Installable TestNav application.	
☐	Ensure device operating system accessibility features (intelligent personal assistant (IPA) software, such as Siri for iOS and MacOS, or Cortana for Windows 10) that mimic accommodations are disabled on all devices.	If IPA software is not disabled, the testing site must ensure the security and integrity of the test by actively monitoring that students are not using these applications during testing.
☐	Launch TestNav from student machines and run App Check to verify the device or computer is running a supported operating system (OS) and OS version.	To run App Check, on each device: 1. Select **Colorado** from the home screen, if not previously selected. 2. Select the user drop-down and **App Check**. 3. On the **App Check** screen, enter a configuration identifier or select **Run App Check** to run the default app check. When completed, a. Passing systems display a green success. b. Failing systems display a red failure.

3.4.4 Prepare Test Administrator Testing Devices and Proctor Caching Computer

TC	Technology Coordinator Checklist	Additional Information/Requirements
Test Administrator Testing Devices		
☐	Confirm Test Administrator devices can access PAnext.	https://co.PearsonAccessnext.com
Proctor Caching		
☐	Designate a proctor caching computer.	The proctor caching computer downloads and stores test data, such as test questions, and then serves that data to individual test devices from within the local network.
☐	Download proctor caching software.	http://download.testnav.com/
☐	Proctor cache test content for all assessments.	For complete proctor caching details and instructions, refer to https://support.assessment.pearson.com/display/TN/Set+Up+and+Use+ProctorCache.

3.5 Establish a Testing Schedule

See *2.4 Scheduling and Testing Time* and *Appendix F: Sample School Schedules*.

Test students using accommodated forms at the same time as their peers taking either computer-based or other paper-based tests.

CMAS Computer-based Administration

To the extent possible, assess all students in a grade in the same content area at the same time. Should that not prove possible, assess all students in the same content area within the shortest timeframe practicable (e.g., back-to-back physical testing groups, in the same day, across consecutive days), minimizing interactions between groups of students.

CMAS Paper-based Administration

For general use of the paper-based assessment, all students in a grade must complete the same unit of the same content area assessment at the same time. Should that not prove possible, assess all students within the shortest timeframe practicable **within the same day**, minimizing interactions between groups of students (e.g., during regularly scheduled science period, tested in back-to-back physical testing groups).

CoAlt Administration

The DAC is responsible for establishing the administration schedule and ensuring that every student taking a CoAlt assessment is assessed within the state CMAS and CoAlt assessment window. Districts may use the entire state testing window for administration of this assessment; however, it is expected that students taking the CoAlt assessments will test during the same testing window as their peers taking the CMAS assessments. The CoAlt assessments are untimed and individually administered. Testing may extend over multiple days for an individual student. It is important that scheduling of the assessment is based on the individual needs of the student.

Note: Testing students before or after the state assessment window is a misadministration. Invalidation is required.

3.6 Student Resources

Several resources are available to help familiarize students, educators, and the public with the assessment formats, item types that appear on the assessments, and examples of questions. DACs and SACs should verify schools have a plan in place to ensure all students have an opportunity to use these resources prior to testing.

CMAS Student Practice Resources

Colorado Practice Resources (CPRs) are available to provide students an opportunity to become familiar with the format and functionality of questions that appear on the CMAS computer-based and paper-based assessments. While the use of CPRs is not required, it is encouraged to help ensure students are familiar with the online testing environment and appropriate ways to indicate responses on paper while taking the tests. For online testing, exposure to CPRs in advance of testing is especially important for students planning to use text-to-speech to provide auditory presentation of the assessment content. All resources are available at http://coassessments.com > Practice Resources.

Computer-based

Tutorials

Tutorials guide students through using TestNav, the platform used to take online CMAS assessments. The tutorials familiarize students with how to navigate in TestNav, use online tools and supports, and work with different types of online test questions that may appear on the assessments.

CPRs

The computer-based student practice resources include technology-enhanced items (TEIs) which allow students to indicate their responses to assessment questions in a format other than multiple-choice. The CPRs are not intended to cover all content or TEI types included on operational assessments nor are they intended to be representative of a complete unit or test. CPRs also provide students the opportunity to use TestNav tools and embedded supports.

Paper-based

Paper practice items are comprised of sample CMAS items that provide students an opportunity to become familiar with the format of test items in the paper-based test books. The following types of items are included in the CPRs which students may encounter while taking the paper-based test, including:

Selected Response Items
- **Math:** Selected response items are multiple choice questions. To respond, the student indicates their response in an answer grid or by filling in the circle(s) next to their answer choice.
- **ELA/CSLA and Science:** Selected response items are multiple choice questions. To respond, the student indicates their response by filling in the circle(s) next to their answer choice.

Correct Mark: Ⓐ ● Ⓒ Ⓓ

Incorrect Marks: ☑ ⊗ ● ⊙ Ⓔ

Constructed response items are questions or prompts that require an independent, written response. To respond, the student writes their answer in the response box in the test book.

Technology-enhanced items (TEIs) converted to the paper testing format may ask students to:
- Circle the correct answer
- Complete a table with checkmarks, Xs, or letters from a list of answer choices
- Fill in the blank
- Draw lines from boxes to correct answers
- Complete a bar graph or histogram
- **Math only:**
  - Interact with a number line
  - Graph points and lines on a coordinate grid
  - Divide and shade shapes to indicate fractions

Scoring Guides and Rubrics

Refer to the CPR scoring guides at http://coassessments.com > Practice Resources for scoring information, including answer keys, sample student responses, score annotations, and scoring rubrics. Computer-based and paper-based CPRs include the same questions so the same scoring guide applies to both formats.

CoAlt Science Practice Resources

The CoAlt science assessment is a paper-based assessment. Use practice resources to help familiarize Test Administrators and students with the assessment format and item types prior to testing.

Selected Response – Students are presented sets of questions with an initial stimulus. Each item has three to four answer choices, one of which is correct. The stimulus provides background information, and the art is repeated on the student facing page with each item. Students are asked to select the correct answer for each item. Selected-response items are designed to assess the highest level of content knowledge and cognitive complexity that can be appropriately measured through this type of item and is appropriate for the associated Extended Evidence Outcome.

Supported Performance Tasks – Students manipulate option cards to respond to three related prompts for each item. Students use the option cards to complete a chart or graphic. Supported Performance Tasks are designed to assess the highest level of content knowledge and cognitive complexity that can be appropriately measured through this type of item and is appropriate for the associated Extended Evidence Outcome. The items allow for responses that can be provided in approximately five to ten minutes or less.

CoAlt practices resources are available at http://coassessments.com > Practice Resources.

3.7 Meet with Test Administrators and Proctors

In preparation for assessment administration, DACs and SACs meet with Test Administrators and proctors. Verify all Test Administrators and proctors are trained for the 2024 administration and sign *CMAS and CoAlt Security Agreements* (*Appendix B*).

At these meetings, provide *CMAS Test Administrator Manuals* to and CMAS Test Administrators provide the *CoAlt Test Administrator Manual* to CoAlt Test Administrators (see *Spring 2024 CMAS and CoAlt Critical Dates* for initial material arrival dates). PDF versions of manuals are also available at http://coassessments.com > Manuals and Training:
- CMAS Test Administrator Manuals (separate by testing format: CBT or PBT – PBT includes CSLA directions)
- CMAS Spanish SAY directions
- CoAlt Test Administrator Manual

These manuals provide information regarding Test Administrator responsibilities, test materials, test security (including chain of custody requirements and ethics), procedures, and "SAY" directions for the assessments. Test Administrators must confirm the manuals they use are clearly labeled "2024" before administering assessments.

DAC or SAC	Test Administrator and Proctor Meeting Checklist	Additional Information/Requirements
☐	Authorize individuals to administer tests and have access to secure test materials.	*1.2.5 Who May Administer the Assessments*
☐	Provide information regarding assigned group(s) of students.	Identify students who require administrative considerations, accessibility features, and accommodations.
☐	Provide a copy of the school testing schedule.	
☐	Ensure awareness of the resources and materials needed to administer tests and where they are found.	(i.e., *Procedures Manual, CMAS Test Administrator Manuals, CoAlt Test Administrator Manual, PAnext User Guide*, and Student Testing Tickets)
☐	Share school make-up test procedures.	*2.4.3 Make-Up Testing*
☐	Share procedures for notifying SACs if a student's test requires "mark complete" and/or invalidation coding.	

3.8 Test Materials

For CMAS and CoAlt assessments, test materials from the vendor, Pearson, are packaged by school and shipped to each district. The following table indicates the materials for each assessment.

3.8.1 Secure and Nonsecure Test Materials

CMAS

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

CMAS Materials	Description
Student Testing Tickets	A unique username is printed on each ticket, followed by a password. Students taking the computer-based assessment are prompted to enter the username and password when accessing the test.
Student Test Books	Students taking the paper-based assessment use a test book in which they indicate their responses. Spanish forms are also available.
Grade 11 Science Periodic Tables	Grade 11 science tests only. • **Online**: TestNav automatically provides to all students taking grade 11 science. ○ **Optional**: Schools may print Periodic Tables for students.[1] • **Paper:** A printed copy of the Periodic Table is included in each grade 11 science test kit. If necessary, schools may print additional copies.[1]
Large Print Test Kits	Include scannable test materials for transcription. For math and CSLA, Spanish forms are available. Kits include a visual description document. Refer to *Section 6.0* for details.
Braille Test Kits	Include scannable test materials for transcription. Kit includes *Teacher Notes* for Test Administrator/TVI. Refer to *Section 6.0* for detailed information.
Scratch Paper	Blank scratch paper provided to students for taking notes during the assessment. Plain, lined, graph, colored paper, etc. are allowed for use as scratch paper. Inspect paper before use to verify it is free of any writing. As indicated below, the school supplies one piece of blank paper to each student at the start of each unit. Students may exchange for a clean piece of paper during the test unit but are allowed only one sheet at a time. Collect all <u>used</u> scratch paper at the end of the unit and return to the SAC. • **Online Math**: Schools must provide blank scratch paper to students. • **Online ELA and Science**: Districts/schools may choose to provide students with scratch paper for use with CBT as a notepad tool is available through TestNav. • **Paper (all)**: Schools must provide blank scratch paper to students.

Calculators	**Math:**
	• Calculators by grade:
	   ○ Grades 6-7 – five-function with square root and percentage functions
	   ○ Grade 8 – scientific
	Science:
	• Calculators by grade:
	   ○ Grade 5 – four function calculator with percentage function
	   ○ Grades 8 and 11 – scientific
	Notes:
	• **Online:** The correct calculators are automatically provided to students by TestNav. The school must supply students requiring specialty or handheld calculators with the appropriate grade-level calculator.
	• **Paper:** The school must supply students with the appropriate grade-level calculator, including specialty calculators, as needed by individual students.

Math Reference Sheets	**Math**: • **Online**: TestNav automatically provides to all students taking Grades 5-8 math. ○ **Optional**: Schools may print Math Reference Sheets for students.[1] • **Paper:** A printed copy of the Math Reference Sheet is included in each test kit for Grades 5-8 math. If necessary, schools may print additional copies.[1]

Mathematics Tools for Administration	**Math**:
	• **Online**: TestNav automatically provides rulers and protractors to all students as appropriate by assessment. Handheld rulers are not allowed on CBT.
	• **Paper**: Rulers and protractors are included in test kits as appropriate by assessment.
	• **Optional Geometry Tools:** Schools may provide the following tools to students for Grade 8 Math:
	   ○ Tracing paper ○ Compasses
	   ○ Reflection tools ○ Protractors
	   ○ Straight edges

Headphones	**Online**: Headphones are required for students using text-to-speech (English or Spanish)[2] if they test in an environment with other students.
Auditory/Signed Presentation Scripts (Reader/Signer)	Auditory/signed presentation scripts are used to provide an auditory or signed presentation of the assessment content to a student by an adult. Some scripts are only available to students with disabilities or NEP/LEP Multilingual Learners with a documented need indicated on IEP, 504, or ML plans. Refer to *Section 6.0* for detailed information. (**Note**: CBT and PBT scripts are not interchangeable.)
Tactile Graphics	Images that use raised surfaces so a student with a visual impairment can feel them. They convey non-textual information.
Visual Descriptions	Describe images or graphics in the student's test for students with a visual impairment.

[1]Print **Periodic Tables** and **Math Reference Sheets** from https://coassessments.com/ > Practice Resources. Once written on, the material is secure; reuse for subsequent units or by other students is not allowed. Return Periodic Tables and Math Reference Sheets containing student work/notes to the DAC along with used scratch paper.

[2]**Text-to-speech** features are activated prior to testing through the form assignment process.

CoAlt

The SAC must distribute test materials to and from the Test Administrator on each testing day. Do not store test materials in classrooms prior to or following each administration session. Test materials distributed by SACs to Test Administrators for CoAlt administration include, but are not limited to:

CoAlt Paper-based Materials	Description
CoAlt Test Administrator Manual	The CoAlt Test Administrator manual provides information necessary for the administration of the CoAlt science assessment.
Test Books	The Test Administrator uses the CoAlt Test Book to read administration script from the Test Administrator page while student response pages face the student.
Task Manipulatives	Students use task manipulatives to respond to Supported Performance Tasks. Prior to testing, Test Administrators must prepare the task manipulatives by cutting them apart.
Answer Document	Test Administrators use the answer document to record student responses during testing. **Test Administrators must indicate the Form on the answer document (A or B).** After testing, answer documents are returned to Pearson for scoring.
Task Manipulative Envelope	Transport materials between the test environment and the central storage area in an unsealed task manipulative envelope. Use this envelope to return task manipulatives and the Secure Return Form to the vendor after testing. **Note**: Test books do not fit in envelopes.

Upon request, DACs may distribute PDF versions of the CoAlt task manipulatives. DACs should contact the CDE Assessment Division for access to secure PDFs of task manipulatives. Save files on a memory stick for ease in distribution to Test Administrators; do not send task manipulatives via email. DACs are responsible for ensuring all electronic CoAlt task manipulatives are removed from electronic devices, and that memory sticks used for distribution are erased or securely destroyed. (See *Secure Data Removal Form* in *Appendix G*.)

3.8.2 Receive, Document, and Store Test Materials

Secure and non-secure materials are sent to the district in one shipment, boxed by school (see *Spring 2024 CMAS and CoAlt Critical Dates*). The shipment contains Assessment Coordinator kits, *CBT* and/or *PBT Test Administrator Manuals*, and student testing materials.

DACs receive and sign for test materials from UPS. DACs immediately inventory testing materials. It is important that every testing site has the correct test materials for each student who will test. If the initial shipment of test materials does not include everything students will need at testing time, DACs must first make sure the appropriate information is indicated on students' PAnext PNPs, then order additional materials during PAnext additional orders windows.

After inventorying the shipment, DACs distribute materials to schools no more than **one week** prior to the start of each school's testing window. SACs distribute the *Test Administrator Manuals* as soon as possible so Test Administrators can review as needed.

When materials are received from the DAC, the SAC uses the *School Packing List* to review the materials included in the school's shipment. Next, use the *School Security Checklist* to plan and eventually track distribution of appropriate test materials to each Test Administrator. Open sealed packages of secure materials up to **four days** prior to administration.

The SAC counts the received materials to verify that there is an adequate number of *CBT* and/or *PBT Test Administrator Manuals*. If additional materials are needed, notify the DAC immediately.
- One *CMAS Test Administrator Manual* (test format specific) is provided for every 20 students registered in PAnext as of January 26, 2024.
- Paper test books are received in singles (one test book for each student registered for paper-based testing).

Be sure any case of missing or damaged test books or other test materials is immediately reported to the DAC. If necessary, the DAC will place an additional order for an equal quantity of replacement materials after completing the *Form to Report Contaminated, Damaged, or Missing Materials* (link in *Appendix E*).

Report the following occurrences immediately to Pearson:
- Non-receipt of student test materials listed on the School Packing List.
- Discovery of unusable student test materials.
- Discovery of missing or duplicate barcode/sequence numbers on any student test materials.

During testing, SACs distribute test materials to and from Test Administrators on each testing day. Track all movement of secure materials on the school's chain of custody form (see *2.1.2 Chain of Custody Requirements*). Do not store test materials in classrooms prior to or following the day of administration.

Save the Pearson boxes in which materials are received. These are used to return test materials after testing.

Apply pre-ID/student labels
Pre-ID/student labels are produced for students with paper-based CMAS or CoAlt test assignments in PAnext as of January 26, 2024. **Schools apply the ID labels to Box C** on student test books (CMAS) and answer documents (CoAlt) before or after testing. Box C specifically indicates to **Place the Student ID Label Here** (see below image). If ID labels are applied before testing, ensure Test Administrators know to check the labels and distribute test books to the appropriate students. If ID labels are applied after testing, ensure student names are written on the test materials and that the label applied post-testing matches the name on the test materials. See *Apply Student ID Labels* in *5.1.2 Organize Materials*

(SAC) for more information. **Note**: Do not cover the pre-printed material barcode in the bottom right corner when applying the ID label. Box A *and* the material barcode box specifically indicate **Do NOT Affix Student ID Label Here**.

Material Shipments

The following table indicates the materials included in the initial shipment from the vendor. All coordinator kits and CMAS Test Administrator Manuals arrive in this shipment. **Student materials included in the shipment are based on student registrations in PAnext as of the initial orders deadline: Friday, January 26, 2024**.

Shipment Overview	
Materials	**Description**
District/School Packing List	Summary of the test materials in the shipment from the vendor.
District Receipt Form	Summary view of secure materials used by DAC to track receipt of materials by SACs.
Pallet Detail	List identifying boxes for each school. Schools identified by code and name.
School Security Checklist	List of all secure materials sent to a school. Used by SAC to check security barcode number sequences and record any discrepancies.
DISTRICT COORDINATOR KIT	
District Coordinator Memo	Description of the shipment
Security Agreement	CMAS and CoAlt form that documents secure procedures.
CMAS Scratch Paper Verification	Form that documents secure handling of <u>used</u> scratch paper. DAC posts signed form in **Assessment Forms** folder on **CDE Assessment Syncplicity**.
CMAS Test Administrator Manuals	One copy of the *CMAS Computer-based Testing Test Administrator Manual* and one copy of the *CMAS Paper-based Testing Test Administrator Manual*
SCHOOL COORDINATOR KIT	
School Coordinator Memo	Description of the shipment
Paper Bands	Piece of paper used to secure stacks of scorable tests by grade and content
Scorable Secure Return Labels, Orange	Orange labels used to return secure CMAS scorable documents to Pearson
Nonscorable Secure Return Labels, Blue	Blue labels used to return nonscorable secure test materials to Pearson
UPS Return Label	White UPS label used to return materials to Pearson
CMAS TAMs	CBT and PBT administration procedures and policies manuals for CMAS Test Administrators
CMAS STUDENT TEST MATERIALS	

CMAS Test Books/Kits	Printed materials used for assessment administration. Includes braille and large print test kits, and English and Spanish standard print tests (packaged as kits when appropriate). All CMAS assessments use consumable test books (i.e., answers indicated in test books).
Auditory/Signed Presentation: Scripts	Scripts used for auditory/signed presentation of PBT (English, Spanish, and for translation and signing) and CBT (for translation and signing only)
CMAS Paper Form Roster	Checklist for Test Administrators to verify pre-ID/student labels for PBT students
Pre-ID/Student Labels	Sticker labels coded with student information that are locally applied to tests. Used in place of hand gridding demographic information on tests.
COALT STUDENT TEST KITS	
CoAlt TAM	CoAlt administration procedures and policies manual for Test Administrators
CoAlt Test Book	Test books for CoAlt administration(11 in. X 17 in.)
Task Manipulatives Packet	Shrink-wrapped package of task manipulatives for CoAlt administration. Includes the *Secure Return Form*. Return Task manipulatives to Pearson in the task manipulative envelope.
CoAlt Answer Document	Form used by Test Administrator to record student answers
Secure Return Form	Form used to verify the return of secure CoAlt test materials, including test books, answer documents, and all task manipulatives. Return Secure Return Form with the task manipulatives in the task manipulative envelope.
Task Manipulative Envelope	Envelope used to return task manipulatives and the Secure Return Form to the vendor. Task manipulative envelopes must be returned to the vendor with secure non-scorable materials.

Each box is addressed to the attention of the DAC, and the label indicates the district and school.

The white box contains the District Coordinator Kit which includes materials for the DAC (refer to the table on the previous page for a list of materials included in the District Coordinator Kit). The next box in the shipment includes the School Coordinator Kit and test materials for the first school in the district. Subsequent boxes may contain additional materials for the first school, depending on the school's selected testing format and accommodated material needs.

The boxes are marked with labels. All boxes have a white UPS label that identifies the school for which the materials are intended. Boxes containing CoAlt materials are identified with a neon pink label.
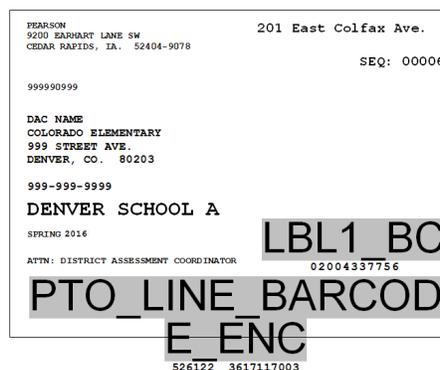
After removing the DAC Kit from Box 1 and inventorying all materials in all boxes, the DAC distributes boxes containing School Coordinator Kits and test materials to schools as identified on the box labels. The following diagram illustrates a shipment for a hypothetical district with two schools.
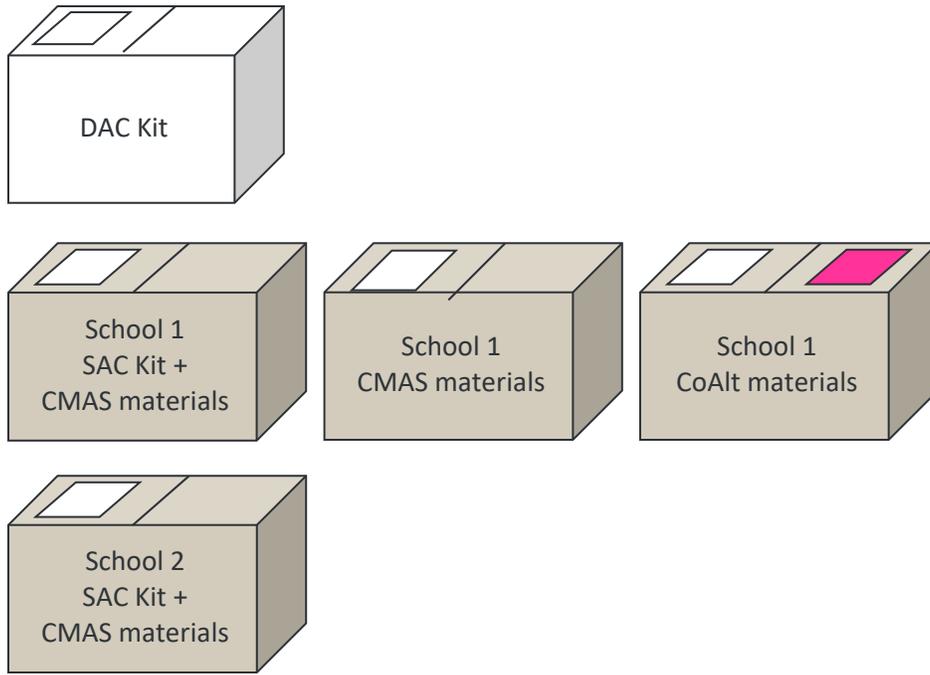
- The white box contains the District Coordinator Kit.
- The first brown box contains the School Coordinator Kit for School 1, and some CMAS materials for School 1. Boxes 2 and 3 are also for School 1, which is receiving materials for CMAS and CoAlt.
- Box 4 is for School 2, which is only receiving CMAS materials. It is labeled as the last box in the shipment (e.g., "Box 4 of 4"). Because the school is receiving only one box, it contains the SAC Kit and all materials.

Box 1 of the shipment contains several forms that DACs must use to inventory the received test materials.
- Use the **Pallet Detail** to identify the boxes that must go to each school. Use the same form to verify the correct test materials were 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 they received the quantities listed on this form. Specific instructions appear on the form.

Deliver boxes containing CoAlt test materials to schools in time for Test Administrators to review test administration procedures detailed in the *CoAlt Test Administrator Manual*. Upon request, DACs may distribute PDF versions of the CoAlt task manipulatives. See *3.9.1 CoAlt* for additional information.

3.8.3 Account for Damaged Test Materials
If CMAS test books or CoAlt answer documents are damaged during testing (e.g., ripped, contaminated), contact the DAC and complete the *Form to Report Contaminated, Damaged, or Missing Materials* (link in *Appendix E*). If materials containing printing errors are discovered, contact Customer Service at 1-888-687-4759 for assistance.

3.8.4 Additional Orders
Only the official DAC registered with CDE can place orders for additional materials. Additional orders for paper tests and accommodated materials (e.g., auditory/signed presentation scripts, large print test books) are not approved unless they are matched to existing student registrations. If the need for material is newly identified, update the corresponding student PNPs before placing the additional order. If an order is submitted and needs to be updated, edit the previously submitted additional order (do not create a new order). DACs can also order more shipping return labels, CMAS Test Administrator Manuals, and CMAS secure return envelopes through the additional orders process.

See *Quick Reference Guide to Additional Orders* in *Appendix H: PAnext* for step-by-step guidance.

3.9 Finalize Preparations

Work with the SAC and Technology Coordinator to ensure proper space and devices are available for testing. Refer to *2.3 Testing Environment* and *3.3.3 Prepare the Testing Environment* for additional information on testing environments.

3.9.1 Online Testing

Proctor Cache Test Content

Cache (download) test content prior to the opening of the state's testing window (see *Spring 2024 CMAS and CoAlt Critical Dates* for proctor caching date). **Complete proctor caching at least one day before** the school's testing begins. Work with the Technology Coordinator to verify the proctor caching device is identified, and content is cached for all sites.

Prepare Test Sessions

DACs and SACs can prepare test sessions before the state's testing window opens, but only after confirming all student PNP attributes are correct. The time it takes to prepare sessions depends on the number of sessions prepared at once and the number of student tests assigned to each session. **Prepare test sessions at least one day before** the school's testing begins. Do not prepare test sessions that schools will not start (e.g., parent excusal sessions).

3.9.2 CoAlt

Review school test schedules to ensure sessions are scheduled. To the extent possible, assess students taking alternate assessments in content areas for which they participate in general education classes at the same time as their general education peers to avoid missed instruction. Schools may also ensure students taking alternate assessments do not miss instruction from their general education class(es) through other means.

Distribute electronic CoAlt task manipulatives, as needed for preparation of accommodated materials, following approval from CDE. For instructions, see CoAlt information in *3.8.1 Secure and Nonsecure Test Materials*.

3.10 Meet with Students

Prior to administration, meet with students to prepare them for the applicable content area assessments.

DAC or SAC	Student Meeting Topics	Additional Information/Requirements
☐	Identify all students who should participate in the assessment.	*1.3.2 Determining Grade Level for Assessment*
☐	Inform students about which assessments they will take.	
Review Testing Day Policies and Expectations		
☐	Discuss prohibited activities	Including using personal electronic devices (such as cell phones) during testing
☐	Allowable materials during testing	
☐	Local policies on reading materials for use after testing	
CBT – Access to TestNav Practice Test Environment		
☐	Ensure all students have an opportunity to engage with student practice resources prior to testing	*3.6 Student Resources* - become familiar with navigation, test system tools, and item types
☐	Ensure students who require text-to-speech and/or color contrast have a chance to engage with these features	Students may use external color overlays instead of/in addition to embedded color contrast.
PBT – Access to Paper Practice Items		
☐	Ensure all students have an opportunity to engage with paper practice items prior to testing	*3.6 Student Resources* - become familiar with indicating responses for various item types

This section describes Assessment Coordinator tasks during administration. Districts may determine if these tasks are shared by the DAC and SAC, and in some cases, Test Administrators.

4.1 During Testing

4.1.1 Checklist – Assessment Coordinator During Testing Tasks

DAC or SAC	During Testing Tasks	Additional Information/Requirements
☐	Monitor all test activity in the district/school.	• DACs track CMAS and CoAlt test completion across all schools, including charters, to ensure all schools complete testing by April 26, 2024.* • SACs track CMAS and CoAlt test completion across all sessions and students to ensure students complete testing by April 26, 2024.*
☐	Ensure all students present during the school testing window are accounted for in PAnext for all applicable content areas.	
☐	Maintain test security at all times.	Follow proper chain of custody procedures and account for all materials at all times.
☐	Declare, investigate, and report testing irregularities (e.g., misadministrations, security breaches, technology glitches).	*2.2 Testing Irregularities and Security Breaches* *4.2 Procedures for Testing Irregularities*
☐	Request additional secure and non-secure materials (SACs request from the DAC, DAC places order).	Only orders for testing materials matched to actual student registrations in PAnext are approved. Examples of **rejected** orders: • 8 math CBT auditory/signer scripts for translation are ordered; only 3 students assigned in PAnext • 10 test books are ordered; no students are registered for PBT in PAnext • 4 math English PBT oral scripts are ordered; 1 student is assigned in PAnext
☐	Submit, review, and approve Student Transfer Requests in PAnext via the UI Work Requests feature or file export/import process to complete this task.	• If a new student was previously registered for testing in another district and an error is received upon registering the student in the new district, submit a Student Transfer Request. • If a student moved out of the district, the new district of enrollment requests a student transfer. DACs review, approve, or reject the Student Transfer Requests.

*Districts that notified CDE of the need for an extended window for online math and ELA administration have through May 3, 2024 to complete math and ELA testing (including administrations of accommodated math and ELA/CSLA forms).

4.1.2 Managing Test Sessions in PAnext

Ensure all students present during the school testing window test.

☐ Supervise make-up sessions as needed. Refer to *2.4.3 Make-up Testing* for more information.

☐ Track test unit and session completion in PAnext through the **Students in Sessions** screen or view all session statuses on the **Session** screen by selecting "Show all results" from the **Search** drop-down menu.

☐ Districts must account for all students in PAnext, including those who are not present during the testing window.

4.1.3 Technology Tasks During Testing

Technology Coordinators are available during testing to provide technical support to schools. For instructions on resolving error codes and messages received on student devices during testing, see https://support.assessment.pearson.com/display/TN/Troubleshooting.

See *4.2.2 Item Irregularities During Testing* for steps taken by Test Administrators during technology interruptions.

4.1.4 Monitor Test Activity and Maintain Test Security

DACs are actively involved in test administration through monitoring of the administration and test security procedures described in this manual. DACs ensure schools understand and follow active test proctoring procedures for CMAS and CoAlt and that all secure materials are collected after testing and CBT units are locked at the end of each testing day.

DAC or SAC	Test Activity Monitoring and Security Tasks	Additional Information/Requirements
DACs - Monitor unit and test completion		
☐	DACs monitor CMAS unit and test completion status across all schools, including charters.	Ensure all schools are on track to complete testing within the testing window.*
SACs – Monitor unit and test completion		
☐	Play an active role in test administration through careful supervision and monitoring of the administration and test security procedures in each testing room.	
☐	Ensure Test Administrators actively monitor each test unit.	Walk around the room and verify students are working independently.
☐	The state testing window for CMAS and CoAlt spans three weeks, from April 8 – 26, 2024.*	Districts and/or schools may schedule completion of initial testing in less than the three-week allotment. Students present during any part of the initial school testing window should test. Refer to *1.3.3 New Students*.
Test Security		
☐	Maintain proper chain of custody procedures for materials.	*2.1.2 Chain of Custody Requirements*
☐	Distribute and collect testing materials on each testing day.	*3.8 Test Materials*
☐	Complete the School Security Checklist.	Sample in *Appendix I: Sample Shipping Forms*.
☐	Securely store Student Testing Tickets after each session.	Return to the SAC.
☐	Ensure all test units are locked at the end of each testing day.	

*Math and ELA online testing may have an extended window (up to five total weeks) beginning as early as April 1 and ending as late as May 3. Grade 11 science may have an early window of April 1-19.

4.1.5 Procedures for Contaminated, Torn, or Damaged Materials

If CMAS test books or CoAlt answer documents are damaged during testing (e.g., ripped, contaminated), contact the DAC and complete the *Form to Report Contaminated, Damaged, or Missing Materials* (link in *Appendix E*). If materials containing printing errors are discovered, contact Customer Service for assistance (1-888-687-4759).

If a test book is contaminated with bodily fluids (e.g., blood, vomit), follow school or district biohazard protocol.

4.1.6 End of Unit Tasks

After completion of a test unit, DACs and SACs must ensure the following tasks are completed. Train Test Administrators on the steps required to complete these tasks.

Collect Materials

At the end of each unit, the Test Administrator must collect any used and unused secure test materials and deliver them to the SAC. Document the return of all secure test materials (used and unused) on the school's chain of custody form. Collect the following materials:

Online
- Student Testing Tickets
- <u>Used</u> scratch paper
- School-printed math reference sheets and grade 11 science periodic tables
- Auditory/signed presentation script materials

Paper
- Test books (including ancillary materials such as grade 11 science periodic tables, math reference sheets and rulers, and CoAlt TAM, CoAlt answer documents (ensure the Form is indicated – A or B), and task manipulatives)
- <u>Used</u> scratch paper
- Auditory/signed presentation script materials

Ensure TestNav Logout and Lock Units

At the end of an online unit, Test Administrators or SACs must ensure the unit status on the **Students in Session** screen in PAnext changed to **Completed** for each tested student. If the unit status does not display **Completed**, the student did not properly submit the unit. Instruct students with incomplete statuses to sign back into TestNav on the same device they used to test, then go through the proper steps to submit their answers before leaving the test environment (if the unit status is **Exited**, the Test Administrator must **resume** the test in PAnext before the student can sign in again). Step-by-step directions for submitting final unit answers are included in the *CMAS Test Administrator Manual*. **Note**: Student test units only go into **Completed** status if *the student* selects the green **Submit Final Answers** button on the **End of Unit** screen in TestNav.

If a unit status is not **Completed** but the assessment window closed, the Test Administrator alerts the SAC who **marks complete** the unit for the appropriate student. Additionally, lock units at the end of a test unit. This is especially important for students who were absent during testing. Lock the unit for all students to ensure the Test Administrator can unlock the next unit without error.

Administer Make-Up Testing

If a student is absent from testing, or if an interruption requires a student to leave the testing environment during testing, Test Administrators must notify the SAC to coordinate make-up testing. For additional details regarding make-up testing, refer to *2.4.3 Make-up Testing*. Administer all make-up units sequentially for all content areas.

> **Online Testing Tip:**
> To track absent students, Test Administrators may write the missed unit on the Student's Testing Ticket.

4.1.7 Managing Testing for Students Who Move/Transfer

Refer to *Transfer Guidance Documentation* found at http://www.cde.state.co.us/assessment/trainings for step-by-step directions for managing testing for students who move or transfer.

District-to-District Movement (Cross-District Movement)

If a new student was previously registered for testing in another district and an error is received when trying to register the student in the new district, DACs or PAnext users with the Sensitive Data role submit an **Enrollment Transfer Request** through the **Work Requests** feature in PAnext (UI or file export/import process). The previous district of enrollment must review and approve or reject the request in a timely manner.

- If a request is rejected, a reason for the rejection is required (e.g., completed testing before leaving the district).
- If the request is approved, the new district of enrollment must confirm the accuracy of the student's demographics on the **Register Students** screen in PAnext or through the file export/import process.

> If a transfer request is submitted and timely action is not taken by the previous district, contact that district's DAC at http://www.cde.state.co.us/assessment/dac as each district determines who processes transfer requests. Do not email Personally Identifiable Information (PII) including student names, SASIDs, etc.

Online

If a student registration is transferred and the student was assigned to a test in the previous district, PAnext places the student in a transfer test session in the new school named "Transferred [Subject] [Grade]". Move the student's test into another test session in the new school to start or continue testing. Transfer test sessions cannot be prepared or started.

Paper

For new students who started testing elsewhere, paper-based forms (including ancillary materials such as grade 11 science periodic tables; math reference sheets; and CoAlt test books, answer documents, and task manipulatives) are securely transferred between districts through DAC-to-DAC handoff or via secure shipment requiring signatures.

School-to-School Movement (In-District Movement)

DACs can update student registrations from one school to another within the district. A Student Transfer Request *is not needed* for in-district movement.

4.2 Procedures for Testing Irregularities

Refer to *2.2 Testing Irregularities and Security Breaches* for detailed information about testing irregularities. SACs report testing irregularities to DACs; DACs report testing irregularities to CDE.

Assessment	CDE Contact	Customer Service
CMAS	Sara Loerzel, 720-316-3065	1-888-687-4759
CoAlt	Arti Sachdeva, 720-316-7184	

DACs ensure SACs follow proper procedures for reporting testing irregularities as soon as practicable. DACs investigate and report testing irregularities and security breaches in a timely manner to ensure appropriate steps are taken to mitigate the situation. Testing irregularities may require invalidation of tests.

If necessary, the DAC completes a *Form to Report a Testing Irregularity or Security Breach* (*Appendix D*) and the *Test Incident Report* spreadsheet (downloaded from http://www.cde.state.co.us/assessment/training-cmas) and sends completed documents to CDE through the **Assessment Forms** folder on **CDE Assessment Syncplicity** by **May 3, 2024**.

4.2.1 Dismissing Students for Misconduct

Remove disruptive students from the testing environment. Disciplinary action is the decision of the school/district. Test students who exhibit disruptive behavior in a separate environment as indicated in their IEPs.

4.2.2 Item Irregularities During Testing

Test Administrators report persistent or reoccurring item irregularities to the SAC, who reports to the DAC and Customer Service.

Online

Computer-based item irregularities include, but are not limited to, device malfunctions and error messages the Test Administrator could not resolve. Technology Coordinators and Test Administrators must NOT take photos of error screens but can note error code numbers (the *CMAS Test Administrator Manual* appendix includes common error codes and resolution actions).

- **Single student.** If a single student experiences a technology disruption, Test Administrators:
    1. Note the time of the interruption and calculate the remaining unit testing time.
    2. Contact local Technology Coordinators and/or Pearson Customer Support, according to the school's procedures, to provide troubleshooting guidance.
    3. Provide the student with the remaining unit testing time once their test is resumed.
- **Multiple students.** If multiple students experience technology disruption, Test Administrators:
    1. Pause testing until the problem is resolved.
    2. Note the time of the interruption and calculate the remaining unit testing time.
    3. Contact local Technology Coordinators and/or Pearson Customer Support, according to the school's procedures, to provide troubleshooting guidance.
    4. Once the issues are resolved, resume students' tests in PearsonAccess[next] before instructing students to sign back into TestNav. Students continue testing on the devices they were previously using.
    5. Provide students with the remaining unit testing time to complete testing.

Paper

If test books containing printing errors are discovered, contact the DAC who will contact Pearson Customer Service.

4.2.3 Procedures for Safety Threats and Severe Weather

In the rare event that there is a safety threat or severe weather occurs during a testing unit, follow the protocol outlined in *2.2.1 Testing Irregularities and Security Breaches*.

5.0 After Testing Tasks
DAC, SAC, and Technology Coordinator Responsibilities

This section describes activities completed by the DAC, SAC, or Technology Coordinator after testing.

5.1 After Testing

5.1.1 Checklist – Assessment Coordinator and Technology Coordinator After Testing Tasks

DAC	SAC	TC	After Testing Tasks	Additional Information/Requirements
Collect and Organize Materials (SAC) (See *5.1.2*)				
	☐		SAC accounts for and sorts CMAS and CoAlt materials by material type, including <u>used</u> CMAS scratch paper	Sort materials by CMAS/CoAlt, content area, grade, and language.
	☐		Report contaminated and damaged test materials	SACs report to DACs, DACs report to CDE. Follow school or district protocol and complete the *Form to Report Contaminated, Damaged, or Missing Materials* (link in *Appendix E*).
	☐		Report missing test materials	
	☐		Verify transcription of student test responses	Transcribe responses for students with braille or large print assessments and responses in languages other than English or Spanish.
	☐		Indicate "Do Not Score" on test materials, as appropriate	Mark any large print or braille test as "Do Not Score" as well as standard print tests that: • Were started but do not require scoring (e.g., misadministrations, withdrawn). Code invalidation in PAnext. • Contain student responses in a language other than Spanish or English. Transcribe responses into scannable test books for processing/scoring by the vendor. Write "Do Not Score" with a black marker across the front covers of appropriate test books. Return materials marked "Do Not Score" with nonscorable materials.
	☐		SAC accounts for and sorts scorable and nonscorable materials for CMAS and CoAlt	Account for all materials, including <u>used</u> scratch paper and CoAlt test kit materials.
	☐		Apply student ID labels	If not completed before testing, ensure labels are applied to the appropriate CMAS test books and CoAlt answer documents. **Note**: Do not cover the pre-printed material barcode (lower right corner).
	☐		Hand grid demographic pages	If a student ID label is unavailable or includes incorrect information, hand-grid all fields on the demographic page (back of CMAS test book and CoAlt answer document).

	☐		Organize CMAS and CoAlt scorable test materials	Organize by CMAS/CoAlt, content area, grade, and language. Group separated stacks of organized CMAS test with paper bands. Return CoAlt answer documents as scorable material. Use the *Scorable Materials Return Checklist (Appendix I)*.
	☐		Return CMAS and CoAlt materials to the DAC	**Use original boxes from Pearson to return test materials.** If additional boxes are needed, contact the DAC.

Package Materials for Return Shipping (DAC) (See *5.1.3*)

☐			DAC accounts for all secure CMAS and CoAlt materials, including <u>used</u> scratch paper	Confirm materials are sorted by CMAS/CoAlt, content area, grade, and language.
☐			DAC prepares boxes for shipping	Use the *Scorable Materials Return Checklist (Appendix I)*.
☐			Apply the appropriate return labels to boxes	Only use scorable labels for paper-based tests that require scoring (i.e., used CMAS standard print test books, CoAlt answer documents). Use nonscorable labels to return secure materials for CoAlt, CBT, and PBT, including unused test books, task manipulative envelopes, materials that do not require scoring (e.g., large print, braille test books, and CoAlt test books), etc.
☐			Schedule return shipment with UPS	

PAnext Cleanup Activities (See *5.1.4*)

☐	☐		Verify all students enrolled in the district/school are accounted for in PAnext	Do not delete test assignments for students who did not test or moved out of the school/district – code these test assignments
	☐		Stop all started test sessions	
☐	☐		Apply Not Tested and Void Test Score Codes/Reasons, as appropriate	See *Appendix K: Data* for detailed information.
☐	☐		Verify/update student demographics	Only users with the Sensitive Data or Student Test Update role may update demographics
☐	☐		Resolve Rejected Student Tests	In PAnext > Testing > Rejected Student Tests

Additional After Testing Tasks

		☐	Purge content from proctor caching computers (recommended)	
☐			Securely destroy/recycle <u>used</u> scratch paper	If not shipped to the vendor after testing.
☐			Complete the *Post-Test Compliance* and *Scratch Paper Verification*	Refer to *5.1.5* and *Appendix C: Colorado Forms.*
☐			Keep records	Forms and reports from before, during, and after test administration are kept on file locally (physically or electronically) for three years. Refer to *Section 5.1.6*.
☐	☐	☐	**Optional**: Provide feedback on your experience by completing the appropriate survey emailed to DACs after testing	There are separate surveys for Assessment Coordinators, Technology Coordinators, Test Administrators, and students.

5.1.2 Collect and Organize Materials (SAC)

Materials are collected, inventoried, and organized at the school by the SAC before they are returned to the DAC. Once returned to the DAC, materials are inventoried an additional time for return shipment to the vendor.

Collect Materials

The SAC is responsible for collecting CMAS and CoAlt materials from Test Administrators each day of administration, preferably within 15 minutes of the end of each test session. Refer to *2.1.2 Chain of Custody Requirements* for details.

Immediately after the final unit for each test, ensure all Student Testing Tickets, *Test Administrator Manuals*, used scratch paper, accommodated materials, test books, ancillary materials like CoAlt answer documents and task manipulatives, and all other student materials are collected from Test Administrators and are secured. Use the School Security Checklist to ensure all secure CMAS and CoAlt materials are collected.

Remove electronic material from any assistive technology device used for a student accommodation immediately after testing. Send verification of this removal to the DAC. See *Secure Data Removal Form* in *Appendix G: Accommodation Forms*. Return any media used to distribute CoAlt accommodated electronic materials to the DAC for secure destruction.

Report Contaminated and Damaged Test Materials

If a CMAS test book or CoAlt answer document was contaminated with bodily fluids (e.g., blood), follow your school or district biohazard protocol and complete the *Form to Report Contaminated, Damaged, or Missing Materials* accessed through the link in *Appendix E*.

Report Missing Test Materials

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 contacts CDE. Complete the *Form to Report Contaminated, Damaged, or Missing Materials* accessed through the link in *Appendix E*. If there is reason to believe a secure document or test content was stolen, photographed, or photocopied, the SAC or DAC must immediately contact CDE to determine a plan of action. This action may include the involvement of local law-enforcement personnel.

Transcription of Student Test Responses

Verify student responses on the paper-based forms are transcribed when necessary. Additional information regarding the following accommodations and appropriate administration procedures are found in *6.0 Administrative Considerations, Accessibility Features, and Accommodations*. Into a scannable test book, transcribe:
- Responses written in large print or braille tests (use scannable test book included in the kit).
- Responses written in a language other than English or Spanish (this is not allowed on ELA and CSLA).
- Responses on assistive technology devices (including devices used for Speech-to-Text and word prediction).

Identify "Do Not Score" Test Materials

In the following situations, mark the covers of large print, braille, or standard print test books as "Do Not Score" and return with nonscorable materials:
- Tests that were started but do not require scoring (e.g., misadministrations).
- Test materials that require transcription (see above details). After transcribing, return the test materials containing the students' original written responses with nonscorable materials.

Organize Materials

Once collected and inventoried at the school, the SAC organizes materials before they are returned to the DAC. Use the *Scorable Materials Return Checklist (Appendix I)* to ensure scorable boxes only contain scorable materials. Return all test materials, including accommodated materials (e.g., auditory/signed presentation scripts and visual description documents) and the original Pearson shipping boxes, to the DAC for return to Pearson. Once returned to the DAC, materials are inventoried once again before return shipment to the vendor.

Online

CMAS test materials used together with computer-based testing are nonscorable; however, collection and return to the DAC are required after testing. These materials may include any of the following items.

CMAS CBT Nonscorable Secure Materials – Return to Vendor	CMAS CBT Nonscorable Secure Materials – Return to Vendor, Securely Destroy/Recycle
• Auditory/signed presentation scripts for translation • Visual description documents	• Student Testing Tickets • Math Reference Sheets • Grade 11 science periodic tables • Used scratch paper • Other secure materials (e.g., printed student rosters)

Paper

Test materials used for paper-based testing include both scorable and nonscorable materials; however, all materials are collected by the SAC and delivered to the DAC after testing. These materials may include any of the following items.

CMAS PBT Secure Materials	CoAlt Secure Materials
• Test books • Grade 11 science periodic tables • Math reference sheets and tools containing any student writing • Large print test kits (including visual descriptions document) • Braille test kits (including Teacher Notes) • Auditory/signed presentation scripts • Used scratch paper • Other secure materials (e.g., student rosters)	• Test books • Task manipulatives • Answer documents • Accommodated materials

Group sorted items together as follows, by assessment (sort scorable materials first for return to the DAC immediately after testing completion - use the *Scorable Materials Return Checklist (Appendix I)*):

Scorable Secure Materials Returned to the Vendor	Nonscorable Secure Materials Returned to Vendor	Nonscorable Materials Returned or Securely Destroyed/Recycled

• Used standard print CMAS test books
• Used CoAlt answer documents
	• Unused test books/kits
	• CoAlt test books and task manipulatives
	• Used test books marked "Do Not Score"
	  ○ Started but incomplete test books that should not receive a score (e.g., withdrawn, misadministration)
	  ○ Test books that required transcription (e.g., large print, braille)
	• Auditory/signed presentation scripts
	• Visual description documents
		• Test Administrator Manuals
		• Math Reference Sheets
		• Grade 11 science periodic tables
		• Student Testing Tickets
		• Other secure materials (e.g., student rosters with names)
		• Used scratch paper

In nonscorable boxes, do not include:
- CoAlt **accommodated** materials as these are securely destroyed by the DAC (this **does not** include the CoAlt task manipulatives)
- Scorable materials (this may result in failure to score paper-based CMAS test books and CoAlt answer documents in time for reporting)

After materials are sorted, apply student ID labels (if not previously completed) and hand grid all demographic fields for students without ID labels (as necessary). Refer to the following information for details.

Apply Student ID Labels

Pre-ID student labels are for students who take the paper-based form of the test and are applied to scannable CMAS test books and CoAlt answer documents. Information verified/provided by DACs and individuals with the Sensitive Data role during student registration is used to print ID labels. These labels are linked to students' SASIDs and information in PAnext even though not all information appears on the printed label. Pre-printed ID labels arrive with student test materials only if students are properly assigned to paper-based testing prior to January 26, 2024. ID labels are applied before scorable materials are returned to the vendor for scanning and scoring.

Before applying ID labels, verify the name on the label matches the student's name written on the CMAS test book or CoAlt answer document and the SASID on the label is correct. Affix the pre-coded label in the specified space. **Note:** Do not cover the pre-printed test *material* barcode (lower right corner) with the ID label.

If the ID label is applied to an incorrect CMAS test book or CoAlt answer document or the SASID is incorrect, cover the ID label with a blank label and complete fields on the data grid to match the information in PAnext.

The sample demographic page shows where to affix the label. Note the following protocols:
- Only the Assessment Coordinators or a designee may affix labels.
- Store all secure materials in locked storage until returned to DAC or Pearson.
- Place the label only where directed and completely inside the marked area.

f

Hand Grid Demographic Pages

If no pre-coded label is available for a student taking a paper-based test, complete all fields on the CMAS test book or CoAlt answer document demographic page (back cover) to exactly match the information in PAnext. Fields that require bubbling include:

B. **Last Name** – The full legal last name borne in common by members of a family.
   First Name – The full legal first name given to a person at birth, baptism, or through legal change.
   Middle Initial (optional) – The first letter of the legal middle name given to a person at birth, baptism, or through legal change.
D. **Gender** – An individual's sex.
E. **Date of Birth** – The year, month, and day on which a person was born.
F. **State Student Identifier** (SASID) – The unique ten-digit code assigned to a student by CDE.
G. **District Code** – The four-digit CDE code for the district responsible for administering the test to a student.
   School Code – The four-digit CDE code for the school responsible for administering the test to a student.

Notes: Fields A (written Student Name, School Name, District Name) and C (location to affix student ID label) do not require bubbling. If a demographic page includes both an ID label and bubbled-in fields, the label overrides any of the gridded information.

Organize CMAS and CoAlt Scorable Test Materials

Organize scorable CMAS test books and CoAlt answer documents into stacks by program (i.e., CMAS or CoAlt), grade, content area, and language (i.e., English or Spanish) so the demographic page is facing down.
- Scorable CMAS tests books do not require alphabetization or sorting in any way other than by grade, content area, and language (e.g., Grade 5 Science – English and Grade 5 Science – Spanish in separate stacks).
- Scorable CoAlt answer documents do not require alphabetization or soring in any way other than by grade (e.g., Grade 5 Science, Grade 8 Science, Grade 11 Science).

Secure the scorable CMAS test book stacks with a paper band provided with the shipment of test materials.
- Use tape to ensure papers band fit around stacks, if necessary (bands are sized for stacks of 10 test books).
- If a stack is too large for a single band, break it down into stacks of 10 and use multiple bands.
  o Mark bands to indicate how many stacks of tests are included for the same assessment in the box. For instance, label bands "1 of 2" and "2 of 2" for 20 Grade 5 Math - English tests split into two stacks.

Place the CMAS and CoAlt stacks in the Pearson boxes in which they were sent, with the lowest grade level going in first (bottom) and the highest grade going in last (top). Place CMAS stacks in the bottom of the box, followed by CoAlt stacks at the top of the box. Example: Box 1 – CMAS Grade 6 ELA (bottom), CMAS Grade 6 Math, CMAS Grade 7 ELA, CMAS Grade 7 Math (top); Box 2 – CMAS Grade 8 Science (bottom), CMAS Grade 8 ELA, CMAS Grade 8 Math, CoAlt Grade 8 Science (top). Refer to the following diagram.
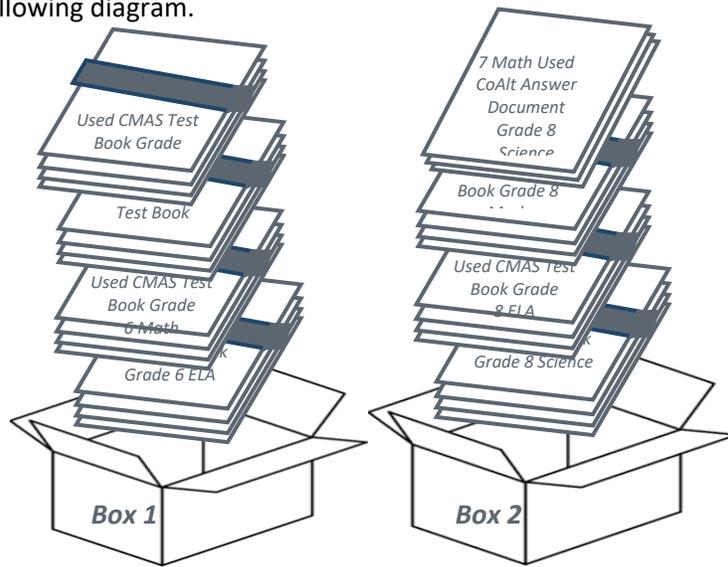
Keep scorable CMAS test books and CoAlt answer documents separate from nonscorable material for return to the DAC.

Return Materials to DAC in Original Boxes
- Use the original Pearson shipping boxes in which test materials were delivered for return shipping. Ensure the original shipping labels and other markings are removed or covered. If more boxes are needed, contact the 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.
- Use separate boxes for scorable and nonscorable materials.
    - Sort all scorable materials are in scorable shipping boxes. Use the *Scorable Materials Return Checklist (Appendix I).*
    - Place all nonscorable materials in nonscorable shipping boxes. Multiple types of nonscorable materials can go into a single nonscorable box as long as the materials are sorted and grouped together.
- Do NOT seal boxes. Return unsealed boxes to the DAC to check the contents before returning to the vendor.

Reminder: Sort and/or package materials as directed by the DAC. If there is a conflict between the DAC's district-specific instructions and the instructions in this manual, follow the DAC's instructions.

5.1.3 Package Materials for Return Shipping (DAC)
DACs collect all materials from SACs. Use the *District Receipt Form* to verify all materials are signed in from SACs, including accommodated materials. As materials are received from SACs, ensure the following:
- All materials are stored in a secure, locked location until they are returned to the vendor.
- Securely destroy/recycle used scratch paper from each school if it is not shipped to the vendor. Complete the *Scratch Paper Verification* form in *Appendix C*.
- Electronic material is removed from any assistive technology device used as part of a student accommodation. Collect verification of this removal from SACs if this type of accommodation was used during testing. Refer to *Secure Data Removal* form in *Appendix G*.

Inventory Test Materials for Return Shipping

All test materials are collected by the SAC and delivered to the DAC after testing. Materials may include scorable and nonscorable materials. All scorable CMAS test books and CoAlt answer documents are returned to the vendor as soon as paper testing is complete. Verify used and unused test materials are sorted and grouped as described in *Section 5.1.2*.

DAC	Inventory test materials collected from SACs	Additional Information/Requirements
Scorable CMAS and CoAlt Materials:		
☐	Used scorable CMAS test books and CoAlt answer documents	CMAS test books and CoAlt answer documents that require scoring are returned in scorable boxes. Returning this type of material in nonscorable boxes may result in failure to score tests in time for reporting. Use the *Scorable Materials Return Checklist (Appendix I)*.
☐	Ensure the demographic page is completed if the student ID label is missing or incorrect	Update PAnext as needed to reflect accurate information.
☐	Ensure Form Code (A or B) is bubbled on CoAlt Answer Documents	
Nonscorable CMAS Materials:		
☐	Unused test books	Tests books that do not require scoring
☐	Math reference sheets, rulers, and protractors	
☐	Grade 11 science periodic tables	
☐	Braille and large print test kits	Return all kit materials (e.g., braille Teacher Notes and visual descriptions for large print).
☐	Test books with transcribed student responses in languages other than Spanish or English	Ensure "Do Not Score" is written in **black marker** across the test book front cover.
☐	Auditory/signed presentation scripts	
☐	Student Testing Tickets (CBT only)	May be securely destroyed/recycled locally
☐	Student rosters with usernames and passwords (if printed)	
☐	Used scratch paper	May be securely destroyed/recycled locally
☐	*CMAS Test Administrator Manuals*	May be shredded/recycled locally
Nonscorable CoAlt Materials:		
☐	CoAlt Test Administrator Manuals	
☐	Test books	
☐	Unused answer documents	Answer documents that do not require scoring
☐	Task manipulative envelopes containing task manipulatives and Secure Return Form	Envelope is labeled with the student's name
☐	Accommodated CoAlt materials	DAC securely destroy locally

If multiple boxes are received from a single school and are not filled to capacity, **consolidate boxes from that school only** so fewer boxes are shipped back to the vendor. Proper consolidation requires grouping secure materials together by type into scorable or nonscorable boxes – use the *Scorable Materials Return Checklist (Appendix I)*. Multiple types of nonscorable materials can go into a single box as long as the materials are sorted and grouped together.

Group sorted items together as follows, by assessment (sort CMAS scorable test books and CoAlt answer documents first in order to be returned to the vendor for processing immediately after paper-based testing is completed):

Scorable Secure Materials Returned to the Vendor	Nonscorable Secure Materials Returned to Vendor	Nonscorable Materials Returned or Securely Destroyed/Recycled
• Used standard print CMAS test books • Used CoAlt answer documents	• Unused test books/kits • CoAlt test books and task manipulatives • Used test books marked as "Do Not Score" ○ Started but incomplete test books that should not receive a score (e.g., parent excuse after test started, misadministration) ○ Test books that required transcription (e.g., large print, braille) • Auditory/signed presentation scripts • Visual description documents	• Test Administrator Manuals • Math Reference Sheets • Grade 11 science periodic tables • Student Testing Tickets • Other secure materials (e.g., student rosters with names) • Used scratch paper

Prepare Boxes for Shipping

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

Prior to packing test materials, ensure the bottom of each box is securely taped and that all seams (top, bottom, and sides) are 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 in place during transit. Do not use foam "popcorn" or "peanuts".

Note about freight shipments: For districts that received their initial materials via freight shipment, use the following directions to return materials non-freight, or follow the freight return directions received from Pearson.

Apply return labels

Multiple types of return labels are provided in the Coordinator Kit:
- White UPS shipping labels
  - Boxes do not ship 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.
  - Some white UPS labels have the same address as the scorable return labels; some have the same address as the 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 the UPS label and the return label match when applying the labels to the boxes.
- CMAS/CoAlt scorable material labels = orange
  - Used standard print CMAS test books
  - Used CoAlt answer documents
- CMAS/CoAlt nonscorable material labels = blue
  - Refer to the table on the previous page for nonscorable materials.

Affix the proper return label and UPS shipping label to each box, ensuring labels are clearly visible. Refer to the following diagram for suggested label placement.

Scorable box   Nonscorable box

Scorable Label   UPS Label   Nonscorable Label   UPS Label
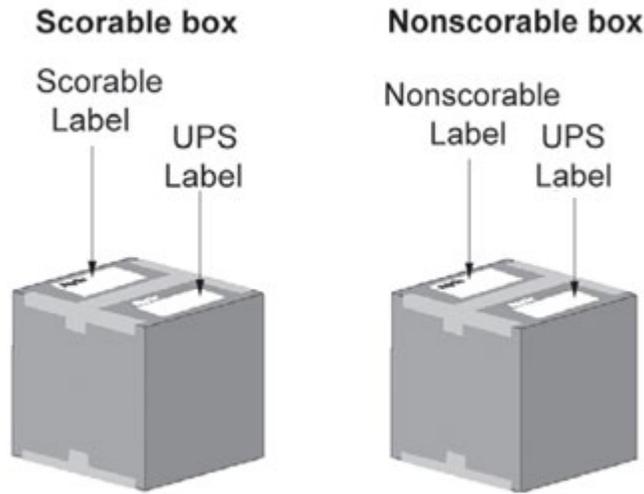
Mark the boxes

Number the district's shipping labels sequentially 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 labels affixed to the boxes. If separate return shipments are scheduled, follow this same unique box sequence each time.

Store and ship test materials

Secure all materials at all times. Hold the boxes for pickup by UPS. See *Contact UPS to Schedule Pickup* for instructions. UPS must pick up **scorable** materials no later than **Wednesday, May 1, 2024**; UPS must pick up **nonscorable** materials no later than **Friday, May 3, 2024**.

Contact UPS to Schedule Pickup

Each SAC must return all test materials to the DAC in time to inventory and prepare materials for UPS pickup. DACs may set district deadlines for schools that are earlier than the deadlines listed below. DACs must schedule pickup arrangements 24–48 hours in advance of the pickup.

Assessment	Material Type	Earliest UPS Pickup	Latest UPS Pickup
Math and ELA/CSLA	Scorable	April 5, 2024[2]	May 1, 2024[1]
Science	Scorable	Grade 11 Science **April 5, 2024**[2] Grades 5 and 8 Science **April 12, 2024**	May 1, 2024[1]
Math and ELA	Nonscorable	April 5, 2024[2]	May 3, 2024
Science	Nonscorable	Grade 11 Science **April 5, 2024**[2] Grades 5 and 8 Science **April 12, 2024**	May 3, 2024

[1] UPS must pick up scorable materials no later than Wednesday, May 1, 2024, otherwise *there is no guarantee* that records for these PBT students **will be included in SBD or scored**.

[2] Districts participating in the extended online math/ELA and/or early grade 11 science window may return materials prior to the close of the state window: extended online math/ELA: return materials the week after close of the local window; early grade 11 science: return materials the week of April 22 for April 1 start.

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 use their "Return Service". Provide the following information to UPS:

- The physical location for package pickup.
- The estimated number of packages for pickup.

Certain locations may have time/date constraints for pick up. The UPS representative will let you know if the pickup cannot be made as requested. Once the pickup is confirmed, the district receives a confirmation number from UPS. Reference the number in the future if questions or changes arise.

Before boxes are picked up by UPS, make a note of the tracking numbers on the UPS shipping labels. Keep a record of the tracking numbers for future reference.

5.1.4 PAnext Cleanup Activities

Verify all students enrolled in the school are accounted for in PAnext

According to state law, all students in grades 3-8 are required to take the math and ELA assessments. All students in grades 5, 8, and 11 are to take the science assessments.

Enroll all students (as applicable by grade), including students taking paper-based tests, in PAnext and assign the appropriate tests (e.g., 5th grade ELA, math, and science; 3rd grade ELA/CSLA and math). If there are students who did not test or did not complete testing (single or multiple content areas), indicate the appropriate invalidation for each unused or incomplete test assignment through a Not Tested or Void Test Score Reason/Code. Refer to *Appendix K: Data* for additional information.

Stop all started online CMAS test sessions

Online test sessions cannot be stopped if any units for any students in the session are in a status other than "Completed" or "Marked Complete".
- If the student never started testing (i.e., all units in "Ready" status), remove the student's test from the test session. Indicate a Not Tested Reason/Code for the student test record on the Student Test Details screen in PAnext (see *Appendix K: Data* for guidance).
- If the student started testing but did not finish (i.e., units in a combination of statuses such as "Completed", "Exited", "Ready") "Mark Complete" the units that are not "Completed". If appropriate, indicate a Void Test Score Reason/Code for the student test record on the Student Test Details screen in PAnext (see *Appendix K: Data* for guidance).
    - If unable to enter a Void Test Score Reason/Code due to user account permissions in PAnext, contact the DAC to have the test(s) coded appropriately.

Not Tested and Void Tests

For students who did not take a particular test or did not complete a started test, apply an invalidation code to the test record(s). There are two categories of invalidations, Not Tested Codes/Reasons and Void Test Score Codes/Reasons. The district or school applies Not Tested Codes/Reasons and Void Test Score Codes/Reasons to individual test assignments in PAnext for both online and paper-based tests, as appropriate. For example, if a Parent Excuse was received for a student for math and ELA, apply the appropriate Parent Excuse (09) invalidation to the student's ELA record and separately apply to the student's math record.

Enter Not Tested and Void Test Score Codes/Reasons through the PAnext UI or through a Student Test Update (STU) file. The ability to enter this information through either method is determined by user permissions as assigned through PAnext. Refer to *Appendix K: Data* for information regarding code definitions, step-by-step directions, and timeframes.

Note: Not Tested Reasons/Codes **do not** invalidate scanned scorable paper tests or online tests that appear as **Completed** or **Marked Complete** in PAnext.

Not Tested Codes/Reasons are only used in the following situations:
- For paper-based testing if the test (whether not started, started, or completed) was returned to the vendor in a nonscorable box.
- For computer-based testing if the student did not begin testing and:
    - Is in a started online test session but did not start a test. Remove the student from the started test session before the session is "stopped". Indicate a not tested code/reason for the student test.
    - Is in an online test session that was not started. Indicate a not tested code/reason for the student test.
    - Is assigned to an online test but not assigned to an online test session. Indicate a not tested code/reason for the student test.

Users with the **DAC**, **SAC**, or **Sensitive Data** role can indicate Not Tested Codes/Reasons. The option to indicate a Not Tested Code/Reason appears on student tests under **Setup > Students > Manage Student Tests** in PAnext if the test is not in a "prepared" or "started" online test session.

Void Test Score Codes/Reasons are only used in the following situations:
- For paper-based testing if the test (whether not started, started, or completed) was returned to the vendor in a scorable box **and** scoring should not take place.
- For computer-based testing if the student:
  - o Began and may have finished testing and submitted the test but should not receive a score. Indicate a void test score code/reason for the test.
  - o Began but may not have finished testing, school personnel applied "mark complete" to the test record, and the student should not receive a score. Indicate a void test score code/reason for the test.
  - o Never started testing, but school personnel applied "mark complete" to all units of the online test record and the student should not receive a score. Indicate a void test score code/reason for the test.

Only users with the **Student Test Update** role can indicate Void Test Score Codes/Reasons. The option to indicate a void code appears on student tests under **Setup > Students > Manage Student Tests** in PAnext once the system recognizes the test is in a **completed** status.
- For paper-based testing, the void option is not available for tests returned to the vendor in scorable boxes until the tests are scanned into PAnext.
  - o If a void test score code/reason is applied to a student test record, the record **does not** receive an overall score.*
- For computer-based testing, voids are only allowed for tests with all test units in a **completed** status.
  - o Student tests that were completed or marked complete appear as "attempt" in the online test status field, which triggers the production of a score. If a void test score code/reason is applied to a student test record, the record **does not** receive an overall score.*

*A Void Test Score Code/Reason 09 Parent Excuse is valid for students who start testing but do not respond in the last unit of the test. This code is not valid and will not be processed if the student responded in all units, and a score will be produced. See page 197 for the exception to this information. *(Clarified language as of March 2024.)*

> **Note**: Indicating a "Marked Complete Reason" **does not** invalidate a test; apply a Void Test Score Code/Reason separately (as appropriate for each test assigned to the student) through the steps included in *Appendix K: Data*.
>
> **"Marked Complete Reasons" are for district or school use only.** They do not follow the student test record into scoring and therefore do not stop a test from going through scoring nor do they exclude scores from district and school reports and accountability. While a marked complete reason is required if a student test is marked complete, the district or school must still apply a Void Test Score Code/Reason to the student test (e.g., "Withdrawn" is entered for a marked complete reason so in addition to this step, indicate Void 03 on the student test record).

Verify/update student demographics
If assigned the Sensitive Data role, check student demographic information in PAnext to verify all information is correct for all students (computer-based and paper-based), including CoAlt and CSLA. For instructions, see "Create and Edit Student Records" in the *PAnext User Guide*. Provide any needed updates, including accommodations that were provided for students during testing, through the PAnext User Interface before the **May 8, 2024** deadline. If unable to verify and update student demographics due to PAnext user role permissions, provide the DAC with the appropriate information for any known updates.

PAnext Cleanup Checklist

DACs complete the following PAnext cleanup activities after testing.

DAC	PAnext Cleanup Activities for DACs	Additional Information/Requirements
☐	Verify all students in grade 3-8 and 11 are accounted for with registrations and all applicable test assignments in PAnext.	Register all applicable students in PAnext and assign the appropriate tests (e.g., 5th grade ELA, math, and science; 3rd grade ELA/CSLA and math; 11th grade science). If there are students who did not test (single or multiple content areas), indicate the appropriate invalidation for each unused test assignment through a Not Tested Reason/Code. Refer to *Appendix K: Data* for additional information.
☐	Verify all started online test sessions are **stopped**.	See information for SACs for additional details.
☐	Mark complete units, as needed (online testing).	If students in a **started** test session have units that are not in "Completed" status, "Mark Complete" units to stop the test session. **Note**: The "marked complete reason" field **does not** invalidate student tests. If invalidation is required, indicate the appropriate coding (i.e., Void Test Score Reason/Code) on the Student Test Details screen in PAnext (see *Appendix K: Data* for guidance) or through the Student Test Update (STU) process.
☐	Ensure the appropriate invalidation codes (i.e., Not Tested Reasons/Codes and Void Test Score Reasons/Codes) are entered in PAnext by **May 8, 2024** for tests needing invalidation.	This is done through the PAnext UI or batch loaded through the STU process. Refer to *Appendix K: Data* for information.
☐	Confirm demographic information in PAnext is correct for all students (computer-based and paper-based), including CoAlt.	For instructions, refer to "Create and Edit Student Records" in the *PAnext User Guide*. Provide any needed updates in PAnext, including accommodations provided to students during testing, before the **May 8, 2024** deadline.
Resolve Critical Warnings		
☐	Check PAnext for Critical Warning flags.	Located in the black bar at the top of the screen when logged into PAnext. Student Critical Warnings are indicated by a dark orange marker displaying the number of warnings.
☐	Resolve Critical Warnings.	Resolve all Critical Warnings in PAnext. If participating in CDE's optional Student Biographical Data (SBD) review, data respondents may resolve Critical Warnings through that process in Data Pipeline.

Rejected Student Tests

When test materials are scanned by the vendor, any hand gridded demographic data is matched to student registrations in PAnext. If the data in PAnext and the gridded data are not exact matches, the record is rejected. Rejected records are not scored. To fix these records, use PAnext to change either the scanned information gridded on the test material or change the registration data stored in PAnext so the two records match. For step-by-step directions, see "Fix Rejected Student Test Details" in the *PAnext User Guide*.

5.1.5 Complete Post-testing Forms

The link to the *Post Test Compliance*, completed by the DAC, is found in *Appendix C: Colorado Forms*. The *Post Test Compliance Report* certifies the administration of the CMAS and CoAlt assessments complied with all procedures and instructions as described in this manual, the *CMAS Test Administrator Manual*, and the *CoAlt Test Administrator Manual*; that any **major** misadministrations were reported to CDE; and all materials were returned to the vendor. The district superintendent also signs the *Post Test Compliance Report*.

The *Scratch Paper Verification* form is found in *Appendix C: Colorado Forms* and confirms all <u>used</u> scratch paper from all schools was securely destroyed/recycled or shipped to the vendor after testing. CDE requires districts return this form in the CDE Assessment folder on Syncplicity by **Friday, May 3, 2024**. Notify Sara Loerzel (loerzel_s@cde.state.co.us) once the completed form is posted.

As part of post-testing compliance, DACs **declare, investigate, and report testing irregularities (e.g., misadministrations and security breaches).** DACs complete remaining investigations and report resulting determinations of testing irregularities and security breaches to CDE by **Friday, May 3, 2024**. The *Testing Irregularity Report* (*Appendix D*) and corresponding spreadsheet (available through http://www.cde.state.co.us/assessment/training-cmas) are used to request suppressions (entered by CDE).

5.1.6 Keep Records

Locally store the following documentation for three years (electronic or physical copies):

- Completed *Verification of District Training* form
- Completed *Scratch Paper Verification* form
- Signed copies of *CMAS and CoAlt Security Agreement* forms for all individuals involved with assessment administration or handling secure assessment materials
- Completed *Post Test Compliance* form
- Completed *Testing Irregularity Reports* and corresponding spreadsheet
- School Security Checklist
- Chain of custody documentation to ensure 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 was taken to ensure security of the test materials.

6.0 Administrative Considerations, Accessibility Features, and Accommodations

6.1 Introduction

Administrative considerations, accessibility features, and accommodations are changes to assessment administration that provide individual students access to test. Administrative considerations and accessibility features are available to any student, as appropriate, while accommodations are only available to students with disabilities and students learning English who have a documented need on their IEP, 504, or Multilingual Learner (ML) plans.

Districts must have a plan in place to ensure and monitor the appropriate use of administrative considerations, accessibility features, and accommodations. Any *modification* of the assessment fundamentally changes the assessment's intended measure and, therefore, is a misadministration resulting in an invalid score.

6.1.1 Administrative Considerations

Administrative considerations are available to any student who may benefit from a change in the *testing conditions*. Districts and schools have the authority to make administrative determinations for any student as long as test security is not compromised, and testing environment requirements are met. Generally, most students are tested with their peers; however, under certain circumstances, a student may benefit from a change in the testing conditions. The following considerations are available to all students for both computer-based and paper-based testing:

- Adaptive and specialized equipment or furniture (e.g., slant board, yoga ball)
- Frequent breaks that do not stop the testing clock
- Noise buffers/headphones
- Separate or alternate location
- Small group testing
- Specified seating
- Time of day

Note: Administrative considerations are not recorded in PAnext.

Adaptive and Specialized Equipment or Furniture
Some students may require specialized equipment or furniture such as special seating, weighted vests, fidget tools, or adaptive keyboards and should have access to it during testing. If the other students in the testing environment are familiar with the furniture/equipment (so it is determined not to be a disruption to others), students using the furniture/equipment do not need to test in a separate environment.

Frequent Breaks that DO NOT Stop the Testing Clock
Students must complete each test unit within the specified unit testing time (by content area). Breaks do not stop the testing clock. During breaks, cover or close student testing device screens or paper-based materials. Students are not allowed to have anything that is prohibited during testing during their breaks. Students are to remain in the testing environment for breaks during each testing unit. Students may stand up, walk around, or engage in similar activities. The exception for students remaining in the testing environment is for the restroom. In these cases, plan for an escort to minimize the student's interactions with other students on a different testing schedule. Assess students in an individual testing environment or in a group testing environment for students with similar break needs. Maintain the secure standardized testing environment, and break activity must not distract other students in the testing environment. Students may not interact with one another; only interactions with adults are allowed. Students may not discuss any questions or their answers on the assessment during breaks. Reading, accessing the internet, or making and/or receiving phone calls is not allowed during a break.

Noise Buffers

Noise cancelling headphones, earplugs, or other noise buffers **not connected to any audio device** are allowed.

Note: Check noise buffer compatibility with auditory presentation modes (e.g., text-to-speech) prior to testing.

Separate or Alternate Location

Students may test in a separate or alternate location from peers as long as standardized test procedures are followed.

Small Group Testing

Students may test in a 1:1 or small group testing environment. Assessment policy does not prescribe the minimum or maximum group size for any student; however, for students with IEP, 504, or ML plans, schools must follow group guidelines as documented on the plans (e.g., "less than ten students" or "no more than eight students"). If the plan does not specify the maximum number of students in the small group, follow common practice used for that student during instruction and classroom/district assessment.

Specified Seating

Seating students in specified locations in the testing environment during assessment is allowed, as determined at the local level. For example, a student may benefit from being seated away from the door or windows to minimize distractions or away from a heating/cooling vent.

While seating is an administrative consideration, position students in a suitable manner for testing (i.e., lying on the floor during testing **is not** appropriate). Additionally, it is not appropriate to seat a student in a location that is not visible to the Test Administrator, such as behind a bookshelf separating the student from the rest of the room.

Time of Day

Assessment policy does not prescribe the time of day for testing; however, for students with IEP, 504 or ML plans, schools must follow guidelines as documented on the plans. Students requiring a specific time of day for assessment typically have medical needs that impact performance during some portion of the day.

Students testing at a specific time of day should follow the same testing order as close to the general test schedule as possible. Students may not discuss questions or their answers outside of the test session.

If testing on a different timeline from the general student testing schedule is necessary, consult the DAC when developing the student's unique testing schedule to ensure all requirements for test security are met and minimize disruption to the student's instruction.

6.1.2 Accessibility Features

Accessibility features are available to all students to *increase the accessibility* of the assessments. Embedded and Test Administrator-provided accessibility features are available to all students on CMAS assessments. Students determine when and how to utilize these tools throughout the testing experience. Pre-selection of auditory presentation, including text-to-speech and PBT oral scripts; enlarged pointer; and color contrast accessibility features is required during the forms assignment or initial ordering process. For more information on form assignment and ordering PBT oral scripts, see the *Quick Reference Guide to Special Forms and Ordering* located in *Appendix B* of this manual.

While accessibility features like auditory presentation can be made available to all students, they may not be appropriate for all students. Students eligible for CBT text-to-speech or PBT oral script should use similar access strategies during instruction and classroom assessments.

Note: Contact CDE Assessment regarding ELA/CSLA. Any modification of the assessment is a misadministration and will result in an invalid score.

The following tools are available to all students and meet the access needs of most students.

Table 1: Embedded or Locally Provided Tools

Tool	Description	Assessment	TestNav Location (CBT)	Paper-based Tools (PBT)
Answer Eliminator	Visually eliminate (with a red "X") one or more answers	All	Toolbar	Notecard provided by school
Calculator – 4 Function	Provides addition, subtraction, division, multiplication, and percentage functions	Grade 5 Science	Toolbar	Calculator provided by school
Calculator – 5 Function	Provides addition, subtraction, division, multiplication, percentage, and square root functions	Grade 6 Math Grade 7 Math	Toolbar	Calculator provided by school
Calculator – Scientific	Provides a range of functionality for general math, algebra, trigonometry, and statistics	Grade 8 Math Grade 8 Science Grade 11 Science	Toolbar	Calculator provided by school
Enlarged Pointer	Provides range of pointer sizes for increased visual accessibility	All	Toolbar	Not applicable
Line Reader Mask	Provides a mask for on screen text that allows the student to read line-by-line	Math and ELA only	User Menu	Ruler or notecard provided by school
Notepad	Take notes (replaces scratch paper)	ELA and Science	Toolbar	Scratch paper provided by school
Pointer (default)	Select answer choices, drag answer choices to correct spots, select hot spots on an image, or deselect any other tool	All	Toolbar	Not applicable
Protractor	Measures angles in degrees	Grades 4 – 7 Math	Toolbar	Included, as appropriate, in test kit
Ruler – Centimeter*	Measures lengths in 1 cm increments	Available based on appropriateness for various assessments.	Toolbar	Included, as appropriate, in test kit
Ruler – Inch*	Measures lengths in ¼" increments	Available based on appropriateness for various assessments.	Toolbar	Included, as appropriate, in test kit
Spell Check	Checks the student's constructed responses for spelling	ELA only	Constructed Response Toolbar	External spell check device provided by school
Text Highlighter	Highlight words	All	Pointer	Highlighter provided by school
Zoom	Zoom in or out on the screen	All	PC: Keyboard Command (Ctrl and + or -) / Mac: Keyboard Command (Command and + or -) / iPad or Touch screen: Pinch / Chromebook Keyboard command (Ctrl and + or –)	Magnifier provided by school, as needed

*Students may use the ruler tool as a line reader guide.

Accessibility Features Pre-assigned through SR/PNP

The following computer-based testing (CBT) accessibility features are available to students through TestNav only if they are assigned in PAnext prior to testing:

- Color Contrast
- Enlarged Pointer
- Zoom
- Auditory Presentation: Text-to-Speech for Math and Science

Color Contrast

Color contrast is available for students who use similar tools to access content during instruction and classroom assessment. For online testing, color contrast settings allow the student to select alternate colors for text and background. There are six contrast setting options from which a student may select a combination that best meets their needs. When the color contrast setting is pre-assigned in PAnext through the SR/PNP, the background and text are automatically adjusted. Some graphics (e.g., charts, graphs, tables, maps and drag-and-drop boxes) are presented in full color on a white background.

For paper-based testing, students may use **external color overlays** if they use similar tools to access content during instruction and classroom-based assessment to adjust print to page contrast. These overlays are full or partial pages of colored plastic. External overlays are provided by the school.

Note: For online testing, students may use external overlays combined with color contrast settings. Many items include color graphics that overlays may impact. It is expected that students using overlays will need to adjust their use depending on what is on the screen, similar to how they address the issue during typical computer work.

Students should have the opportunity to practice with the color contrast functionalities and/or overlays on the student practice resources prior to testing. Functionality is dependent upon specific item type and device configurations. The student can adjust color contrast settings through the User Menu in TestNav.

Special Accessibility Feature Assignment Required:
- Field = Test Format
  - Expected Value = O = Online OR P = Paper
- Field = Color Contrast
  - Expected Value = refer to information below*

*Indicate color overlay (expected value = 07) for students requiring color contrast for PBT or for students who use a color overlay *instead* of a contrast setting for CBT. If a student uses a color overlay together with a contrast setting for CBT, indicate the contrast setting PAnext *instead* of color overlay.

01 = black text on a cream background	02 = black text on a light blue background	03 = black text on a light magenta background
04 = white text on a black background	05 = yellow text on a dark blue background	06 = gray text on a green background
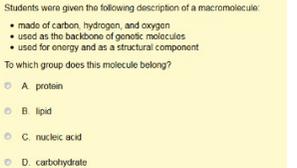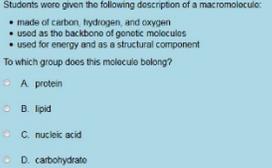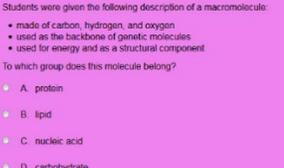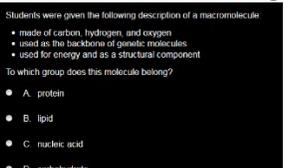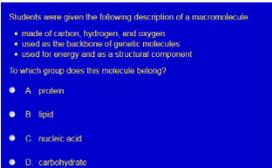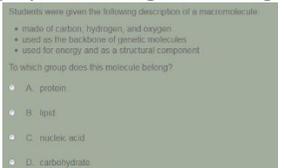
Enlarged Pointer

An enlarged pointer is available for students who use similar tools to access content during instruction and classroom assessment. For online testing, this feature presets the student's test form to use an enlarged pointer within TestNav. There are six options from which a student can be assigned a pointer that best meets their needs (see below).

Students should have the opportunity to practice with the enlarged pointer prior to testing. This is done through adjusting the SR/PNP settings of a secure online student practice resource through the PearsonAccess^next Training Site.

Special Accessibility Feature Assignment Required:
- Field = Test Format
  - Expected Value = O
- Field = Enlarged Pointer
  - Expected Value =
    - 01 = medium
    - 02 = large
    - 03 = extra-large
    - 04 = extra-large-black
    - 05 = extra-large-green
    - 06 = extra-large-yellow

Zoom

A zoomed-in (magnified view) screen is available for students who use similar tools to access content during instruction and classroom assessment. For online testing, zoom settings allow the student to select the magnification level of the on-screen content. There are five preset zoom setting options from which a student may select magnification that best meets their needs. When the zoom setting is pre-assigned in PAnext through the SR/PNP, the on-screen content is automatically adjusted.

Students should have the opportunity to practice with the zoom feature on the app-based student practice resources prior to testing. The student can adjust zoom settings through the User Menu in TestNav.

Special Accessibility Feature Assignment Required:
- Field = Test Format
  - Expected Value = O
- Field = Zoom
  - Expected Value =
    - 110 = 110%
    - 120 = 120%
    - 150 = 150%
    - 175 = 175%
    - 200 = 200%

Auditory Presentation: Text-to-speech (TTS) for Math and Science

The following information applies to math and science assessments. Text-to-speech is the computer-based auditory presentation feature available to students who are unable to decode printed or tactile code. These students receive auditory presentation of text during instruction and classroom assessment. Through TTS, on-screen text is read aloud to the student by means of embedded text-to-speech software. **Note**: Contact CDE Assessment regarding ELA. Any modification of the assessment is a misadministration and will result in an invalid score.

Word-for-word highlighting accompanies the device's reading of the on-screen text. Just before a section of text is read, it is highlighted in yellow; each word in that section is highlighted in blue as it is read by the device. When words that appear in an image or graphic are read, the entire graphic panel is highlighted by a blue box. **Note**: Highlight colors may change if different color contrast settings are selected.

Students assigned to the TTS form determine how and when they interact with the feature. The student may utilize the TTS tool in two ways.

1. Select the "Play" button for all text to be read from the beginning of the item to the end, including sources.		2. The "Toggle Click-to-Hear" button allows the student to select the starting point for activating TTS.	

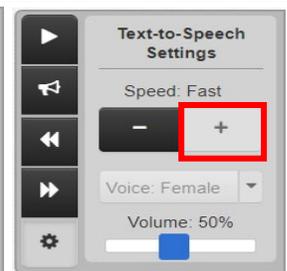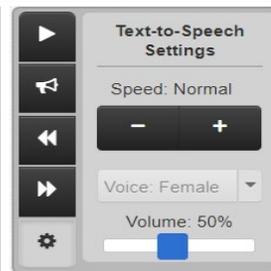Students use the "Stop" button to stop the reading.

Students use the "Jump Back" button to move the reading to the beginning of the section.		Students use the "Skip Ahead" button to move the reading to the beginning of next section.	

Students can adjust TTS reading speed during testing by selecting the Settings button. Select the plus or minus buttons to increase or decrease the speed of the audio.

Text-to-Speech Settings — Speed: Slow — Voice: Female — Volume: 50%

Text-to-Speech Settings — Speed: Normal — Voice: Female — Volume: 50%

Text-to-Speech Settings — Speed: Fast — Voice: Female — Volume: 50%

Students may adjust TTS volume during testing by moving the Volume slider left or right to decrease or increase the volume; however, if the device volume is not "turned on" before signing into TestNav, audio is not accessible.

Volume: 27% → Volume: 50% → Volume: 73%

If tested in a group, students assigned to the TTS form must wear headphones. Students must set the volume at such a level that there is no sound leakage to surrounding students. Students must verify the volume is "turned on" before signing into TestNav by using the "Test Audio" function on the TestNav Sign In screen. These students may take the assessment with other students who are using TTS, as well as students who are not using TTS. Students who are unable to use headphones may use speakers; however, this accessibility feature and consideration requires testing in a one-on-one environment.

During testing, TTS is only available to students who were pre-assigned the TTS form through the SR/PNP in PAnext during form assignment.

Students should have the opportunity to practice with TTS functionalities on the student practice resources prior to testing. Functionality is dependent upon specific item type. Students may only use TTS through TestNav. Device operating system accessibility features are not allowed during testing.

Special CBT Form Assignment Required:
- Field = Test Format
  - Expected Value = O = Online
- Field = Text-to-Speech
  - Expected Value = 02 = English Text-to-Speech
  - Expected Value = 03 = Spanish Text-to-Speech

While the TTS accessibility feature is available to all students, it may not be appropriate for all students. Students eligible for TTS should be using similar access strategies during instruction and classroom assessment.

Accessibility Features Pre-assigned and Pre-ordered through SR/PNP

Assignment of paper-based testing (PBT) accessibility feature, Auditory Presentation: PBT Script for Math and Science, is required in PAnext prior to the end of the initial materials order window on January 26, 2024.

Auditory Presentation: PBT Script for Math and Science

The following information applies to math and science assessments. PBT script is the paper-based auditory presentation available to a student who is unable to decode printed or tactile code and receives auditory presentation of text during instruction and classroom assessment. Through an auditory presentation script, assessment text is read aloud to the student by a Test Administrator. **Note**: Contact CDE Assessment regarding ELA/CSLA. Any modification of the assessment is a misadministration and will result in an invalid score.

A trained Test Administrator uses the auditory presentation script to read the entire test orally to a student who is unable to decode printed or tactile code. Administration on a 1:1 basis is recommended (i.e., one Test Administrator to one student). A student should have the option of asking a reader to slow down or repeat text. Test Administrators must read word-for-word from the physical auditory script and may not read from the test book. Auditory presentation scripts are secure; return auditory presentation scripts to the vendor after testing.

Test Administrators must be able to read and pronounce all text correctly. Refer to the *1.2.5 Who May Administer the Assessments* in this manual for additional qualifications of Test Administrators.

Test Administrators may have supervised access to the auditory presentation script for the paper-based form 24 hours prior to administration. This time is to ensure that Test Administrators are familiar with the content terminology and the appropriate practices associated with this accommodation.

Note: While it is anticipated that most students requiring auditory presentation scripts are able to complete the testing session within the standard testing time, due to the nature of auditory presentation and the need to repeat questions and answer options as requested, an auditory presentation script testing session may take additional time.

Special PBT Form Assignment Required:
- Field = Test Format
  - Expected Value = P = Paper
- Field = Auditory/Signed Presentation: Script (Reader/Signer)
  - Expected Value = 02 = Auditory/Signer Script

If the paper-based form and *Auditory/Signed Presentation: Script* are indicated in PAnext before January 26, 2024, the test book and auditory presentation script are received with the district's automatic initial shipment. If the paper-based form and *Auditory/Signed Presentation: Script* are not indicated in PAnext before January 26, an additional order is required.

If an additional order is required due to missed deadline:
- Indicate information under "Special PBT Form Assignment Required" on PNP for student's test
- Place Additional Order through PAnext for correct grade level, content area, and language:
  - Test Book/Kit
  - PBT Auditory/Signed Presentation Script

Note: PBT and CBT auditory/signer scripts are not interchangeable. The PBT auditory/signer script does not match a computer-based test and the CBT auditory/signer script does not match a paper-based test.

While the PBT auditory presentation accessibility feature is available to all students, it may not be appropriate for all students. Students eligible for PBT auditory presentation should be using similar access strategies during instruction and classroom assessment.

Test Administrator-provided accessibility features are available to all students on CMAS assessments. These accessibility features may require testing students in a separate environment.

- General Administration (SAY) Directions Clarified and Repeated as Needed (by Test Administrator)
- Read Aloud to Self

General Administration (SAY) Directions Clarified and Repeated as Needed (by Test Administrator)
Upon request from a student, the Test Administrator clarifies general administration directions (SAY directions) only after reading the directions word-for-word from the *Test Administrator Manual*. A student may also raise their hand and request repetition of the SAY directions. Clarifying or reading passages or test questions for students is not allowed.

Read Aloud to Self
A student may read the assessment aloud to him/herself. Devices, such as "whisper phones" are allowed. This accessibility feature requires the student to test in a 1:1 environment separate from other students.

6.1.3 Accommodations

Assessment accommodations are changes made to assessment procedures that provide a student with access to comprehensible information and an improved opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. Accommodations provided to a student are based on individual need documented in the student's approved IEP or 504 plan. Students may only utilize accommodations for testing that are specifically listed in the IEP or 504 plan. In addition to accommodations for students with disabilities, Multilingual Learner (ML) accommodations are available to students with a language proficiency designation of NEP or LEP.

Accommodations may not be provided based on a category of disability, level of instruction, environment, or another group characteristic. No accommodations may be provided to a student merely because they are a member of an instructional group. Accommodations should not provide an unfair advantage to any student. Providing accommodations for the sole purpose of increasing test scores is not ethical.

Responsibility for confirming the need and appropriateness of an accommodation rests with the school-based staff involved with each student's instructional program. **The SAC and/or DAC must maintain a master list of all students and their accommodations to ensure appropriate CBT forms are assigned and PBT forms are ordered for students prior to testing.**

Accommodations are available for students with disabilities and/or MLs for both online and paper-based forms of the assessments. The following sections provide information regarding specific accommodations:

- Presentation Accommodations
- Response Accommodations
- Timing Accommodations
- Multilingual Learner Accommodations

In these sections, information is provided on the overall use of the accommodation; additional information is provided if directions vary between paper-based and computer-based accommodation delivery. Some accommodations require special form assignment and ordering physical materials.

With sufficient time to properly plan test administration, DACs and SACs shall collect information regarding students who require testing accommodations. It is imperative test administration reflects needs documented in a student's formal educational plan, and that the student is only provided accommodations comparable to those used regularly during instruction and on classroom and district assessments (unless a student is accustomed to a particular accommodation, introducing that accommodation on CMAS may impede the student's performance). Once accommodations are verified, the DAC and SAC use this list to identify available resources (e.g., sign language

interpreters, translators, and assistive technology equipment) and space needed for small group testing or individual administrations.

Test Administrators who manage "accommodated testing groups" must receive training on the appropriate way to administer that specific assessment accommodation. Training on all applicable accommodations is required for Test Administrators who administer the assessment to students with multiple accommodations.

Important: Colorado Revised Statutes, 22-7-1006.3 (1) states:

> *(d) If all or any portion of a state assessment requires a student to use a computer to take the assessment, at the request of a local education provider, the department of education must administer the portions of the state assessment that require a computer in a format that a student may complete using pencil and paper. Each local education provider shall report to the department the number of students it enrolls who will take the state assessment in a pencil-and-paper format.*

> *(e) The department shall review and update assessment administration and security policies as necessary to maintain the integrity of the assessments.*

Note: For CBT assessments, while an accommodation may not be identical to the accommodation used during instruction, it should be comparable (e.g., instructional auditory presentation through books on tape is comparable to auditory presentation through text-to-speech).

Presentation Accommodations

Presentation accommodations are changes to the way the assessment is presented to a student with a need for the accommodation, as documented on an IEP or 504 plan. These accommodations do not change the construct of the assessment. Presentation accommodations are available for both computer-based and paper-based assessments. **Note**: To assign a presentation accommodation, the "Accommodation Type" field in the student's PearsonAccess[next] registration must be set to "IEP504" or "Both" (indicating the student has both an IEP/504 and ML plan).

Table 2: Computer-based and Paper-based Presentation Accommodations

Accommodation		Computer-based		Paper-based	
		Relevant Accessibility Features Available to All Students	IEP or 504	Relevant Accessibility Features Available to All Students	IEP or 504
Presentation	Alternate Format (CBT or PBT)*	Standard paper-based test	Not applicable	Standard computer-based test	Not applicable
	Assistive Technology	Adaptive keyboard, etc.	Ex: screen reader	External devices such as AAC device	Ex: doc camera
	Auditory Presentation for Math and Science**	TTS	Auditory/Signer Script for Translation and Signing	Auditory/Signed Presentation Script	Auditory/Signed Presentation Script
	Braille	Not applicable	Refer to Tactile Graphics	Not applicable	Braille test book with tactile graphics
	Large Print (18-point font)	Zoom	Zoom	Not applicable	Large Print test materials
	Low-Vision Devices (CCTV, etc.)	Zoom	Zoom, projector, magnifier, etc.	Not applicable	Projector, magnifier, etc.
	Signed Presentation for Math and Science**	Not applicable	Auditory/Signer Script for Translation and Signing	Not applicable	Auditory/Signer Script for Translation and Signing
	Tactile Graphics	Not applicable	AT form with tactile graphics materials	Not applicable	Refer to Braille
	Visual Descriptions	Not applicable	Visual Descriptions	Not applicable	Refer to Large Print

*The paper-based form of the CMAS assessments is available to any student. If a school/district is using computer-based assessments for their general student population, the paper-based form is available as an accommodation. Conversely, the computer-based form of the CMAS assessments is available to any student. If a school/district is using paper-based assessments for their general student population, the computer-based form is available as an accommodation.

Contact CDE Assessment regarding ELA/CSLA. **Reminder: Any modification of the assessment is a misadministration and will result in an invalid score.

Alternate Format (CBT or PBT)	
CBT	The computer-based form of the assessment is available to any student; however, if a school/district is using paper-based assessments for their general student population, the computer-based form is available as an accommodation for students with disabilities and/or MLs as identified on their IEP/504 or ML plan. **Special CBT Form Assignment Required:** • Field = Test Format o Expected Value = O = Online
PBT	The paper-based form of the assessment is available to any student; however, if a school/district is using computer-based assessments for their general student population, a paper-based form is available as an accommodation for students with disabilities and/or MLs (identified on their IEP/504 or ML plan) such as students who: • Have a neurological disorder, a condition that causes seizures, or another health condition that

	prevents the student from accessing the computer;
	• Need Auditory Presentation support beyond text-to-speech and thus require an auditory presentation script for PBT; or
	• Have an IEP or 504 plan that requires assistive technology that is not compatible with CBT administration.
	Special PBT Form Assignment Required:
	• Field = Test Format
	o Expected Value = P = Paper
	If *PBT* is indicated for an individual student in PAnext before January 26, 2024, the test book is received in the district's initial shipment. If *PBT* is not indicated in PAnext before January 26, an additional order is required.
	If an additional order is required due to a missed deadline:
	• Indicate information under "Special PBT Form Assignment Required" on PNP for student's test
	• Place Additional Order through PAnext for correct grade level and content area:
	o Test Book/Kit

Assistive Technology

Students who use assistive technology to access instruction in the classroom on a day-to-day basis, for assessments, and have appropriate documentation on their formal IEP or 504 plans may use the technology for state assessments.

Assistive technology includes but is not limited to computers and adaptive computer input/output devices. Hearing aids, FM systems, or glasses are not considered assistive technology for the purposes of state assessments.

CBT	Some students may require software that is not compatible with TestNav. These students may use a second device to provide access to that software. The second device may not have Internet access.
	The Assistive Technology (AT) Form is only available for ELA and math, not science. The AT form is intended to interact with specific types of AT software, such as screen readers or adaptive keyboards. The AT form reads the code embedded within the item. Not all constructed response editing tools are available for student use because of AT software interactions. Ensure any student assigned the AT form uses software specifically intended for computer access. Do not assign the AT form to students utilizing programs that require a second device (e.g., speech-to-text, word prediction) or who use other types of assistive technology like FM devices or hearing aids. Ensure Bluetooth and internet connectivity on secondary devices are disabled during testing.
	Note: Contact CDE Assessment for use of a screen reader on ELA. Use of a screen reader on ELA modifies the assessment. Any modification of the assessment is a misadministration and will result in an invalid score.
	For assistive technology that is compatible with TestNav, special form assignment is required.
	Special CBT Form Assignment Required for Math and ELA:
	• Field = Test Format
	o Expected Value = O = Online
	• Field = Assistive Technology
	o Expected Value = Y = Yes
PBT	No additional information.

Auditory Presentation Math and Science

The following information applies to math and science. Auditory presentation is available to a student who is unable to decode printed or tactile code and receives auditory presentation of text during instruction and classroom assessment.

CBT	Refer to *6.1.2 Accessibility Features – Auditory Presentation: Text-to-Speech (TTS) for Math and Science*.
PBT	Refer to *6.1.2 Accessibility Features – Auditory Presentation: PBT Script for Math and Science*.

	Braille
	Available only to students with an IEP or 504 plan with a documented diagnosis of blindness/visual impairment. Determine appropriateness for use of this accommodation with a teacher certified in the area of visual impairments. Only a teacher of the visually impaired (TVI) proficient in reading the braille code used by the student may administer this assessment. This accommodation is typically administered in an individual assessment environment. **Note:** While it is anticipated that most students are able to complete testing session within the standard testing time, due to the nature of the test administration and the need to for the student to respond in the manner the student uses instructionally, the testing session may take additional time.

CBT	**Math and ELA ONLY:** A student who is blind or has a visual impairment takes the assessment using their preferred assistive technology device/screen reader software (e.g., refreshable braille display, JAWS 2023), pending a trial using the math and/or ELA AT practice forms (securely delivered through the PAnext Training Site) with the student's assistive technology device/software.
	
	This online accommodated form reads information on the screen using screen reader software for ELA and math only. If the student is not using headphones, the student must test in a separate one-on-one setting.
	
	Notes:
	• Contact CDE Assessment for use of a screen reader on ELA. Use of a screen reader on ELA is a modification to the assessment. Any modification of the assessment is a misadministration and will result in an invalid score.
	• A student who uses screen reader may also need tactile graphics. Refer to the *Tactile Graphics* information later in this section.
	• CBT science is not compatible with screen reader software. It is recommended the Test Administrator/TVI order the Braille kit (see PBT information below).
	
	Special CBT Form Assignment Required for Math and ELA:
	• Field = Test Format
	    ○ Expected Value = O = Online
	• Field = Assistive Technology
	    ○ Expected Value = Y = Yes

PBT	The braille test books include content presented in the identified braille code (UEB or UEB Math/Science) and embedded tactile graphics. As needed, visual descriptions are also embedded in the braille test books if a visual description is more accessible than a tactile graphic (as determined by a committee of braille readers). The Teacher Notes received in the braille test kits indicate differences between the braille test book and the standard print test book included for transcription (including added visual descriptions).
	
	The following contents may be included in braille kits (varies by grade level and content area):
	• Student
	    ○ UEB or UEB Math/Science Braille Test Books
	    ○ Math only:
	        ▪ Braille Protractor (grades 4-7 only; rulers are embedded in the braille test books for all grades)
	        ▪ UEB or UEB Math/Science Braille Math Reference Sheets (grades 5-8 only)
	    ○ Science only:
	        ▪ UEB or UEB Math/Science Braille Periodic Table (grade 11 only)
	• Teacher
	    ○ Teacher Notes for Braille
	    ○ Auditory Presentation Script for Braille (for use as documented on student IEP/504 plans)
	    ○ Transcription Instructions
	    ○ Standard Print Test Book for Transcription

Test Administrators/TVIs may have access to the *Teacher Notes* (included in the braille kit) 24 hours prior to the administration of the assessment to ensure all needed materials are procured. Early access to other assessment materials is not allowed other than to verify the correct grade and content area materials were received by reviewing the test book cover only.

Test Administrators will transcribe student work demonstrated using tactile tools, such as an abacus or alternate graphing, into the standard print test book included in the braille kit. Test Administrators may assist in placement of a straight edge, or other tools needed, as requested by the student.

The student may record their answers directly on the adapted format book, on blank braille paper, or use a brailler or braille note-taker. The student's responses must be **transcribed** by a TVI into the standard print test book (included in the braille kit) to be submitted for scoring. Student work and/or answers not transcribed will not be scored. See *6.1.6 Transcription Instructions*.

Special PBT Form Assignment Required:
- Field = Test Format
    - Expected Value = P = Paper
- Field = Visual Accommodations
    - Expected Value = 01 = UEB (with Nemeth for Math and Science)
    - Expected Value = 02 = UEB Math/Science

If the braille form is indicated in PAnext before January 26, 2024, it is received in the district's initial shipment. If the braille form is not indicated in PAnext before January 26, an additional order is required.

If an additional order is required due to a missed deadline:
- Indicate information under "Special PBT Form Assignment Required" on PNP for student's test
- Place Additional Order through PAnext for correct grade level, content area, and braille code:
    - Braille Kit

Large Print (18-point font)

CBT	Refer to *6.1.2 Accessibility Features – Zoom* Students can enlarge the on-screen text and images using "ctrl +" on the keyboard for PCs and Chromebooks, and "command +" on the keyboard for Macs. Students can return to standard size by using "ctrl –" keys for PCs and Chromebooks, and "command –" on Macs. Additionally, the zoom tool is available through the TestNav User Menu. On touch screen devices, students can enlarge and reduce using pinch-to-zoom. Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors allow for increased text and image size with less scrolling. Students should have the opportunity to practice with zoom functionality on app-based CPRs prior to testing.

PBT	Large print paper-based forms are available for students as documented in their IEP or 504 plans.
	
	The large print test is packaged as a kit. The enlarged print test books are printed in full color on ivory paper. Test questions are printed in 18-point font; graphics are enlarged. The large print test books are spiral-bound, and the dimensions of the books are 14 inches by 18 inches.
	
	The following contents may be included in the large print kits (varies by grade level, content area, and need):
	- Student
	    - Large Print Test Book
	    - Visual Descriptions Document – As needed, separate visual descriptions are automatically

included in the large print test kits. These picture descriptions describe select images or graphics in the student's test book.
- o Math only
    - ▪ Protractor (grades 4-7 only)
    - ▪ Ruler
    - ▪ Large Print Math Reference Sheets (grades 5-8 only)
- o Science only
    - ▪ Large Print Periodic Table (grade 11 only)
    - ▪ Magnifier Sheet – Included to increase font size as not all text on the science materials meets the 18-point font minimum.
- • Teacher
    - o Transcription Instructions
    - o Standard Print Test Book for Transcription

Test Administrators must transcribe student answers into the standard print test book provided in the large print kit which is returned to the vendor for scoring. Student work and/or answers that are not transcribed are not scored. See *6.1.6 Transcription Instructions*.

Note: Students should be familiar with the use of large print and large paper-based test books as part of their regular instruction and classroom testing environment.

Special PBT Form Assignment Required:
- • Field = Test Format
    - o Expected Value = P = Paper
- • Field = Visual Accommodations
    - o Expected Value = 06 = Large Print

If large print is indicated in PAnext before January 26, 2024, the kit is received in the district's initial shipment. If the large print is not indicated in PAnext before January 26, an additional order is required.

If an additional order is required due to a missed deadline:
- • Indicate information under "Special PBT Form Assignment Required" on PNP for student's test
- • Place Additional Order through PAnext for correct grade level, content area, and language:
    - o Large Print Kit

Low-Vision Devices	
CBT	Refer to *6.1.2 Accessibility Features – Zoom* Students can enlarge the on-screen text and images using "ctrl +" on the keyboard for PCs and Chromebooks, and "command +" on the keyboard for Macs. Students can return to standard size by using "ctrl –" keys for PCs and Chromebooks, and "command –" on Macs. Additionally, the zoom tool is available through the TestNav User Menu. On touch screen devices, students can enlarge and reduce using pinch-to-zoom. Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors allow for increased text and image size with less scrolling. Students should have the opportunity to practice with the zoom functionalities on the CPRs prior to testing.
PBT	Students use their low vision device with a standard print or large print paper-based form. Student answers in test book. Transcription is only required if the student uses a large print test book. **Note**: Students should be familiar with the use of the low vision device on paper-based test books as part of their regular instruction and classroom testing environment

Signed Presentation for Math and Science – Sign System/Language

The following information applies to math and science assessments. Signed presentation for math and science is available to a student who is unable to decode printed or tactile code and receives signed presentation of text during instruction and classroom assessment. Signed presentation is available to students with an IEP or 504 plan only, with a documented diagnosis of hearing impairment and whose primary mode of communication is a sign system/language.

A trained Test Administrator may sign the entire test to a student who is unable to decode text. Administration on a 1:1 basis is recommended (i.e., one Test Administrator to one student). A student should have the option of asking a signer to slow down or repeat text. Test Administrators must follow the physical script and may not read from a test book or device screen. Auditory/signer scripts are secure; return scripts to the vendor after testing.

Interpreters interpret the *Auditory/Signer Script for Translation* in the sign language/system typically used with the student (ASL, PSE, or SEE) during instruction. The *Auditory/Signer Script for Translation* and any notes made to facilitate sign language system/interpretation are secure testing materials.

Interpreters may have supervised access to the script four working days prior to administration to ensure they are familiar with the content terminology and with the appropriate practices associated with this accommodation. Interpreters must use interpretation techniques and tools that do not compromise the security of the assessments or provide an unfair advantage over any other student. Instructions for early access are found in *3.3.1 Training Plan* under *Accessibility Features and Accommodations Training*.

Interpreters must make sure signs used do not provide information that would cue the student to the correct answer. Interpreters must not clarify, elaborate, or provide assistance with the meaning of words.

Notes:
- Contact CDE Assessment regarding ELA/CSLA. Any modification of the assessment is a misadministration and will result in an invalid score.
- While it is anticipated that most students are able to complete testing session within the standard testing time even with this accommodation, due to the nature of auditory and signed presentation and the need to repeat questions and answers as requested, an auditory/signer script testing session may take additional time.
- PBT and CBT auditory/signer scripts are not interchangeable. The PBT auditory/signer script does not match a computer-based test and the CBT auditory/signer script does not match a paper-based test.
- Students should be familiar with the use of signed presentation part of their regular instruction and classroom testing environment

CBT	An acceptable practice for this accommodation is for the interpreter to sit next to the computer facing the student to allow for the interpreter to point to content words not translated as indicated in the script. This allows the student to maintain contact with the interpreter and the print simultaneously.
	
	Special CBT Form Assignment Required:
	• Field = Test Format
	   ○ Expected Value = O = Online
	• Field = Auditory/Signed Presentation: Script (Reader/Signer)
	   ○ Expected Value = 01 = Signer/Lang Other than Eng/Spa
	
	Special Session Assignment Required:
	• Proctor Reads Aloud = box checked
	• Form Group Type = Auditory/Signed Presentation
	
	If the appropriate information is indicated in PAnext before January 26, 2024, the materials are received in the district's initial shipment. If the appropriate information is not indicated in PAnext before January 26, an additional order is required.

	If an additional order is required due to a missed deadline: • Indicate information under "Special CBT Form Assignment Required" on PNP for student's test • Place Additional Order through PAnext for correct grade level and content area: ○ CBT Auditory/Signer Script for Translation

PBT	**Special PBT Form Assignment Required:**
	• Field = Test Format
	    ○ Expected Value = P = Paper
	• Field = Auditory/Signed Presentation: Script (Reader/Signer)
	    ○ Expected Value = 01 = Signer/Lang Other than Eng/Spa
	
	If the appropriate information is indicated in PAnext before January 26, 2024, the materials are received in the district's initial shipment. If the appropriate information is not indicated in PAnext before January 26, an additional order is required.
	
	If an additional order is required due to a missed deadline:
	• Indicate information under "Special PBT Form Assignment Required" on PNP for student's test
	• Place Additional Order through PAnext for correct grade level and content area:
	    ○ Test Book/Kit
	    ○ PBT Auditory/Signer Script for Translation

Tactile Graphics	

CBT	Tactile graphics are images that use raised surfaces so a student with a visual impairment can feel them. They convey non-textual information.
	
	Special CBT Assignment Required:
	• Field = Test Format
	    ○ Expected Value = O = Online
	• Field = Assistive Technology (ELA and math only)
	    ○ Expected Value = Y = Yes
	• Field = Visual Accommodations
	    ○ Expected Value = 04 = Tactile Graphics (UEB w/ Nemeth)*
	    ○ Expected Value = 05 = Tactile Graphics (UEB Math/Science)*
	
	If Tactile Graphics is indicated in PAnext before January 26, 2024, the appropriate materials are received in the district's initial shipment *only if there are items on the assessment that require use of tactile graphics*. If Tactile Graphics is not indicated in PAnext before January 26, the DAC may need to place an additional order for the appropriate materials depending on the necessity of tactile graphics for that grade level and content area. CDE will communicate additional information to DACs regarding materials.
	
	If an additional order is required due to a missed deadline:
	• Indicate information under "Special CBT Assignment Required" on PNP for student's test
	• Place Additional Order through PAnext for correct grade level, content area, and braille code:
	    ○ Tactile Graphics
	
	*Available for Math only

PBT	Refer to *6.1.3 Accommodations – Presentation Accommodations – Braille*.

Visual Descriptions	

CBT	Visual descriptions describe select images or graphics in the student's test. Descriptions are only available for tests and items that were identified as needing visual description by an accessibility committee.
	
	Special CBT Assignment Required:
	• Field = Test Format
	    o Expected Value = O = Online
	• Field = Assistive Technology (ELA and math only)
	    o Expected Value = Y = Yes
	• Field = Visual Accommodations
	    o Expected Value = 03 = Visual Descriptions
	
	If Visual Descriptions is indicated in PAnext before January 26, 2024, the appropriate materials are received in the district's initial shipment *only if there are items on the assessment that require use of visual descriptions*. If Visual Descriptions is not indicated in PAnext before January 26, the DAC may need to place an additional order for the appropriate materials depending on the necessity of visual descriptions for that grade level and content area. CDE will communicate additional information to DACs regarding materials.
	
	If an additional order is required due to a missed deadline:
	• Indicate information under "Special CBT Assignment Required" on PNP for student's test
	• Place Additional Order through PAnext for correct grade level and content area:
	    o Visual Descriptions

PBT	Refer to *6.1.3 Accommodations – Presentation Accommodations – Large Print*.

Response Accommodations

Response accommodations are changes to the way the student responds to the assessment. These must be documented in an IEP or 504 plan. These accommodations do not change the construct of the assessment. Response accommodations are available for both computer-based and paper-based assessments. **Note**: To assign a response accommodation, the "Accommodation Type" field in the student's PearsonAccess[next] registration must be set to "IEP504" or "Both" (indicating the student has both an IEP/504 and ML plan).

Table 3: Computer-based and Paper-based Response Accommodations

Accommodation		Computer-based	Paper-based
Response	Assistive Technology	IEP or 504	IEP or 504
	Brailler/Braille Note-taker	Not Applicable	IEP with Visual Impairment Only
	Scribe for Math and Science	IEP or 504	IEP or 504
	Speech-to-Text	IEP or 504	IEP or 504
	Talking Calculator/Abacus/Tactile Math Manipulatives	IEP with Visual Impairment Only	IEP with Visual Impairment Only
	Word Prediction	IEP or 504	IEP or 504

Assistive Technology (AT)

The assistive technology accommodation is available to students, as documented on their IEP or 504 plans, who use AT to respond in the classroom on a day-to-day basis and for assessments. These students must use technology in lieu of a scribe for state assessments. AT includes but is not limited to computers, keyboards, communication devices (i.e., AAC devices, switch), and adaptive computer input/output devices.

Additional considerations for test security apply when students use AT, including speech-to-text and word prediction.
- Students must not retrieve or access work from another student.
- Students must not access additional programs/applications, devices, or the Internet while testing.
- Student must not access any previously saved data while in the testing environment.
- AT devices storing student answers are secure test materials. Students may not have access to AT devices until all secure materials are removed from the device. Secure devices that contain secure materials with other secure testing materials.

Verbatim transcription must occur in the presence of a second trained staff member who verifies the transcription. Student work and/or answers are not scored if they are not transcribed. See *6.1.6 Transcription Instructions*. For students who use AT and/or augmentative communication devices that:
- **Do not** produce a printed product, perform transcription of responses directly from the device.
- **Do** produce a printed product, print student work and transcribe responses into TestNav or the student's test book prior to the student beginning the next test unit.

Only authorized personnel may have access to the test, test materials and student answers. Schools must have procedures in place for secure retrieval of printed materials. Remove all student responses from the AT device immediately following the transcription or printing for transcription purposes. It is the DAC's responsibility to ensure this is done in a secure manner. The DAC may adapt the *Secure Data Removal* form, found in *Appendix G*, to verify completion of this activity. Make documentation available upon request by CDE.

Printed pages containing the student's answers are secure materials. Return printed pages to the SAC along with any used scratch paper from the test unit.

Notes:
- Ensure all Bluetooth and internet connectivity of secondary devices are disabled during testing.
- Extra time is not provided for "lost" work.

CBT	Some students may require software that is not compatible with TestNav. These students may have a second device in the testing environment to provide access to that software. The second device may not have Internet access or Bluetooth connectivity. For AT that is compatible with TestNav, special form assignment is required. **Special CBT Form Assignment Required for Math and ELA:** • Field = Test Format ○ Expected Value = O = Online • Field = Assistive Technology ○ Expected Value = Y = Yes* *The AT form and TTS form are not compatible. If the TTS form is assigned for presentation, and assistive technology is needed for response, the student should access AT on a second device (documented in PNP through only "Response Accommodation" fields, not the "Assistive Technology" field). Local transcription is required (refer to *6.1.6 Transcription Instructions*).
PBT	No additional information.

Brailler/Braille Note-Taker

The brailler/braille note-taker accommodation is available only to students with an IEP or 504 plan with a documented diagnosis of blindness/visual impairment. Determine appropriateness for use of this accommodation with a teacher certified in the area of visual impairments (TVI). Only a TVI proficient in reading the braille code used by the student can provide this accommodation.

Administration must take place in an individual testing environment with adequate space for all materials, including the braille test book and brailler/braille note-taker.

Only authorized personnel may have access to the test, test materials, and student answers. Any pages (braille paper, brailler produced, or printed from a braille note-taker) containing the student's answers are secure materials and must be returned to the SAC along with any used scratch paper from the test unit.

PNP Indicators: Not applicable

CBT	Not applicable.
PBT	The student may record their answers directly on the adapted format book, on blank braille paper, or use a brailler or braille note-taker. The TVI completes **verbatim transcription** of the student's responses into the standard print test book (included in the braille kit) in the presence of a second school adult (refer to *6.1.6 Transcription Instructions*). Student work and/or answers that are not transcribed are not scored.

Scribe for Math and Science

The following information applies to math and science assessments. For ELA, including CSLA, refer to *6.1.4 Unique Accommodations* as the scribe accommodation requires an approved UAR for ELA/CSLA.

The scribe accommodation is available for students as documented in their IEP or 504 plans. In making decisions on whether to provide this accommodation, teams are instructed to consider whether the student has either:
• A physical disability that severely limits or prevents the student's motor process of writing through keyboarding or paper/pencil; **or**
• A disability that severely limits or prevents the student from expressing their thoughts in writing, even after varied and repeated attempts to teach the student to do so.

Before listing the accommodation in the student's IEP or 504 plan, teams should also consider whether the student meets all the following requirements:
• The student receives ongoing, intensive instruction, and/or research-based interventions to learn written expression, as deemed appropriate by the IEP, 504 plan team; **and**

- The student has access to written expression during routine instruction through the use of a scribe, except when the student is receiving direct writing instruction; **and**
- The student's inability to express in written form is documented in an IEP or 504 plan.

Students who use assistive technology to respond in the classroom on a day-to-day basis, for assessments, and who have appropriate documentation on their IEP or 504 plans must use technology in lieu of a scribe for state tests.

The student must be assessed in a separate, one-on-one testing environment.

The scribe must record student responses verbatim into the answer field on the test. The scribe may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate words, as needed. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary. For math, the scribe may not set up problems for the student; the student must indicate all steps and work for any given item. The scribe may take notes on scratch paper as dictated by the student. All scratch paper and notes will be turned into the SAC.

The scribe must allow the student to review the scribed response to make edits. If requested by the student, the scribe may read the scribed response back to the student. Re-read the response in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. Changes are only allowed during the testing session.

The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.

The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No."

Given the interaction with test materials and involvement in recording responses, it is recommended that two adults are present in the testing environment. Scribes must read and write proficiently in the student's spoken or communicative language (English, Spanish, or AAC device).

PNP Indicators:
- Field = Response Accommodation
  - Expected Value = 02 = Scribe

CBT	The Scribe for Math and Science accommodation **is not** appropriate based solely on: • A student's preference to speak rather than write/type. • A student's poor attention span. • A student's behavioral response to writing. Scribes must keyboard proficiently. The student tells the scribe exactly what to type directly into the student's test, and, if needed, indicates answers to select on selected response items.
PBT	The Scribe for Math and Science accommodation **is not** appropriate based solely on: • A student's poor handwriting. • A student's preference to speak rather than write/type. • A student's poor attention span. • A student's behavioral response to writing. Scribes must write legibly. The student tells the scribe exactly what to write in the test book, and, if needed, indicates answers to select on selected response items.

Speech-to-Text (STT)

The speech-to-text (STT) accommodation is available to students with a documented need identified on their IEP or 504 plans. Because this accommodation requires the student to provide answers orally, this accommodation must be provided in an individual 1:1 testing environment. District use of speech-to-text software on CMAS must be approved by CDE before testing. The *Speech-to-Text and Word Prediction Security Agreement Supplement* is found at http://www.cde.state.co.us/assessment/training-accommodations.

Additional considerations for test security must be applied when students use STT software.
- Students must not retrieve or access work from another student.
- Students must not be able to access additional programs/applications or the Internet while testing.
- Students must not be able to access any previously saved data while in the testing environment.

Second devices used for STT with student answers on them are secure test materials and must be secured as such. For students using second devices that:
- **Do not** produce a printed product, perform transcription of responses directly from the device.
- **Do** produce a printed product, print student work and transcribe responses into TestNav or the student's test book prior to the student beginning the next test unit.

Verbatim transcription should occur in the presence of a second school adult and follow the transcription guidelines (refer to *6.1.6 Transcription Instructions*). Student work and/or answers that are not transcribed are not scored.

Note: Extra time may not be given for "lost" work.

STT programs that have a kiosk/guided access mode that lock out all other applications/programs while testing should be used. STT programs that can still access the internet while in kiosk/guided access mode are not approved for use by individual students during testing. The text-to-speech and/or auditory component of the STT software must be disabled for use on the ELA assessment. Contact the DAC for the list of district-approved STT programs that ensure student privacy and restrict internet access while in kiosk/guided access mode. The DAC should contact CDE for guidance on how to set up testing for these students.

Only authorized personnel may have access to the test, test materials, and student answers. Schools must have procedures in place for secure retrieval of printed materials. Remove all student responses from the assistive technology device immediately following the transcription or printing for transcription purposes. Students may not have access to assistive technology devices that contain secure materials until all secure materials are removed from those devices. Secure devices that contain secure materials with other secure testing materials. It is the DAC's responsibility to ensure this is done in a secure manner. It is the DAC's responsibility to ensure that the *Speech-to-Text and Word Prediction Security Agreement Supplement,* District Use of Speech-to-Text and Word Prediction forms, and District level Privacy Policies are submitted to and approved by CDE. The DAC may adapt the *Secure Data Removal* form (*Appendix G*) to verify that this was completed. Make documentation available upon request by CDE.

Printed pages containing the student's answers are secure materials. Return printed pages to the SAC along with any used scratch paper from the test unit.

PNP Indicators:
- Field = Response Accommodation
  - Expected Value = 01 = Speech-to-Text

CBT	Since the student is speaking, individual, 1:1 administration is required. STT software is not compatible with TestNav 8. Students use a second device in the testing environment to provide access to STT software. The second device may **not** have Internet access. The STT accommodation **is not** appropriate based solely on: • A student's preference to speak rather than write/type.

	• A student's poor attention span.
	• A student's behavioral response to writing.
	Note: Students should be familiar with the use of STT as part of their regular instruction and classroom testing environment
PBT	Since the student is speaking, individual, 1:1 administration is required. Students using STT with the paper-based assessment use a separate device in the testing environment to provide access to STT software. This device may **not** have Internet access.
	The STT accommodation **is not** appropriate based solely on:
	• A student's poor handwriting.
	• A student's preference to speak rather than write/type.
	• A student's poor attention span.
	• A student's behavioral response to writing.
	Note: Students should be familiar with the use of STT as part of their regular instruction and classroom testing environment

Talking Calculator/Abacus/Tactile Math Manipulatives

The talking calculator/abacus/tactile math manipulatives accommodation is available only to students with an IEP or 504 plan with a documented diagnosis of blindness/visual impairment. Assess students who use a talking calculator in a separate testing environment. The student uses the calculator or abacus used during daily instruction on all units of the science assessment and the calculator sections/units of the math assessment.

PNP Indicators: Not applicable

CBT	Talking calculator or abacus is used in place of the embedded calculator in TestNav.
PBT	The student's work on the abacus (or brailler) is recorded in the test book by the Test Administrator for constructed response items.
	All extra/adaptive papers used by the student during the assessment are secure materials. Return extra/adaptive papers to the SAC for secure destruction.

Word Prediction

The word prediction accommodation is available to students as documented on their IEP or 504 plans. Students may use commercially published word prediction software on assistive technology and/or second devices. All constraints indicated with assistive technology apply. The software must work independent of the Internet. Word prediction software is used to answer constructed response items. District use of word prediction software on CMAS must be approved by CDE before testing. The *Speech-to-Text and Word Prediction Security Agreement Supplement* is found at http://www.cde.state.co.us/assessment/training-accommodations.

Additional considerations for test security must be applied when students use word prediction software.
- Students must not retrieve or access work from another student.
- Students must not be able to access additional programs/applications or the Internet while testing.
- Students must not be able to access any previously saved data while in the testing environment.

Students must manipulate the software program and their work independently. Test Administrators may not assist students or provide instructions for use of the program during testing.

Second devices used for STT with student answers on them are secure test materials and must be secured as such. For students using second devices that:
- **Do not** produce a printed product, perform transcription of responses directly from the device.

- **Do** produce a printed product, print student work and transcribe responses into TestNav or the student's test book prior to the student beginning the next test unit.

Verbatim transcription should occur in the presence of a second school adult and follow the transcription guidelines (refer to *6.16 Transcription Instructions*). Student work and/or answers that are not transcribed are not scored.

Note: Extra time may not be given for "lost" work.

Word prediction programs that have a kiosk/guided access mode that lock out all other applications/programs while testing should be used. Word prediction programs that can still access the internet while in kiosk/guided access mode are not approved for use by individual students during testing. The text-to-speech and/or auditory component of the word prediction software must be disabled for use on the ELA assessment. If students are using an auditory component to the word prediction software on the math and science assessment, they must use headphones that prevent other students from hearing the sounds, or test in a separate, one-on-one environment. Contact the DAC for the list of district-approved word prediction programs that ensure student privacy and restrict internet access while in kiosk/guided access mode. The DAC should contact CDE for guidance on how to set up testing for these students.

Only authorized personnel may have access to the test, test materials and student answers. Schools must have procedures in place for secure retrieval of printed materials. Remove all student responses from the assistive technology device immediately following transcription or printing for transcription purposes. It is the DAC's responsibility to ensure this is done in a secure manner. It is the DAC's responsibility to ensure that the *Speech-to-Text and Word Prediction Security Agreement Supplement,* District Use of Speech-to-Text and Word Prediction forms, and District level Privacy Policies are submitted to and approved by CDE. The DAC may adapt the *Secure Data Removal* form (*Appendix G*) to verify this was completed. Make documentation available upon request by CDE.

Printed pages containing the student's answers are secure materials. Return printed pages to the SAC along with used scratch paper. Students may not have access to assistive technology devices that contain secure materials until they are removed from the device. Secure devices that contain secure materials with other secure testing materials.

PNP Indicators:
- Field = Word Prediction
  - Expected Value = Y = Yes

CBT	Word prediction software is not compatible with TestNav. Students will use a second device in the testing environment to provide access to word prediction software. The second device may **not** have Internet access. Students may use word prediction software as a tool to inform the responses they input directly into the test engine itself. In such cases, the student completes the assessment independently. If the student is generating their entire response on a second device with the word prediction software, print student work and the Test Administrator transcribes the responses into TestNav before the student begins the next test unit. **Note:** Students should be familiar with the use of word prediction as part of their regular instruction and classroom testing environment
PBT	Students using word prediction with the paper-based assessment will use a separate device in the testing environment to provide access to word prediction software. This device may **not** have Internet access. **Note:** Students should be familiar with the use of word prediction as part of their regular instruction and classroom testing environment

Timing Accommodations

Adjustments to the unit testing time may be made for students with a documented need for the accommodation in their IEP or 504 plans. **Note**: To assign a timing accommodation, the "Accommodation Type" field in the student's PearsonAccess^next registration must be set to "IEP504" or "Both" (indicating the student has both an IEP/504 and ML plan).

Table 4: Computer-based and Paper-based Timing Accommodations

	Accommodation	Computer-based	Paper-based
Timing	Time and a Half	Math/ELA/Science	Math/ELA/CSLA/Science
	Double Time	Math/ELA/Science	Math/ELA/CSLA/Science
	Stop-the-Clock Breaks	Math/ELA/Science	Math/ELA/CSLA/Science

Time and a Half

The time and a half accommodation is available to students as documented on their IEP or 504 plan. Scheduling of time and a half extended time sessions should follow the same testing order and be as similar to the general test schedule as possible. Students must be assessed in individual or group testing environments with students with similar extended time needs.

Students with extended time accommodations must be given a unit in a continuous block of time and may not be brought back to work on or complete that unit at a later time (each unit must be completed within the school day in which it was started). Any breaks while the student is testing a unit must be supervised and students may not have access to any materials restricted during testing. Breaks do not stop testing time and may not be extended breaks (i.e., 15 minutes or more). While on break, students may not interact with other students.

Districts may choose to implement policies that allow students to exit the physical testing environment after they completed the assessments. However, it is critical that students leaving the environment are not disruptive to students who are still testing. Students should not feel compelled to complete the test quickly due to peer pressure, or due to being the last student working on the assessment. It is recommended that students with similar skills and abilities be assessed together.

If the standard unit testing time for that session has passed <u>and</u> all students have completed testing (for PBT all test materials must first be turned in), the testing unit may end.

PNP Indicators:
- Field = Extended Time
  - Expected Value = IEP504 or Both

Double Time

The double time accommodation is available to students as documented on their IEP or 504 plan. Scheduling of extended time sessions should follow the same testing order and be as similar to the general test schedule as possible. Students must be assessed in individual or group testing environments with students with similar extended time needs.

Students with extended time accommodations must be given a unit in a continuous block of time and may not be brought back to work on or complete that unit at a later time (each unit must be completed within the school day in which it was started). Any breaks while the student is testing a unit must be supervised and students may not have access to any restricted materials during testing. Breaks do not stop testing time and may not be extended breaks (i.e., 15 minutes or more). While on break, students may not interact with other students.

Districts may choose to implement policies that allow students to exit the physical testing environment after they have completed the assessments. However, it is critical that students leaving the environment are not disruptive to students who are still testing. Students should not feel compelled to complete the test quickly due to peer pressure, or due to being the last student working on the assessment. It is recommended that students with similar skills and

abilities be assessed together.

If the standard unit testing time for that session has passed <u>and</u> all students have completed testing (for PBT all test materials must first be turned in), the testing unit may end.

PNP Indicators:
- Field = Extended Time
  - Expected Value = IEP504 or Both

Stop-the-Clock Breaks

Available to students as documented on their IEP or 504 plan. Students requiring stop-the-clock breaks typically experience extreme fatigue or have other medical needs that must be addressed while testing (e.g., check blood sugar, visit nurse).

Medical Notes:
- Students may leave the testing environment to take care of medical needs. Efforts must be made to minimize interaction with other students during this time.
- For unforeseeable medical concerns such as seizure activity, follow "ill during testing" procedures.
- For other medical concerns such as testing blood sugar levels, or visual fatigue (students with a documented vision impairment only), breaks are untimed and should not be counted towards "testing time".

Outside of stop-the-clock breaks, students must complete each unit within the unit testing time. Test Administrators must track start and end time of breaks to ensure that students are given the appropriate unit testing time.

Breaks are not overnight. Once a unit has begun, it must be completed during the same academic day. Students are to remain in the testing environment for breaks during each unit. The student may stand up, walk around, or engage in similar activities. The exception for students remaining in the testing environment would be for the restroom or if a student needs to access special equipment, such as sensory equipment for calming. In these cases, arrangements must be made for the student to be escorted to minimize interactions with other students on a different testing schedule.

Students must be assessed in individual or group testing environments with students with similar break needs. The secure standardized testing environment must be maintained, and the break activity must not be a distraction to other students. Students should not interact with one another. Students may not discuss any questions or their answers on the assessment during breaks.

Secure assessment material may not be removed from the test environment during breaks. Reading, accessing the internet, or making and/or receiving phone calls is not allowed during a break.

PNP Indicators: Not applicable

CBT	During breaks, cover or turn off student computer screens.
PBT	During breaks, cover or close student test materials.

Multilingual Learner (ML) Accommodations

Multilingual Learners with a language proficiency designation of NEP or LEP are eligible for ML accommodations. Accommodations for students learning English change the way the assessment is presented to a student, how the student responds to assessment questions, or timing of the assessment. Accommodations are based on documented needs as indicated in ML plans. MLs with a language proficiency designation of FEP, FELL, or PHLOTE are not eligible for ML accommodations on state assessments. ML accommodations do not change the construct of the assessment. ML accommodations are available for both computer-based and paper-based assessments. **Note**: To assign an ML accommodation, the "Accommodation Type" field in the student's PearsonAccess[next] registration must be set to "ML" or "Both" (indicating the student has both an IEP/504 and ML plan).

Additional Notes:
- ML plan designs vary by district and school. ML plans may be at the district, school, or student level.
- The requirement for participation in an English language development program for five years or less does not include pre-school or kindergarten.
- **Auditory Presentation – English** for math and science is available to all students as an accessibility feature through text-to-speech for computer-based testing and oral scripts for paper-based testing (refer to *6.1.2 Accessibility Features*).
- **Auditory Presentation – Spanish** for math and science is available as an accessibility feature to ML students using Spanish forms of the assessments. This accessibility feature is provided through text-to-speech for computer-based testing and auditory presentation scripts for paper-based testing (refer to *6.1.2 Accessibility Features*).
- **Large Print – Spanish** is an accommodation available to ML students using Spanish forms of the assessments who also have disabilities as documented on an IEP or 504 plan (refer to *6.1.3 Accommodations – Presentation Accommodations*).
- **Scribe – Spanish** for math and science is an accommodation available to ML students using Spanish forms of the assessments who also have disabilities as documented on an IEP or 504 plan (refer to *6.1.3 Accommodations – Response Accommodations*). Scribe for CSLA constructed response is available for some ML students who also have a disability as documented on an IEP or 504 plan and requires a CDE-approved UAR (refer to *6.1.4 Unique Accommodations*).
- **Speech-to-text – Spanish** is an accommodation available to some students using Spanish forms of the assessment who also have disabilities as documented on an IEP or 504 plan (refer to *6.1.3 Accommodations – Response Accommodations*).

Table 5: ML Accommodations

	ML Accommodation	Content Area(s)	Notes
Presentation	Auditory Presentation – Translated	Math Science	• Auditory presentation scripts are translated locally. Translation is only allowed for languages other than English or Spanish. • Materials: ○ CBT - Auditory Presentation: Oral Script for Translation CBT ○ PBT - Auditory Presentation: Oral Script for Translation PBT
	Spanish Form	CSLA in place of ELA Math Science	• CSLA is paper-based. • Math and science materials: ○ CBT – Spanish or Spanish with Text-to-Speech ○ PBT - Spanish Paper Test
	Translated General Administration (SAY) Directions	All	• Only the general administration (SAY) directions that appear in the TAM may be translated. • Spanish SAY directions – http://coassessments.com > Manuals • Languages other than English or Spanish - local translation required
	Word-to-Word Dictionary	All	• Provided locally - may not contain definitions
Response	Response in Language other than English or Spanish**	Math Science	• Student written response - requires local translation and transcription • Student spoken response (scribe) - must have IEP/504 and ML plan - requires local scribing, translation, and transcription
	Scribe - English	ELA* Math Science	• As English is not the native language, the scribe accommodation may be appropriate based on ML plan documentation. • For ELA, constructed response scribing requires a CDE-approved UAR based on IEP/504 (refer to *6.1.4 Unique Accommodations*).
	Speech-to-Text - English	ELA Math Science	• As English is not the native language, the speech-to-text accommodation may be appropriate based on ML plan documentation.
	Spanish Response	CSLA in place of ELA Math Science	• Student written response - CSLA form - Spanish response required • Student written response - English forms (excluding ELA) - do not translate and transcribe Spanish responses • Student spoken response (scribe) - must have IEP/504 and ML plan*
	Word Prediction	ELA Math Science	• Provided locally - Students use commercially published word prediction software on assistive technology devices to answer constructed response items. (May not connect to the Internet.)
Timing	Time and a Half	Math ELA or CSLA Science	• Spanish forms - must have IEP/504 • English forms - ML plan qualifies student for accommodation
	Stop the Clock Breaks	Math ELA or CLSA Science	• Spanish forms – must have an IEP/504 • English forms – ML plan qualifies student for accommodation

*For ELA/CSLA, assignment and delivery of this accommodation requires an approved UAR. See *6.1.4 Unique Accommodations* for information.

**Given the complexity of translating and transcribing student responses into the online form of the assessment, the paper-based form is recommended.

Auditory Presentation for Math and Science – Translated

The following information applies to math and science assessments. This accommodation is available to students with a primary or home language other than English or Spanish in an English language development program for five years or less. Students should have received content-based instruction (math or science) in their native language within nine months of CMAS testing.

The Test Administrator (TA) uses the locally translated script to read the entire test to a student who is unable to **decode** text. TAs should be provided on an individual, 1:1 basis so each student has the option to ask the reader to slow down or repeat text. TAs must read word-for-word from the oral script and may not read from the test book. TAs must be able to read and pronounce the student's native language correctly. Translators may have supervised access to the auditory presentation script four days prior to administration to ensure familiarity with content terminology and this accommodation's appropriate practices. Translators must use translation techniques and tools that do not compromise assessment security. Instructions for early access are found in *3.3.1 Training Plan*. The *Auditory/Signer Script for Translation* and translated scripts are secure and must be returned to the vendor after testing.

Note: While it is anticipated that most students requiring oral scripts will be able to complete the testing session within the standard testing time, due to the nature of auditory presentation and the need to repeat questions and answer options as requested, an oral script testing session may take additional time.

Special Form Assignment Required:
- Field = Test Format
  - Expected Value = O = Online *or* P = Paper
- Field = Auditory/Signed Presentation: Script (Reader/Signer)
  - Expected Value = 01 = Signer/Lang Other than Eng/Spa

If the appropriate information is indicated in PAnext before January 26, 2024, the appropriate materials are received with the district's automatic initial shipment. If the appropriate information is not indicated in PAnext before January 26, an additional order is required.

If an additional order is required due to a missed deadline:
- Indicate information under "Special Form Assignment Required" on PNP for student's test
- Place Additional Order through PAnext for correct grade level, content area, and testing mode:
  - Online
    - CBT Auditory/Signer Script for Translation
  - Paper
    - Test Book/Kit
    - PBT Auditory/Signer Script for Translation

CBT	**Special Session Assignment Required:**
	- Proctor Reads Aloud = box checked
	- Form Group Type = Auditory/Signed Presentation
PBT	No additional information.

Spanish Form

Math and science assessments are available in Spanish. The Colorado Spanish Language Arts (CSLA)* is a paper-based accommodated version of the ELA assessment available to qualifying students in grades 3 and 4 (eligible students must have received Spanish language arts instruction in the last nine months).

Districts must determine if the Spanish math, science, or CSLA form is the best choice for the student or if an English CMAS form with ML accommodations or translated CoAlt assessment will better help the student access assessment content. District assessment leadership should collaborate with ML staff to evaluate appropriateness and eligibility of students to take the Spanish version of an assessment.

Available to students in an English language development program for five years or less. Refer to the *Decision Making*

Flowchart posted at http://www.cde.state.co.us/assessment/cmas_spaassessflowchart.

*Because CSLA is an accommodation itself, other ML accommodations are not allowed. Students taking CSLA should not have an ELA registration in PAnext but must have a math assignment (ML accommodations are available for math).

Special Form Assignment Required:
- Field = Test Code
  - Expected Values
    - Math
      - MAT03 = Grade 3 Math
      - MAT04 = Grade 4 Math
      - MAT05 = Grade 5 Math
      - MAT06 = Grade 6 Math
      - MAT07 = Grade 7 Math
      - MAT08 = Grade 8 Math
    - CSLA (paper-based only)
      - SLA03 = Grade 3 CSLA
      - SLA04 = Grade 4 CSLA
    - Science
      - SC05S = Grade 5 Science
      - SC08S = Grade 8 Science
      - SC11S = Grade 11 Science

CBT	**Spanish Transadapted form:** Test content presented in Spanish.
	
	Special CBT Form Assignment Required:
	• Information indicated above AND
	• Field = Test Format
	    ○ Expected Value = O = Online
	AND <u>one</u> of the following forms:
	• Spanish form (no TTS)
	    ○ Field = Spanish Transadaptation of the Assessment
	        ▪ Expected Value = SPA = Spanish
	• Spanish form with TTS
	    ○ Field = Auditory Presentation: Text-to-Speech
	        ▪ Expected Value = 03 = Spanish TTS

PBT	Available paper-based Spanish forms:
	• Math and science – test content presented in Spanish.
	• ELA grades 3-4 – CSLA is available for eligible students.
	
	Special PBT Form Assignment Required:
	• Field = Test Format
	    ○ Expected Value = P = Paper
	• Field = Spanish Transadaptation of the Assessment
	    ○ Expected Value = SPA = Spanish
	
	If the appropriate information is indicated in PAnext before January 26, 2024, the appropriate materials are received in the district's initial shipment. If the appropriate information is not indicated in PAnext before January 26, an additional order is required.
	
	If and additional order is required due to a missed deadline:
	• Indicate information under "Special Form Assignment Required" on PNP for student's test
	• Place Additional Order through PAnext for correct grade level and content area:
	    ○ Test Book/Kit

Translated General Administration (SAY) Directions

The Test Administrator-read general administration directions that are read aloud to all students in a testing environment (SAY directions) may be translated into the student's native language. No passages or test questions may be clarified. This accommodation does not provide a translation of the test content into the student's native language (refer to *Auditory Presentation – Translated*).

Spanish SAY directions are available at http://coassessments.com > Manuals and Training > Manuals. Translations into languages other than English or Spanish must be completed locally.

PNP Indicators:
- Field = Administration Directions Read Aloud/Clarified in Student's Native Language
  - Expected Value = SPA = Spanish
  - Expected Value = HT = Human Translator

Word-to-Word Dictionary (also considered a response accommodation)

A word-to-word dictionary (English and the student's native language) is provided by the school. This must be a paper-based linguistic dictionary. The word-to-word dictionary may not contain definitions.

Test Administrators may not assist students with dictionary use.

PNP Indicators:
- Field = Word-to-Word Dictionary
  - Expected Value = Y = Yes

Response in Language other than English or Spanish (Requires Translation and Transcription) for Math and Science

The following information applies to math and science assessments. This accommodation is available to students with a home language other than English or Spanish. Students should be receiving content-based instruction in their native language in the nine months before CMAS testing.

Student written response – The translator/transcriber must be proficient in reading and writing in the student's native language and English. The translator should be familiar with the content area in both English and the student's native language. The translator must write legibly.

Student spoken response (scribe) – In addition to the aforementioned criteria, qualifying students must also have an IEP or 504 plan. This scribe accommodation must be administered individually in a separate testing environment. The scribe must be familiar with the tested content area and proficient in reading and writing in the student's native language and English. The scribe must write legibly.

This scribe accommodation **is not** appropriate based solely on:
- A student's poor handwriting.
- A student's preference to speak rather than write/type.
- A student's poor attention span.
- A student's behavioral response to writing.

Student responses are recorded in the student's language. In a one-on-one environment, the student tells the scribe exactly what to write on a separate piece of paper, and if needed, indicates answers to select on items.

For constructed response items:

The scribe must record student responses verbatim. The scribe may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate words or parts, as needed, and use proper mechanics and spelling. Scribes must be familiar with content vocabulary.

The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.

The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions. The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No."

Given the interaction with test materials and recording responses, it is recommended that two adults are in the test environment during translation and transcription. Pages containing the student's original or translated answers are secure materials and must be returned to the SAC along with used scratch paper provided during the test unit.

Refer to *6.1.6 Transcription Instructions*.

Responses in languages other than English on ELA and Spanish on CSLA cannot be translated.

PNP Indicators:
- Field = Non-English Response
  - Expected Value = 03 = Language other than English/Spanish – Written
  - Expected Value = 04 = Language other than English/Spanish – Oral (Scribe and Transcription)

CBT	Given the complexity of translating and transcribing student responses into the online form of the assessment, districts may want to consider providing students with the paper-based form. The recommended steps for administering this accommodation are: 1. The student (or scribe) writes responses to the constructed response questions on a separate piece of paper in the student's language, indicating each response by item number. The student completes the selected response and technology-enhanced items on the device. The Test Administrator collects the student's responses at the end of the unit. 2. The student exits the test unit following the directions in the Transcription Instructions. 3. Translate the student's responses into English on a separate piece of paper*, and 4. Transcribe the student's responses into the student's online test form. *If the person providing the translation is also the person who will complete the entry into the student's online form, steps 3 and 4 may be combined. The translator/transcriber translates the student's responses into English without embellishment.
PBT	The steps for administering this accommodation are: 1. The student (or scribe) writes responses to the constructed response questions on a separate piece of paper in the student's language, indicating each response by item number. This paper is kept with the student test book. The Test Administrator collects the student's responses at the end of the unit. 2. Translate and transcribe the student's responses into English in the student's test book after the student completes testing. The translator/transcriber translates the student's responses into English without embellishment directly into the student's test book.

Scribe – English Spoken for Math and Science

As English is not the native language, the scribe accommodation may be appropriate based on ML plan documentation.

Assess the student in a separate, one-on-one testing environment.

> The scribe must record student responses verbatim into the answer field on the test. The scribe may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate words, as needed, and use proper mechanics and spelling. Scribes must be familiar with content vocabulary. For math, the scribe may not set up problems for the student; the student must indicate all steps and work for any given item.

> The scribe must allow the student to review the scribed response to make edits. If requested by the student, the scribe may read the response back to the student. Read the response in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits; the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. Only changes made during testing are allowed.

> The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.

> The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No."

Given the interaction with test materials and involvement in recording responses, it is recommended that two adults are present. Scribes must be proficient in reading and writing in the student's spoken language (English or Spanish).

PNP Indicators:
- Field = Response Accommodation
  - Expected Value = 02 = Scribe

CBT	The Scribe for Math and Science accommodation **is not** appropriate based solely on: • A student's poor handwriting. • A student's preference to speak rather than write/type. • A student's poor attention span. • A student's behavioral response to writing. Scribes must be proficient in keyboarding. The student tells the scribe exactly what to type directly into the student's test on the computer, and, if needed, indicates answers to select on items.
PBT	The Scribe for Math and Science accommodation **is not** appropriate based solely on: • A student's poor handwriting. • A student's preference to speak rather than write/type. • A student's poor attention span. • A student's behavioral response to writing. Scribes must write legibly. The student tells the scribe exactly what to write in the test book, and, if needed, indicates answers to select on selected response items.

Speech-to-Text – English (Requires Transcription)

As English is not the native language, speech-to-text may be appropriate based on ML plan documentation.

Refer to *6.1.3 Accommodations – Response Accommodations – Speech-to-Text*.

PNP Indicators:
- Field = Response Accommodation
  - Expected Value = 01 = Speech-to-Text

Spanish Response

The Spanish response accommodation is available to students whose primary language is Spanish. Students should have received content-based instruction in Spanish in the nine months before CMAS testing.

While Spanish responses on English forms are scored by scorers proficient in English and Spanish, the Spanish Transadapted form should be assigned to students who will respond in Spanish. Do not translate Spanish responses.

Spanish responses on ELA are not scored. In grades 3-4, students must respond in Spanish on CSLA.

PNP Indicators:
- Field = Non-English Response
    - Expected Value = 01 = Spanish – Written
    - Expected Value = 02 = Spanish – Oral (Scribe)*

*If test is in Spanish, Accommodation Type field must be Both. For CSLA, a CDE-approved UAR is required.

Word Prediction

The word prediction accommodation is available to students as documented on their ML plans.

Refer to *6.1.3 Accommodations – Response Accommodations – Word Prediction*

PNP Indicators:
- Field = Word Prediction
    - Expected Value = Y = Yes

Time and a Half

Accommodation available to students using English forms as documented on their ML plans. For students using Spanish math, Spanish science, or CSLA Spanish forms, a need for time and a half must be documented on an IEP or 504 plan.

Refer to *6.1.3 Accommodations – Timing Accommodations – Time and a Half* .

PNP Indicators:
- Field = Extended Time
    - Expected Value = ML **or** Both

*If test is in Spanish, Accommodation Type field must be Both.

Stop-the-Clock Breaks

The stop-the-clock breaks accommodation is available to students using English forms as documented on their ML plans. For students using Spanish forms, a need for stop the clock breaks must be documented on an IEP or 504 plan.

Refer to *6.1.3 Accommodations – Timing Accommodations – Stop-the-Clock Breaks*.

PNP Indicators: Not applicable

6.1.4 Unique Accommodations

Unique accommodations are available to a significantly limited number of students who have an IEP or 504 plan who meet specific criteria. There must be a direct connection between the student's disability and the ability to access the assessment, which is used to determine qualification for use of a unique accommodation. Requests to use unique accommodations are submitted to CDE by the DAC through the Unique Accommodation Request (UAR) process.

Unique accommodations must be approved by the CDE Assessment Division prior to use on state assessments. UAR forms are available at http://www.cde.state.co.us/assessment/training-accommodations. For math and ELA, these accommodations create an "Accommodations Reminder" in PAnext. Districts are responsible for ensuring that students are only provided with a Unique Accommodation if approval was received from CDE's Assessment Division. If a unique accommodation is provided without CDE approval, the score is invalidated or suppressed, and the student does not count as participating in the assessment. The SAC and/or DAC must locally maintain a master list of all students and their accommodations to ensure appropriate forms and materials are assigned and ordered. **Note**: The 2020 CAS expect students to read (decode a printed or tactile code) and comprehend (make meaning of) literary and informational texts independently and proficiently. Assessment administration adjustments that would change this expectation are not accommodations. Any *modification* of the assessment is a misadministration and will result in an invalid score.

Table 6: Computer-based and Paper-based Unique Accommodations

	Accommodation	Computer-based	Paper-based
Unique	Scribe for ELA/CSLA Constructed Response	Writer/Scribe – UA: Guidance on Scribe Constructed Response Items for ELA or CSLA	
	Calculator on Non-calculator Section for Math	UA: Guidance on Calculation Device on Non-calculator Sections for Math	

Scribe for ELA and CSLA Constructed Response

The following information applies to ELA assessments, including CSLA. For math and science refer to *6.1.3 Response Accommodations* as the scribe accommodation does not require an approved UAR for math or science.

Scribe for ELA or CSLA constructed response must be documented on IEP or 504 plan and only available to students who meet the unique accommodation criteria and are approved by the CDE Assessment Division. Scribing for ELA is only in English; scribing for CSLA is only in Spanish. Refer to the *Guidance Document on Scribe Accommodation for CMAS ELA or CSLA Constructed Response* at http://www.cde.state.co.us/assessment/training-accommodations.

The scribe accommodation for constructed response items on the ELA or CSLA assessment is available to a limited number of students with a neurological or orthopedic impairment which significantly limits or prevents the student's motor process of ***writing***. Students must have this accommodation on their IEP or 504 plan for instructional and assessment purposes. Only a very limited number of students who meet specific criteria may use this accommodation on the ELA or CSLA assessment and receive a valid score.

> The student must be assessed in a separate, one-on-one testing environment.

> The scribe must record student responses verbatim into the answer field on the test. The scribe may not prompt or question the student or correct a student's responses. The scribe may not add, use, or prompt the use of proper mechanics unless the mechanics are initiated and dictated by the student. The scribe may ask the student to restate words, as needed. The scribe may use proper spelling. Scribes must be familiar with content vocabulary.

> The scribe must allow the student to review the scribed response to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.

The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.

The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No."

Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment. Scribes and transcribers must be proficient in reading and writing in the student's spoken language (English for ELA or Spanish for CSLA).

Refer to *6.1.6 Transcription Instructions*

PNP Indicator:
- Field = Unique Accommodation
  - Expected Value = Y = Yes (Can only be set by CDE)
- Field = Accommodation Type
  - Expected Value = IEP504 or Both
- Field = Response Accommodation for ELA Constructed Response
  - Expected Value = 02 = Scribe

Calculator on Non-calculator Sections for Math

Calculator on non-calculator sections of math be documented on IEP or 504 plan and only available to students who meet the unique accommodation criteria and are approved by the CDE Assessment Division. Refer to *Guidance Document for a Calculation Device on Non-calculator Sections for the CMAS Math Assessment* at http://www.cde.state.co.us/assessment/training-accommodations.

The Calculation Device and Math Charts and Counters on Non-Calculator Sections accommodation may be available to a limited number of students with a disability which significantly limits or prevents the student from ***performing basic calculations***. Students must have this accommodation on their IEP or 504 plan for instructional and assessment purposes. Only a very limited number of students who meet specific guidance criteria may use the accommodation on the CMAS Mathematics assessment and receive a valid score.

Students approved for use of Calculator on the Non-Calculator Section for CMAS Math Assessment will have access to access to the approved grade-appropriate calculator provided by the school/district, which are:
- Grade 3-5: Four-function calculator (includes percentage function)
- Grades 6-7: Five-function calculator (includes square root and percentage function)
- Grade 8: Scientific

Math tools, including 100s charts, two-color chips, arithmetic tables, one-to-one counters or counting chips, square tiles, Base 10 blocks are approved at the district level. Number lines are not allowed.

PNP Indicator:
- Field = Unique Accommodation
  - Expected Value = Y = Yes (Can only be set by CDE)
- Field = Accommodation Type
  - Expected Value = IEP504 or Both
- Field = Calculation Device and/or Math Charts and/or Counters
  - Expected Value = C = Uses calculator on non-calculator sections
  - Expected Value = T = Uses math charts and/or counters on non-calculator sections
  - Expected Value = B = Uses both calculator and math charts and/or counters on non-calculator sections

6.1.5 Emergency Accommodations

In cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances, an emergency accommodation may be appropriate. These accommodations are not identified on a student's IEP, 504, or ML plan. Cases could include students who have a recently fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury. If a student experiences a concussion immediately before or during assessment administration, contact Arti Sachdeva at CDE (720-316-7184).

If it is determined that a student requires an emergency accommodation on a CMAS or CoAlt assessment, notify Arti Sachdeva at CDE and complete the *Emergency Accommodation Form* (*Appendix G*). Maintain the form in the student's assessment file. Provide notification to the parent that an emergency accommodation was provided. Consult with the District Assessment Coordinator (DAC) for approval if required by the district.

For CMAS, use of an emergency accommodation is documented on a student's Personal Needs Profile (PNP) in PearsonAccess[next]:
- Field = Emergency Accommodation
    - Expected Value = 01 = Scribe
    - Expected Value = 99 = Other (i.e., any emergency accommodation that is not a scribe)

Through the PearsonAccess[next] user interface, this field is located on the Manage Student Tests screen. Refer to the *Student Registration/Personal Needs Profile Field Definitions and File Layout* document at https://coassessments.com/ > Layouts for more information about indicating emergency accommodation through the file export/import process.

6.1.6 Transcription Instructions

Transcription of responses must take place in the following situations for students who:
- Use paper-based accommodations and:
  - Require large print or braille tests
  - Respond in a language other than English or Spanish
  - Use an assistive technology device
- Use computer-based accommodations and:
  - Respond in a language other than English or Spanish
  - Use an assistive technology device that is not compatible with TestNav
  - Require use of the online assistive technology form
  - Require use of the speech-to-text and/or word prediction accommodation on a secondary device

Transcription must occur after the administration of each test unit. Only authorized personnel may have access to the test and student responses. **Verbatim** transcription must occur in the presence of a second school or district employee who verifies the transcription is valid. Student work and/or answers that are not transcribed are not scored.

PBT Procedures for Transcribing Student Responses
- Use a No. 2 pencil.
- Transcribers must write legibly.
- The transcriber enters the student's responses into the student's scannable, standard print test book as originally written (including all errors in grammar, mechanics, and spelling) and without embellishment.
- The transcriber/translator must **NOT** be related to the student.

Procedures
1. Transcription must take place in a private, secure environment and, whenever possible, under the SAC's supervision. The transcriber must sign a *CMAS and CoAlt Security Agreement* from the current year.
2. In an unused standard print test book, the transcriber must copy the student's responses to constructed response items exactly as originally written (including all errors in grammar, mechanics, and spelling) and all marks for selected response and matching/technology enhanced items.
3. On the original test book, prominently mark "DO NOT SCORE" across the front cover with a black marker.
4. Return all test materials and used scratch paper to the SAC and then the DAC. This includes any large print and braille tests, pages printed from assistive technology devices, and any other pages containing students' original or translated answers as these are secure materials.
5. After verifying transcription, the DAC returns the scannable test books to Pearson with the scorable materials. Original test books are returned to Pearson with the nonscorable materials.

Braille
The braille test kit includes a scannable standard print test book. The student may record their answers directly on the adapted format book, on blank braille paper, or use a brailler or braille note-taker. A teacher who is proficient in reading braille transcribes the student's responses into the standard print test book included in the braille test kit. The standard print test book is returned to Pearson for scoring. Student work and/or answers not transcribed are not scored.

Large Print
The large print test kit includes a scannable standard print test book. Transcribe student answers into the standard print test book included in the large print kit. The standard print test book is returned to Pearson for scoring. Student work and/or answers not transcribed are not scored. **Note**: If a magnifier sheet was received in the large print kit, return it to the SAC for return to Pearson after testing.

Translation
- The transcriber/translator must be proficient in reading and writing in the student's language and English.
  - **NOTE**: **Do not** translate and transcribe responses written in Spanish as they are scored by Pearson.
- The transcriber/translator should be familiar with the content area in both English and the student's language.

Assistive Technology
- If the assistive technology device has the capability to print, print the student's answers for transcription.

Please note: For paper-based assessment accommodations, only scannable test books are scored. Any student responses in non-scannable accommodated forms (such as braille or large print versions of the test), or student responses written in a language other than English or Spanish, require translation, as appropriate, and transcription into a scannable test book for scoring.

CBT Procedures for Transcribing Student Responses

The transcriber must be proficient in keyboarding. Transcriptions must take place in a private, secure environment and, whenever possible, under the SAC's supervision. Ensure the individual responsible for transcribing into TestNav signed a *CMAS and CoAlt Security Agreement* from the current year. Return all test materials and used scratch paper to the SAC and then the DAC. This includes pages printed from assistive technology devices and any other pages containing students' original or translated answers as these are secure materials.

Selected Response and Technology Enhanced Items
For selected response and technology enhanced items, *the student* enters responses into TestNav during the test session. At the end of the test, once all selected response and technology enhanced items completed, the student is to notify the Test Administrator.

Constructed Response Items
For constructed response items, a trained Test Administrator transcribes the responses after each test unit is completed by the student. Transcription takes place either immediately after unit completion (no student log out required) or delayed (student log out required, Test Administrator must resume), and before the state testing window closes.

Translation
- The transcriber/translator must be proficient in reading and writing in the student's language and English.
  - **NOTE**: **Do not** translate and transcribe responses written in Spanish as they are scored by Pearson.
- The transcriber/translator should be familiar with the content area in both English and the student's language.

Assistive Technology
- If the assistive technology device has the capability to print, print the student's answers for transcription.
- If the student utilized the AT form with tactile graphics/braille, a teacher who is proficient in reading braille and proficient in keyboarding must transcribe the student's responses into the online TestNav form.
  - The student may record their answers directly on the adapted format book, on blank braille paper, or use a brailler or braille note-taker.

Procedures
- As the student encounters constructed responses, depending on the accommodation, the student uses a piece of paper, an assistive technology device, or a braille test book to respond to the questions. The student continues testing in TestNav, leaving constructed response items unanswered in TestNav.
- After completing the last question, the End of Unit screen appears. Students should NOT select the green "Submit Final Answers" button.
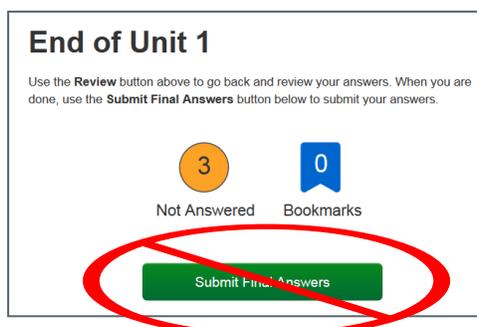
Transcribing Immediately Following the Student Completing the Test Unit

It is strongly suggested that transcription occurs as soon as the student finishes testing and prior to the student exiting the unit. Adhere to the following steps for transcription immediately following testing:

1. After completing the last question in the unit, the student does NOT "Submit Final Answers" or exit the test.

2. The student is excused from the testing environment.

   Note: If student work was recorded on a second device, print the work from the device if possible. After printing or completion of transcription, securely clear all student responses from the second device.

3. Using TestNav's review drop-down menu in the student's test, the transcriber navigates to each of the constructed response items.

4. The transcriber copies the student's marks or responses to constructed response items exactly as originally written (including all errors in grammar, mechanics, and spelling) and without embellishment.

5. The transcriber selects the green "Submit Final Answers" button on the End of Unit screen. The student's unit status in PearsonAccess^next is now "Completed".

6. Repeat this process for subsequent units.

Delayed Transcribing

If transcribing does not immediately follow the student's completion of the test unit, complete the following steps. (The Test Administrator may assist students who need help exiting their test.)

1. The student does NOT "Submit Final Answers" but does EXIT the test unit by completing the following steps:

   a. Direct students to notify the Test Administrator when they get to the last question or when they arrive at the End of Unit screen (after completing all questions in the unit).

   b. After the last question, select the button next to the student's name (top right corner of the screen).

   c. Choose the option "Sign out of TestNav".

   d. Select "Save and Return Later" on the Exit Test screen.

   e. The sign out confirmation screen appears. The student's unit status in PearsonAccess^next is now "Exited".

   Note: If student work was recorded on a second device, print the work from the device if possible. After printing or completion of transcription, securely clear all student responses from the second device.

2. The Test Administrator "unlocks" and "resumes" the student's test unit through the PearsonAccess^next Students in Sessions screen. To unlock and resume a student's test, follow these steps in PearsonAccess^next using the Test Administrator computer:

   a. Go to **Testing** > **Students in Sessions**.

   b. Type the name of the student's test session in the **Session List** box.

   c. Select the session name from the search results.

   d. Locate the student, select the student's unit status (**Exited**), and select **Unlock** if locked.
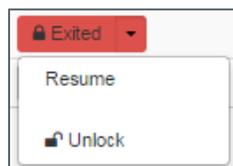
   e. Select the student's unit status again and select **Resume**.
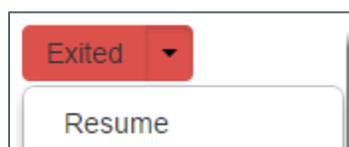
   The student's status is now "Resumed".

   f. On the student's testing device, enter the username and password from the Student Testing Ticket.

3. From the testing device, using the TestNav **Review** drop-down menu or navigation buttons, the transcriber navigates to each of the constructed response items.

4. The transcriber copies the student's marks or responses to constructed response items exactly as originally written (including all errors in grammar, mechanics, and spelling) and without embellishment.

5. The transcriber selects the green "Submit Final Answers" button on the End of Unit screen. The student's unit status in PearsonAccess^next is now "Completed".

6. Repeat this process for subsequent units.

Only authorized personnel may have access to the test and student answers. Schools must ensure procedures are in place for secure retrieval of printed materials. Remove all student responses from any assistive technology device immediately following transcription or printing for transcription purposes. It is the DAC's responsibility to ensure this is done in a secure manner. The DAC may adapt the *Secure Data Removal* form, found in *Appendix G* of the *CMAS and CoAlt Procedures Manual*, to verify completion of this step. Make documentation available upon request by CDE.

Return printed pages containing the student's answers and any <u>used</u> scratch paper from the test unit as these are secure materials. The SAC returns all secure materials to the DAC.

Students may not have access to assistive technology devices that contain secure materials until all secure materials are removed from the device. Secure devices that contain secure materials with testing materials.

6.2 Assigning and Ordering Accessibility Features and Accommodations Before Testing

Assign special test forms and physical materials prior to testing. When test format, accommodations, and accessibility features are indicated in PAnext prior to January 26, 2024 (initial registration deadline) a separate ordering process is not needed as the appropriate physical materials are received automatically. *Table 2* identifies accessibility features and accommodations that require physical materials and/or special form assignment. If the January 26, 2024 deadline is missed, indicate the appropriate information through PAnext registrations and place an additional order, if necessary.

6.2.1 Assigning Computer-based Testing Accessibility Features and Accommodations

Assign special CBT forms (e.g., text-to-speech, Spanish text-to-speech, and auditory/signed presentation script for translation) prior to testing. If students requiring these accommodations or accessibility features are not assigned the correct special form, they do not have access to necessary accommodations or accessibility features during testing.

Instructions for assigning special forms through PAnext are found in *Appendix H*. Use the UI instructions to assign or update special forms one student at a time. To assign or update special forms for multiple students at once, refer to the *Student Registration/Personal Needs Profile (SR/PNP) Field Definitions and File Layout* document at https://coassessments.com/layouts/. (**Note**: Valid values for various fields may vary by content area.)

6.2.2 Ordering Accessibility Features and Accommodations Requiring Physical Materials

Assign accessibility features and accommodations requiring physical materials prior to testing: CBT and PBT auditory/signed presentation scripts, braille, standard print (including Spanish), and large print tests. Accommodated materials are received automatically prior to testing if indicated for students in PAnext by the initial registration deadline (refer to *Spring 2024 CMAS and CoAlt Critical Dates* for the initial shipment date). Detailed instructions for ordering additional materials during the additional orders window are included in *Appendix H*.

Table 7: Accessibility Features and Accommodations – Ordering and Special Form Assignment

Accessibility Features and Accommodations Requiring Physical Materials and/or Special Online Form Assignment	Test Format	Student Registration/Personal Needs Profile Settings	Materials
		Secure materials are automatically ordered when indicated in PAnext from **January 8-26, 2024** (initial orders window). DACs may order additional materials through PAnext, as needed, after the arrival of the initial orders. Indicate SR/PNP settings before placing additional orders.	
Test: Computer-based (CBT)	Online	• Test Format = O	
CBT: Auditory Presentation – Translated/Signed* **CBT Form Group Type**: Auditory/Signed Presentation	Online	• Refer to *Auditory Presentation – Signer/Oral Script for Translation – Sign System/Language*	**Order**: Auditory/Signed Presentation Script for Translation CBT (onsite translation into languages other than Eng or Spa, or sign language/system interpretation)
CBT: Text-to-Speech*	Online	• Refer to *Auditory Presentation: Text-to-speech (TTS)*	
CBT: Spanish Text-to-Speech	Online	• Refer to *Auditory Presentation: Text-to-speech (TTS)*	
CBT: Spanish Computer-based	Online	• Refer to *Spanish Form*	
Test: Paper-based Test (PBT)	Paper	• Test Format = P	**Order**: English Test Book
PBT: Braille	Paper	• Refer to *Braille*	**Order**: Braille Kit
PBT: Large Print	Paper	• Refer to *Large Print (18-point font)*	**Order**: Large Print Test Book
PBT: Spanish Paper-based	Paper	**Math, Science, and CSLA ONLY** • Refer to *Spanish Form*	**Order**: Spanish Test Book
PBT: Auditory Presentation – English*	Paper	• Refer to *Auditory Presentation: PBT Oral Script*	**Order**: PBT English Oral Script, English Test Book
PBT: Auditory Presentation – Spanish*	Paper		**Order**: PBT Spanish Oral Script, Spanish Test Book
PBT: Auditory/Signed Presentation – Translated *	Paper	• Refer to *Auditory Presentation – Signer/Oral Script for Translation – Sign System/Language*	**Order**: PBT Auditory/Signed Presentation Script for Translation (onsite translation into languages other than English or Spanish, or sign language/system interpretation), English Test Book

*Contact CDE Assessment regarding ELA/CSLA. Any modification of the assessment is a misadministration and will result in an invalid score.

6.3 Accommodated Materials During Testing

Always treat all accommodated materials as secure. Like test books, keep accommodated materials in a secure location when not in use for testing. Track all movement of accommodated materials using a chain of custody document.

6.4 Accommodated Materials After Testing

Test Administrators must return all accommodated materials to the SAC after each testing session and after the completion of testing. The SAC must return accommodated materials to the DAC after the school completes testing. After inventorying all materials, the DAC must return secure accommodated materials to Pearson in nonscorable return boxes. See *5.0 After Testing Tasks* for additional information regarding returning materials.

7.0 Reporting

This section describes CMAS and CoAlt reports available for use before, during, and after testing. Contact the CDE Assessment Division with questions about PearsonAccess^next Reports and Public Assessment Reports. Contact the CDE Office of Accountability and Data Analysis for Accountability Reports support.

Note: Participation data may vary between CDE *Assessment* reports and CDE *Accountability* reports due to different calculation requirements.

7.1 PearsonAccess^next Reports

Three types of reports are available through PearsonAccess^next to users with the appropriate roles. Reports include Operational Reports, OnDemand Reports, and Published Reports.

7.1.1 Operational Reports

Operational reports are used before, during, and immediately after testing to assist districts and schools in test setup, progress tracking, and data cleanup. They help identify actions that may need to be taken by Assessment Coordinators as well as data updates that may be needed. These reports are found in PearsonAccess^next under **Reports > Operational Reports**. They are available to users with the **Sensitive Data** role.

There are different **Report Categories** available based on the selected administration:
- Organization
- Students & Registrations
- Online Testing
- Orders & Shipment Tracking
- Users

These reports provide a snapshot of data in the system. It is important to always check the **Execution Date** of the report (the day and time the report ran, which indicates if the report contains out-of-date information). Click **Request Report Refresh,** if the option is displayed, to generate a report with current system data.
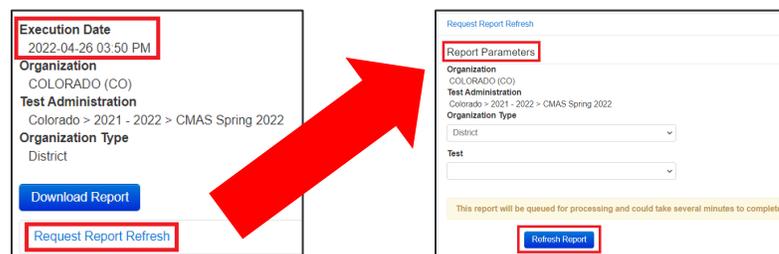
Confirm/update **Report Parameters** (parameters are only required if indicated by a red asterisk), then click **Refresh Report**. Click the refresh icon (↻) to refresh the page, then download the updated report when available (click **Download Report**).

Refer to Appendix H: PAnext for information about reports that are particularly useful for specific purposes.

7.1.2 OnDemand Reports

OnDemand Reports (ODRs) are *preliminary* score reports that provide information about an individual student's mastery of skills and concepts in the Colorado Academic Standards. ODRs are considered preliminary because they do not include all the information that will be available on the final student performance reports (e.g., subclaim performance and school, district, and state comparative data). The purpose of ODRs is to provide student performance information as soon as possible.

These reports are found in PearsonAccess[next] under **Reports** > **OnDemand Reports**. They are available to users with the **OnDemand Admin Report Access** role or **OnDemand Teacher Report Access** role. ODRs are typically available in June after tests are processed by the vendor and demographic data are finalized. CDE notifies DACs of ODR availability. When the final student performance reports become available in PearsonAccess[next], ODRs are no longer accessible.

When on the OnDemand Reports screen, use the filters to view ODRs by student, test, organization, subject, or grade. To view a report, click the blue icon next to the student's name. A pop-up screen displays the preliminary results for the student. When downloaded or printed, the report includes the assessment name and administration year, followed by test details. The test details include the content area of the test and grade level, as well as the district and school to which the student's scores were attributed.

Score information on ODRs includes the student's criterion-referenced achievement results: **scale score** and **performance level**. A scale score is a numerical value that summarizes student performance by placing the points a student earns on a test on a common scale. The scale score is then used to determine the performance level, which describes the concepts and skills students are expected to demonstrate within a range of scores on that test. ODRs also include information on what a typical student knows and can do at the corresponding performance level (students scoring at Performance Level 1 are provided with the skills and concepts needed to achieve at the next level).

ODRs may be shared with parents as the district/school deems appropriate. These reports contain personally identifiable information and should be shared accordingly; they should not be widely distributed.

In the above example, the student's overall CMAS scale score, 781, is within the particular test's scale score range for the Met Expectations performance level (750-800).

Performance Level Descriptors (PLDs) are found below the graphic. Examples of PLDs demonstrated by students who Met Expectations include:

- Grade 5 Math – Add and subtract decimals to hundredths.

- Grade 5 ELA – Draw evidence from literary or informational texts to support analysis, reflection, and research.

7.1.3 Published Reports

Final assessment achievement results are provided to schools and districts through data files and PDF reports. Results are found in PearsonAccess[next] under **Reports > Published Reports**. They are available to users with the **Published Reports** role. Results typically begin becoming available in June after tests are processed by the vendor, demographic data are finalized, and score validation activities are completed. Data files and reports are released on a rolling basis through August; CDE notifies DACs as results become available.

Results include data such as scale scores; percentile rank; performance level; and performance by reporting category, subclaim, and domain/standard (e.g., points possible and percent of points earned). Depending on the report, data are available at the individual, school, district, and state levels. Certain reports include performance by demographic and program categories. For context, the number of valid scores and/or participation information are provided.

Note: CMAS and CoAlt results are available through PearsonAccess[next] for all administrations going back to the 2013-14 school year. Change the selected administration in PearsonAccess[next] to access and download results from previous administrations.
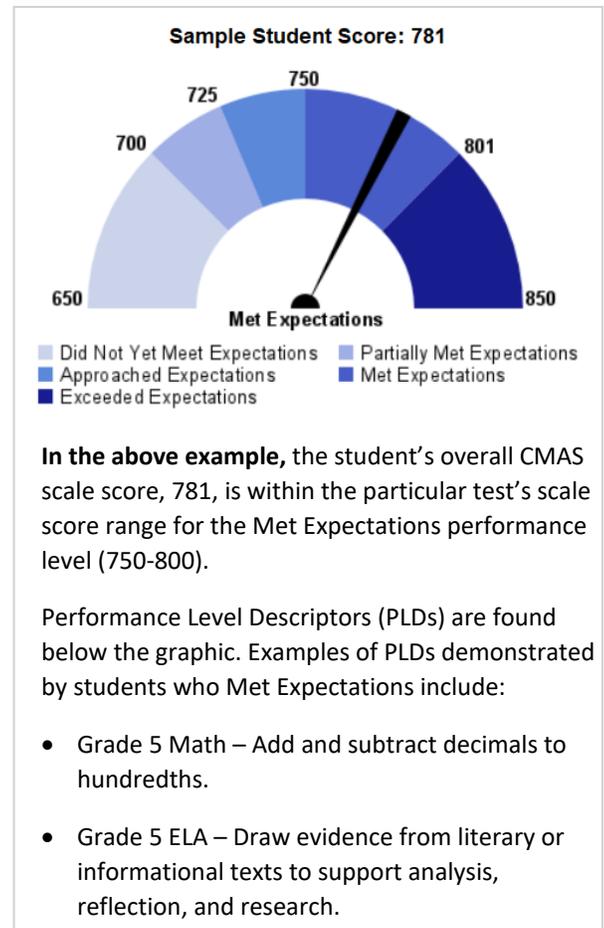
Results Embargo

All state assessment results from the spring 2024 administration will be embargoed and must not be publicly disseminated, distributed, or published by any means until publicly released by the state. Each year the embargo lifts when state assessment results are presented to the State Board of Education (typically in August). While the embargo is in place, districts and schools may:

- Share confidential individual student performance reports with parents/guardians.
- Use aggregated and individual student level results internally for informational and planning purposes.

CDE notifies superintendents and DACs of exact dates and timing of the embargo. After the embargo lifts, ensure any data released by the district/schools includes appropriate suppressions to meet federal and state data privacy requirements, and local school board policy.

> **Reminder:** Colorado statute requires that LEPs ensure appropriate personnel provide and explain assessment results to the parent/guardian of each student enrolled in the district or charter school (C.R.S. §22-7-1006.3 (8)(a)). Resources to support these conversations are available at http://www.cde.state.co.us/assessment/resources (resources are updated after each spring administration and are available in the summer).

Data Files

Two types of data files are produced: **student data files** and **summary data files**. Data file field definition and file layout documents are available at https://coassessments.com/layouts/.

- Student data files provide performance data for each individual student test in the district or school. These data are used to populate individual Student Performance Reports (SPRs) and OnDemand Reports.
- Summary data files provide aggregate student performance data for the district or school, as well as for demographic groups. These data are used to populate district- and school-level PDF reports, as well as SPRs.

The following table includes the data files and reports available through PearsonAccess^next.

Table 1: Data Files and Reports

Data File/Report	Description	Format
Student Data File	Performance data for each individual student test in the district or school.	CSV
Summary Data File	Provides aggregate student performance data for the district or school, and for demographic groups.	CSV
Student Performance Report	Individual student report for parents and educators to understand their student's demonstration of learning of the CAS in the assessed grade level and content area. State, district, and school averages provided for comparison.	PDF
Content Standards Roster	Overall scale scores for each student in the school. Includes the percent of points earned for subclaims and domains. State, district, and school averages provided for comparison.	PDF
District Summary of Schools	Overall mean scale score and participation rate for each school in the district. Includes the average percent of points earned for subclaims and domains. State and district averages provided for comparison.	PDF
Evidence Statement Analysis (Math and ELA/CSLA)	Presents the average percent of points earned by Evidence Statement for the state, district, and school (school-level) or state and district (district-level). For ELA/CSLA, also presents the Prose Constructed Response score point distributions. This report also provides the operational items for the test sorted by difficulty with item alignment by Evidence Statement, Colorado Academic Standard, and Domain.	PDF
Item Analysis (Science)	Presents the average percent of points earned by item for the state, district, and school (school-level) or state and district (district-level). Also provides the operational items for test sorted by difficulty (with location on the test; item type; and item alignment by standard, GLE, Science and Engineering Practices, and Cross Cutting Concepts).	PDF
Performance Level Summary	Describes group achievement in terms of mean scale scores and performance levels.	PDF
Participation Summary	Includes overall student group composition and participation rates for the total population and individual student subgroups to take into consideration when interpreting assessment results and determining their appropriate uses.	PDF

Refer to the current year's *CMAS and CoAlt Interpretation Guide to Assessment Reports* for detailed information about the data appearing on each type of report. The *Interpretive Guide* is available at https://coassessments.com/reporting/.

7.2 Public Assessment Reports

CMAS and CoAlt results are publicly posted once the data embargo lifts. For each grade level and content area test, these data include participation, score, and performance level information at the state, district, and school levels. When possible, aggregated student performance data representing 16 or more students is made available. Additional data suppression rules are also applied to aggregated reports to protect student privacy. Aggregated reports do not contain the names of individual students or teachers. Results from 2014 through 2023 are currently available at:

- CMAS – http://www.cde.state.co.us/assessment/cmas-dataandresults
- CoAlt – http://www.cde.state.co.us/assessment/coalt-sciencesocial-dataandresults

7.2.1 State Level Results

This PDF report includes participation, score, and performance level information at the state level for the following reporting categories: Overall, Gender, Race/Ethnicity, Free/Reduced Lunch Status, Special Programs Status (IEP and Title I), Language Proficiency, Migrant Status, and Gifted and Talented Status.

7.2.2 District and School Level Results

This spreadsheet includes participation, score, and performance level information for each school and district. State data are included for comparison.

7.2.3 District and School Disaggregated Summary Results

Separate spreadsheets are provided for each content area. Each spreadsheet includes participation, score, and performance level information at the school and district levels for the following reporting categories: Overall, Gender, Race/Ethnicity, Free/Reduced Lunch Status, IEP Status, Language Proficiency, Migrant Status, and Gifted and Talented Status. State data are included for comparison.

7.3 Accountability Reports

The accountability reports referenced in this section are produced by CDE's Office of Accountability and Data Analysis. Direct all questions related to these reports and state accountability determinations to accountability@cde.state.co.us.

CDE's Office of Accountability and Data Analysis produces two types of reports that use state assessment achievement data in report calculations and production: Growth and Performance Frameworks. These reports are based on calculation methods and reporting rules that are specific to state accountability; the presented data may differ at times from that released by other CDE offices.

7.3.1 Growth

The Colorado Growth Model looks at how individual students progress from one year to the next based on comparison to academic peer groups. Individual student growth reports are produced by the CDE Accountability and Analytics Unit along with school and district Growth Summary Reports. The Colorado Growth Model also provides information for different student populations and identifies areas of strength and areas that may need more support. Growth provides data necessary for the calculation of annual school and district accountability ratings. Growth is calculated for CMAS ELA and math, PSAT and SAT, and ACCESS assessments.

For additional information and resources, refer to http://www.cde.state.co.us/accountability/coloradogrowth.

7.3.2 Performance Frameworks

Each year, schools and districts receive performance ratings to let them and their communities know how well they are doing. These reports are called the District Performance Frameworks (DPFs) and School Performance Frameworks (SPFs). The overall ratings are based on achievement and growth on state assessments, along with postsecondary measures such as graduation rates, drop-out rates, college entrance exams and college matriculation rates. The ratings help inform CDE and the State Board of Education in making decisions about how to support struggling schools.

For additional information and resources, refer to http://www.cde.state.co.us/accountability/performanceframeworks.

Appendix A

Glossary

Accessibility Feature (AF) – CBT-embedded and TA-provided features that allow for inclusive, accessible, and fair testing for diverse populations of students. AFs are available to all students.

Additional Order (AO) – An order placed in PearsonAccess^next to receive additional assessment or administration materials after the initial shipment of materials is delivered and inventoried locally.

Administrative Consideration (AC) – Change in testing environment conditions

Colorado Academic Standards (CAS) - Expectations of what students need to know and be able to do at the end of each grade in the content areas of reading, writing, math, science, etc.

Colorado Alternate (CoAlt) – Alternate assessment of ELA, math, and science for students with the most significant cognitive impairment.

Colorado Measures of Academic Success (CMAS) – State assessment measuring mastery of the Colorado Academic Standards in the areas of English language arts, mathematics, and science.

Colorado Spanish Language Arts (CSLA) – Replaces the ELA assessments for eligible EL students in 3rd and 4th grade. Students must receive Spanish language arts instruction within the nine months prior to assessment administration (based on date of April 10, 2023).

Computer-based Test (CBT) – Assessment taken on a computer or tablet device (including iPads and Chromebooks)

District Assessment Coordinator (DAC) – The individual at the district level responsible for the overall coordination of test administration. The DAC is appointed by the superintendent. Also referred to as LEA Test Coordinator

District Technology Coordinator (DTC) – 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.

Dynamic Learning Maps (DLM) – CoAlt ELA and math assessment for students with the most significant cognitive impairment.

English Language Arts/Literacy (ELA) – The reading and writing content areas.

English Language Proficiency (ELP) – Level of English language development.

Multilingual Learner (ML) NEP/LEP – A student who is linguistically diverse and who is identified (using the state-approved English language proficiency assessment) as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English.

Extended Evidence Outcome (EEO) – Extension of the Colorado Academic Standards, measured on the alternate assessment.

Fluent English Proficient (FEP) – An English language proficiency level. A ML who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read and write English on a level comparable to their monolingual English-speaking peers. Student will be monitored for two years (Monitor 1 is year one) after designation as FEP.

Limited English Proficient (LEP) – An English language proficiency level. A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.

Local Education Agency (LEA) – The school district.

Local Education Provider (LEP) – A district, school, or program providing educational services.

Non-English Proficient (NEP) – An English language proficiency level. A student who speaks a language other than English and does not comprehend, speak, read, or write English.

Paper-based Test (PBT) – Assessment taken on paper.

PearsonAccess^next (PAnext or PAN) – The website used for the registration, setup, management, and reporting for all content areas of the CMAS assessments and CoAlt Science assessment. PAnext requires usernames and passwords to be created for new users or re-enabled for returning users. More information about setup and operation of online testing is available in the *PAnext User Guide* located at http://coassessments.com > Manuals and Training.

Personally Identifiable Information (PII) – Sensitive student data (e.g., name, SASID, DOB, etc.) that can only be shared with authorized individuals through a secure file transfer.

Physical testing group – Students who take assessments together in a physical testing environment at the same time. During make-up testing, a physical testing group may include students from different test sessions spanning different grades and content areas (administration directions and unit testing time must be the same).

School Assessment Coordinator (SAC) – The individual at the school level responsible for the overall coordination of test administration at their school. Also referred to as School Test Coordinator

Secure materials – All test content or materials that are not made available to the public. This includes CBT and PBT items and student responses. For the CBT, "secure paper materials" include printed Student Testing Tickets, auditory/signed presentation scripts, and used scratch paper. For PBT, "secure paper materials" include test books, used grade 11 science periodic tables, used math reference sheets, auditory/signed presentation scripts, used scratch paper, and any accommodated material (e.g., braille teacher notes and large print visual descriptions). After testing is completed, DACs must collect all secure materials from SACs for packaging and return to the vendor. Proper chain of custody procedures outlined in this document (and as determined by the school district) must be followed so these materials remain secure at all times.

Session – A physical group of students or virtual grouping of students in PAnext. These students will take all units of a content area assessment together (they will take the same unit at the same time). For computer-based tests, students must be placed in a scheduled online test session before they can log in to begin or complete testing.

Speech-to-Text (STT) – Accommodation for eligible students with disabilities and Multilingual Learners (NEP/LEP) where the student speaks into an assistive technology device to respond to assessment questions. Transcription may be required.

Storage area – Test materials must be stored in a locked storage area with limited access when not in use. Examples of secure storage include a closet, desk, or cabinet that can be locked. Test materials must not be stored in classrooms.

Student Biographical Data (SBD) – A final opportunity for districts to review student biographical data and make changes to ensure reporting is accurate. SBD is completed in CDE's Data Pipeline, not PearsonAccess^next.

Student Performance Report (SPR) – Assessment results in a printed or printable PDF report for an individual student. Also referred to as Individual Student Report (ISR).

Student Registration/Personal Needs Profile (SR/PNP) – The file or user interface fields used to register students for computer-based and paper-based assessments and indicate the need for accessibility features and accommodations.

School Technology Coordinator (STC) – Districts may choose to identify School Technology Coordinators to coordinate efforts at individual testing sites. The STC is the individual at the school who ensures that site readiness activities, designed to ensure testing environments are ready for testing, are completed well in advance of testing. If identified, School Technology Coordinators must coordinate with the DTC.

Student Testing Tickets – Contain the unique username and password needed for each student to log in to the TestNav app to take the CMAS assessment. Students launch the app, select the Colorado icon, and then enter the username and password from the Student Testing Ticket. A different ticket is used for each content area assessment.

Student with a Disability (SWD) – Student with an IEP or 504 plan. SWD designation required for assignment of certain accommodations.

Technology Enhanced Item (TEI) – Types of assessment items that present questions and capture student responses in ways not possible on paper-based tests (e.g., drag-and-drop, hot spot). TEIs are converted to a comparable format for paper-based testing.

Test Administrator (TA) – Education professional who administers the CMAS or CoAlt assessment (cannot be a student teacher). For CoAlt assessment specifically, the Test Administrator must be a licensed education professional (substitute teachers may not administer the alternate assessments).

Test Administrator Manual (TAM) – Manuals used by Test Administrators that provide directions regarding administration and security policies and procedures for the various assessments. TAMs include directions that are read aloud or signed, word-for-word, to students on each testing day.

Test Incident Report (TIR) – Spreadsheet used to track reported issues or misadministrations experienced during assessment administration.

Testing Environment – All surroundings while students are testing, including what a student can see, hear, or access.

TestNav – The online test engine used to administer computer-based assessments. TestNav is accessed through the downloadable TestNav Desktop Application; TestNav applications for iPads, Android devices, and Chromebooks.

Text-to-Speech (TTS) – Embedded CBT auditory presentation feature that reads the item and answer options to students. This auditory presentation of the assessment replaces the need for an adult reading from an oral script. TTS must be pre-assigned to students, as needed. TTS is available to individual students based on need.

Unique Accommodations Request (UAR) – Form that must be completed to request the use of a unique accommodation by an individual student with disabilities to use on the assessment. Individual students must meet all criteria on UAR form and supporting data must be submitted for review by CDE Assessment to determine eligibility. Submit UARs via CDE Assessment Syncplicity by December 15.

Unit – An individual part of a CMAS assessment. Units must be administered sequentially for all content areas, including for makeup testing. All CMAS assessments include three test units. For computer-based testing, the test units are locked and need to be unlocked just prior to students beginning each unit. For paper-based testing, pull-tab seals are used to seal each unit of the test book until the time of testing.

User Interface (UI) – The screens accessed by a PAnext user to complete assessment tasks (e.g., register students, place additional orders, manage test sessions) after logging in to PAnext.

CMAS and CoAlt Security Agreement

Note: This form is used by Assessment Coordinators, Technology Coordinators, Test Administrators, and any other district/school employee involved in assessment administration or handling secure materials. The *official* District Assessment Coordinator (appointed by the Superintendent) completes the online DAC Security Agreement form shared by CDE during the *Spring 2024 CMAS Administration Training for DACs* which is automatically sent to CDE through the online form.

Security Agreement
Spring 2024 CMAS and CoAlt: Math, ELA, and Science

Maintaining the security of all test materials is crucial to obtaining valid results from the CMAS and CoAlt: Math, ELA (including CSLA), and Science 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/or CoAlt: Math, ELA, and Science assessments, it is important for you to know that the prohibited activities on the following list threaten the integrity of the test. Engaging in prohibited 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/or CoAlt: Math, ELA, and Science assessments to certify that security measures will be maintained and that prohibited activities, such as the examples identified below, have been acknowledged and understood.

District Assessment Coordinators (DACs)
- I have completed all CMAS and CoAlt training as provided by CDE and the assessment vendor.
- I will read the *CMAS and CoAlt Procedures Manual* and maintain all identified security measures and administration policies and procedures.
- I will establish and carry out a district security plan.
- I will provide training to all Sensitive Data personnel, DTCs, and SACs in my district in regard to test security, administration policies, and procedures.
- I will collect, inventory, and follow all chain of custody requirements documented in the *CMAS and CoAlt Procedures Manual.*
- I will report testing irregularities or security breaches, as specified in the *CMAS and CoAlt Procedures Manual*, to CDE.

Sensitive Data
- I have completed all CMAS and CoAlt training as provided by the DAC.
- I will read the *CMAS and CoAlt Procedures Manual* and maintain all identified security measures and administration policies and procedures, as they apply to my role.

District Technology Coordinators (DTCs)
- I have completed all CMAS and CoAlt training as provided by CDE and the DAC.
- I will read the appropriate sections of the *CMAS and CoAlt Procedures Manual* and maintain all identified security measures and administration policies and procedures.

School Assessment Coordinators (SACs)
- I have completed all CMAS and CoAlt training as provided by the DAC.
- I will read the *CMAS and CoAlt Procedures Manual* and maintain all identified security measures and administration policies and procedures.
- I will establish and carry out a school security plan.
- I will train all Test Administrators in regard to test security, administration policies, and procedures.
- I will not remove secure test materials from the school's campus unless returning the materials to the DAC.
- I will collect, inventory, and follow all chain of custody requirements documented in the *CMAS and CoAlt Procedures Manual* and as determined by the district.
- I will report testing irregularities or security breaches, as specified in the *CMAS and CoAlt Procedures Manual*, to the DAC.

CMAS and CoAlt Test Administrators
- I have completed all CMAS or CoAlt Test Administrator training as provided by the SAC.
- I will maintain security measures and administration policies and procedures identified in the *CMAS Test Administrator Manual* or the *CoAlt Test Administrator Manual*.
- I will not download 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.
- I will not remove secure test materials from the school's campus.
- I will remove or cover prohibited visual aids in the testing environment and configure the room to prevent a student from viewing another student's test materials or testing device screen.
- I will not leave test materials unattended or fail to keep test materials secure when in my possession.
- I will not explain or read passages, sources, or test items to students. (Exception: Reading is only allowed if administering an auditory/signed presentation script or CoAlt assessment.)

- I will not coach students (e.g., give students verbal or non-verbal cues) during testing, or alter or otherwise interfere with students' responses in any way.
- I will not engage in activities that will result in lack of supervision of students at any time (e.g., use a cell phone or other prohibited electronic device [unless for purposes of communicating with the SAC, DTC, or technology support], check email, grade papers), including leaving students unattended at any time during the test session.
- I will not allow students to communicate with each other in any way or cause disturbances at any time during the test session.
- I will not allow students to use cell phones or other prohibited materials and electronic devices (e.g., smartphones, smart watches, iPods, eReaders) at any time during the test session.
- I will not encourage students to finish any test unit early.
- I will not provide students with more time than is allotted for testing (except for students who have an extended time accommodation listed in their approved IEP, 504, or ML plan).
- I will collect, inventory, and follow all secure chain of custody requirements as determined by the school/district.
- I will not actively read, view, or comment on student responses (except when viewing student responses for accommodation purposes, such as scribing or transcription).
- Some CMAS accommodations and all CoAlt tests require Test Administrators to view and read test content, and/or transcribe student responses. If I am administering such an accommodation or the CoAlt assessment, I will not disclose any test content that I view while providing these accommodations.
- I will report testing irregularities or security breaches, as specified in the *CMAS Test Administrator Manuals* or the *CoAlt Test Administrator Manual,* to the SAC.

All individuals involved in CMAS and/or CoAlt administration
- I will not actively read or view the assessment items or content before, during, or after testing except if necessary to administer an auditory/signed presentation script or CoAlt assessment.
- I will not copy or otherwise reproduce **any part of** secure test materials including test stimuli, test items, and student responses or save any part of the assessments.
- I will not discuss the content of the assessments with anyone, including students or school personnel, through verbal exchange, email, social media, or any other form of communication before, during, or after testing.
- I will not score—formally or informally—test items or student responses.
- I will not engage in any activity that will adversely affect the validity, reliability, or fairness of the test(s).

I acknowledge the information above, pertaining to my role in the CMAS and/or CoAlt: Math, ELA, and Science administration, and agree to all of the statements associated with my role. 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 Section 2.0 Test Security and Administration Policies of the CMAS and CoAlt Procedures Manual, and/or the CMAS Test Administrator Manuals or CoAlt Test Administrator Manual as they apply to my role(s).

In the spaces below, indicate your role(s) in the administration, print your name, sign, and date the form.

Role (check all that apply):

☐ District Assessment Coordinator   ☐ School Assessment Coordinator   ☐ Sensitive Data

☐ District Technology Coordinator   ☐ CMAS Test Administrator   ☐ CoAlt Test Administrator

☐ Other _____

Printed Name   _Signature_   _Date_

District Name and Code   _School Name and Code (if applicable)_

DAC – Submit online Security Agreement through the link shared by CDE.
DTC, SAC, Sensitive Data – Submit signed Security Agreement to your DAC.
Test Administrator – Submit signed Security Agreement to your SAC.
Signed Security Agreements must be maintained physically or electronically by the district/school for three years.

DAC Forms

- Verification of District Training
- Post Test Compliance
- Secure Scratch Paper Destruction

Verification of District Training
Spring 2024 CMAS and CoAlt: Math, ELA, and Science

This form must be filled out by the District Assessment Coordinator (DAC) and signed by the District Superintendent as documentation that **all** district personnel who encounter the assessments before, during, and after the spring 2024 CMAS and CoAlt: Math, ELA (including CSLA), and Science administrations were trained. The completed form must be submitted to the CDE Assessment Division before any spring 2024 CMAS and/or CoAlt assessments are administered in the district.

Trainings must be comprehensive and interactive, and must include:
- District Determined Policies and Procedures,
- Test Security,
- Standardized Environment,
- Test Administration,
- Providing Student Testing Accommodations (as neces
- Test Administrator Role vs. Teacher Role, and
- An opportunity for questions/answers.

> **Access and submit this form via DocuSign through:**
> https://na3.docusign.net/Member/PowerFormSigning.aspx?PowerFormId=3630eca1-9cc7-4d70-a144-f4b3148cfbdf&env=na3&acct=817055f0-3029-4189-9800-b6196aa6512b&v=2

This form certifies that within **[District Name:]** _____,
the DAC and **all** School Assessment Coordinators (SACs), Test Administrators, and other appropriate school and district personnel (e.g., District Technology Coordinator, Sensitive Data personnel) were trained in **all** aspects of the administration of the state assessments, including handling of materials, security, and ethical administration practices. On the lines below, specify the dates training was completed for the DAC and all SACs, Test Administrators, and Technology Coordinators in your district for the spring 2024 CMAS and CoAlt: Math, ELA, and Science assessments.

CMAS: Math, ELA, and Science Spring 2024
DAC Training Completion for CMAS 2024 (**select only one**):
- Attended Live Session ❑ Date: _____
- Viewed Recorded Session ❑ Date: _____

SAC Training Completion Date(s) for CMAS 2024: _____

Test Administrator Training Completion Date(s) for CMAS 2024: _____

CoAlt: Math, ELA, and Science Spring 2024 (complete information on one side only)

DAC Training Completion for CoAlt 2024 (**select only one**):			**My district does not have any students eligible for alternate assessments. If an eligible student enrolls during the school year, we will immediately connect with the CDE CoAlt Program Specialist for support and complete all CoAlt administration trainings.**
• Attended Live Session ❑ Date: _____			
• Viewed Recorded Session ❑ Date: _____			Certified ❑

Test Administration Training Completion Date(s) for CoAlt 2024:	Math and ELA Date(s)	Science Date(s)*	Certified ❑ Date Verified with District Special Education Team:
SACs			
Test Administrators			

*Indicate not applicable (NA) in Science column if no grade 5, 8, or 11 students.

Technology: Math, ELA, and Science Spring 2024
Technology Coordinator Training Completion Date for CMAS and CoAlt 2024: _____

*I verified district and school trainings took place on the dates as listed above, and that **all** individuals involved in the spring 2024 CMAS and CoAlt: Math, ELA, and Science administrations were trained.*

_____   _____   _____
DAC's Name   DAC's Signature   Date

_____   _____   _____
Superintendent's Name   Superintendent's Signature   Date

Post Test Compliance Report
Spring 2024 CMAS and CoAlt: Math, ELA, and Science

Upon completion of the CMAS and CoAlt: Math, ELA (including CSLA), and Science administrations, this form must be filled out by the District Assessment Coordinator (DAC) and signed by the District Superintendent. Submitting this form to the CDE Assessment Division confirms compliance with CMAS and CoAlt administration procedures and the return of all secure materials.

CMAS: Math, ELA, and Science Spring 2024
- Indicate the total number of misadministered CMAS tests: _____
- Were there any **major** misadministrations?

  ☐ No

  ☐ Yes – If any major CMAS misadministrations occurred, list the document name(s) of completed *Test Irregularity or Security Breach Report(s)* posted in the **Assessment Forms** folder on **CDE Assessment Syncplicity**.

> **Access and submit this form via DocuSign through:**
> https://na3.docusign.net/Member/PowerFormSigning.aspx?PowerFormId=409225c4-78cf-43c3-a95b-03d1323139b3&env=na3&acct=817055f0-3029-4189-9800-b6196aa6512b&v=2

CoAlt: Math, ELA, and Science Spring 2024
- Indicate the total number of misadministered CoAlt tests: _____
- Were there any **major** misadministrations?

  ☐ No

  ☐ Yes – If any major CoAlt misadministrations occurred, list the document name(s) of completed *Test Irregularity or Security Breach Report(s)* posted in the **Assessment Forms** folder on **CDE Assessment Syncplicity**.

*I certify the administration of the indicated assessment(s) complied with all procedures as described in the Spring 2024 CMAS and CoAlt Procedures Manual, CMAS Test Administrator Manuals, and/or CoAlt Test Administrator Manual and that **all secure materials were returned to the assessment vendor.***

DAC's Name	*DAC's Signature*	*Date*

Superintendent's Name	*Superintendent's Signature*	*Date*

Note: A major misadministration involves a security breach or a misadministration that impacted multiple students.

Scratch Paper Verification
Spring 2024 CMAS: Math, ELA, and Science

Maintaining the security of all test materials is crucial to obtaining valid results from the CMAS: Math, ELA (including CSLA), and Science assessments. District Assessment Coordinators (DACs) must complete this form to certify that security measures, as documented in the *CMAS and CoAlt Procedures Manual*, were maintained for the collection and return of all used scratch paper after the Spring 2024 CMAS administration.

I hereby acknowledge that all used scratch paper was collected and returned to the district by all schools. This form serves as confirmation that all used scratch paper was either securely destroyed by the district or shipped to the vendor after testing.

In the table below, indicate the name and code of each school in the district, the status of each school's used scratch paper, then print your name, sign, and date the form.

School Name	School Code	Used Scratch Paper Status	DAC Initials
1.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
2.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
3.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
4.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
5.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
6.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
7.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
8.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
9.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
10.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
11.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
12.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
13.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
14.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	
15.		☐ Destroyed locally ☐ Shipped to vendor ☐ N/A	

Note: Districts with more than 15 schools can attach a spreadsheet containing the required information for each school.

_____   _____   _____
Printed DAC Name   *DAC Signature*   *Date*

_____   _____
District Name   *District Code*

DAC – Submit signed Scratch Paper Verification form electronically through the **Assessment Forms** folder on **CDE Assessment Syncplicity**. The form must be saved with the file name indicating **district name, form name, and the date on which the file was saved** (e.g., District A_Scratch Paper Verification_050324). The signed form must be maintained physically or electronically by the district for three years.

Form to Report a Testing Irregularity or Security Breach

Testing Irregularity or Security Breach Form
Spring 2024 CMAS and CoAlt: Math, ELA, and Science

This form is for use by districts in reporting major misadministrations and security breaches.

Instructions:
1. Call the appropriate contact in the CDE Assessment Division as soon as possible if a major misadministration or security breach occurs or is suspected to have occurred.
2. Complete form and add incident to the *Test Incident Report* (TIR) spreadsheet (download from http://www.cde.state.co.us/assessment/training-cmas). Submit the completed form and spreadsheet to CDE through the **CDE Assessment Syncplicity** account. Place the documents in the **Assessment Forms** folder, then email CDE when available for review (do not email the completed form). All forms and TIR spreadsheets are **due by Friday, May 3, 2024**.
3. Maintain a copy of the submitted form in school/district files. Maintain this record for three years.

Program	Contact	Phone	Email	Syncplicity Folder
CMAS	Sara Loerzel	720-316-3065	loerzel_s@cde.state.co.us	Assessment_Forms_2024
CoAlt	Arti Sachdeva	720-316-7184	sachdeva_a@cde.state.co.us	

Notes:
- If the incident involves more than a single student, include a list of all student names and SASID numbers in the description of the test incident. Separate forms do **NOT** need to be completed for each student, but each student is to be listed on a separate line on the TIR spreadsheet.
- **Do not** discuss, transmit, or reproduce secure test materials on this form or in preparation of this report.

District Name:	**District Code:**
School Name:	**School Code:**
DAC Name:	
DAC Phone and Extension:	**DAC Email:**

Test Administration Information: ❏ CMAS   ❏ CoAlt

Date of Incident: _____   **Date Report Submitted:** _____

Test Format: Computer-based ❏   Paper-based ❏

Content Area: Science ❏   Math ❏   ELA ❏   CSLA ❏

Unit: 1 ❏   2 ❏   3 ❏

Student Grade: 3 ❏   4 ❏   5 ❏   6 ❏   7 ❏   8 ❏   11 ❏

Test Session Name (if online):	**Test Administrator's Name:**
Student Name:	**SASID:**
If multiple students are impacted, attach a sheet with names and SASIDs.	
Detailed Description of Incident:	
Investigation Steps Taken:	
Actions Taken by Staff:	
Proposed Solution:	
Was the incident resolved in a manner that allowed the student to continue testing? Yes ❏ No ❏	
If incident was related to a particular item, please provide the item number: **Note**: Only students are allowed to read test content.	

Form to Report Contaminated, Damaged, or Missing Materials

Form to Report Contaminated, Damaged, or Missing Materials
Spring 2024 CMAS and CoAlt ELA, Math, and Science

This form must be completed through https://forms.gle/QiPv8w3NHaDG64vo8 to report any contaminated, damaged, or missing Spring 2024 CMAS and CoAlt: ELA, Math, and Science assessment materials.

Instructions:

1. Follow the instructions in the *CMAS and CoAlt Procedures Manual* if test materials become contaminated (*Section 4.1.5*), damaged (*Section 3.8.3*), or missing (*Section 5.1.2*).
2. The School Assessment Coordinator (SAC) will report the incident using the online form to describe the circumstances. For special instructions on reporting instances of damaged or missing materials, contact the District Assessment Coordinator (DAC).
3. Complete a new form for each material.
4. If a replacement material is needed after completing the online form, contact the DAC to submit that request.

Note: CDE will require additional documentation for any missing secure materials.

Completing this form electronically submits the following information to the CDE Assessment Division:

- **Contact Name, Email Address, Phone and Extension**
- **School Name and Code**
- **District Name and Code**
- **Date of Report**
- **Assessment Administration:** CMAS or CoAlt
- **Content Area:** ELA, CSLA, Math, or Science
- **Document Type:** Test Book, Auditory/Signer Script, Visual Description Document, CoAlt Answer Document or Task Manipulatives
- **Security Number:** A security barcode appears on each secure material. The security number is printed with the barcode and is indicated on the School Security Checklist that was included in the boxes in which materials were received.
- **Issue:** Contaminated, damaged, or missing
- **Description of Circumstance** – do not include student PII (e.g., student name, SASID)
  - Example: Student had a nosebleed on the test book. It was destroyed according to district biohazard protocol.

When the online report is submitted, CDE will share a copy of the report with the DAC.

Sample School Schedules

Early window options for grade 11 science and extended window options online math and ELA:

Districts must submit selections to CDE by December 15, 2023 to participate in these testing window options.

Math and ELA – up to two extra weeks starting as early as April 1, 2024 and ending as late as May 3, 2024.

Grade 11 science – early three week window from April 1 to April 19, 2024.

Reminders:

Refer to *2.4 Scheduling and Testing Time* for guidelines for combining groups.

Districts and schools should have a plan in place for make-up testing due to unforeseen schedule changes, such as cancellations caused by weather (e.g., build make-up days/times into the schedule before the close of the window). **Include extra make-up days at the end of the testing window to account for cancellations due to snow or other unexpected school closures.**

Schedule Key:

Official State Window Weeks	
Early/Extended Window Weeks	
Grade 3	Grade 6
Grade 4	Grade 7
Grade 5	Grade 8
Grade 11	
Combined Grades	
Make-up Testing	
No Scheduled Testing	

CMAS Sample School Schedule for Grades 3-5
__1__ Physical Testing Group Required – CBT and/or PBT

WEEK 1 (April 8-12)	Morning	Late morning	Early afternoon	Late afternoon
Monday	Math 3 Unit 1 – 65 min	Math 3 Unit 2 – 65 min	Math 4 Unit 1 – 65 min	Math 4 Unit 2 – 65 min
Tuesday	Math 5 Unit 1 – 65 min	Math 5 Unit 2 – 65 min	Math 4 Unit 3 – 65 min	Make-up
Wednesday	Math 3 Unit 3 – 65 min	Math 5 Unit 3 – 65 min	Make-up	
Thursday	Make-up			
Friday				

WEEK 2 (April 15-19)	Morning	Mid-day	Afternoon
Monday	ELA 3 Unit 1 – 90 minutes	ELA 4 Unit 1 – 90 minutes	ELA 5 Unit 1 – 90 minutes
Tuesday	ELA 3 Unit 2 – 90 minutes	ELA 4 Unit 2 – 90 minutes	ELA 5 Unit 2 – 90 minutes
Wednesday	ELA 3 Unit 3 – 90 minutes	ELA 4 Unit 3 – 90 minutes	ELA 5 Unit 3 – 90 minutes
Thursday	Make-up	Make-up	Make-up
Friday			

WEEK 3 (April 22-26)	Morning	Mid-day	Afternoon
Monday	Science 5 Unit 1 – 80 minutes	Make-up	
Tuesday	Science 5 Unit 2 – 80 minutes	Make-up	
Wednesday	Science 5 Unit 3 – 80 minutes	Make-up	
Thursday	Make-up	Make-up	
Friday			

CMAS Sample School Schedule for Grades 3-5
___1___ Physical Testing Group Required – CBT and/or PBT

WEEK 1 (April 8-12)	Morning	Mid-day	Afternoon
Monday	ELA 5 Unit 1 – 90 minutes	ELA 4 Unit 1 – 90 minutes	Math 3 Unit 1 – 65 minutes
Tuesday	ELA 5 Unit 2 – 90 minutes	ELA 4 Unit 2 – 90 minutes	Math 3 Unit 2 – 65 minutes
Wednesday	ELA 5 Unit 3 – 90 minutes	ELA 4 Unit 3 – 90 minutes	Math 3 Unit 3 – 65 minutes
Thursday	Math 5 Unit 1 – 65 minutes	Math 4 Unit 1 – 65 minutes	Make-up
Friday	Math 5 Unit 2 – 65 minutes	Math 4 Unit 2 – 65 minutes	Make-up

WEEK 2 (April 15-19)	Morning	Mid-day	Afternoon
Monday	Math 5 Unit 3 – 65 minutes	Math 4 Unit 3 – 65 minutes	ELA 3 Unit 1 – 90 minutes
Tuesday	Science 5 Unit 1 – 80 minutes	Make-up	ELA 3 Unit 2 – 90 minutes
Wednesday	Science 5 Unit 2 – 80 minutes	Make-up	ELA 3 Unit 3 – 90 minutes
Thursday	Science 5 Unit 3 – 80 minutes	Make-up	Make-up
Friday	Make-up	Make-up	Make-up

WEEK 3 (April 22-26)	Morning	Mid-day	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

CMAS Sample School Schedule for Grades 3-5
___2___ Physical Testing Groups Required – Early Window for Math/ELA CBT Only (One Extra Week)

WEEK 1 (April 1-5)	Early morning	Late morning	Early afternoon	Late afternoon
Monday	Math 4 Unit 1 – 65 min (Group 1)	Math 4 Unit 1 – 65 min (Group 2)	Math 5 Unit 1 – 65 min (Group 1)	Math 5 Unit 1 – 65 min (Group 2)
Tuesday	Math 4 Unit 2 – 65 min (Group 1)	Math 4 Unit 2 – 65 min (Group 2)	Math 5 Unit 2 – 65 min (Group 1)	Math 5 Unit 2 – 65 min (Group 2)
Wednesday	Math 4 Unit 3 – 65 min (Group 1)	Math 4 Unit 3 – 65 min (Group 2)	Math 5 Unit 3 – 65 min (Group 1)	Math 5 Unit 3 – 65 min (Group 2)
Thursday	Make-up	Make-up	Make-up	Make-up
Friday				

WEEK 2 (April 8-12)	Morning	Mid-day	Afternoon
Monday	Make-up	Make-up	ELA 3 Unit 1 – 90 minutes (Group 1)
Tuesday	Science 5 Unit 1 – 80 minutes (Group 1)	Science 5 Unit 1 – 80 minutes (Group 2)	ELA 3 Unit 1 – 90 minutes (Group 21)
Wednesday	Science 5 Unit 2 – 80 minutes (Group 1)	Science 5 Unit 2 – 80 minutes (Group 2)	ELA 3 Unit 2 – 90 minutes (Group 1)
Thursday	Science 5 Unit 3 – 80 minutes (Group 1)	Science 5 Unit 3 – 80 minutes (Group 2)	ELA 3 Unit 2 – 90 minutes (Group 2)
Friday	ELA 5 Unit 1 – 90 minutes (Group 1)	ELA 5 Unit 1 – 90 minutes (Group 2)	ELA 3 Unit 3 – 90 minutes (Group 1)

WEEK 3 (April 15-19)	Morning	Mid-day	Afternoon
Monday	Make-up	Make-up	ELA 3 Unit 3 – 90 minutes (Group 2)
Tuesday	ELA 4 Unit 1 – 90 minutes (Group 1)	ELA 4 Unit 1 – 90 minutes (Group 2)	ELA 5 Unit 2 – 90 minutes (Group 1)
Wednesday	ELA 4 Unit 2 – 90 minutes (Group 1)	ELA 4 Unit 2 – 90 minutes (Group 2)	ELA 5 Unit 2 – 90 minutes (Group 2)
Thursday	ELA 4 Unit 3 – 90 minutes (Group 1)	ELA 4 Unit 3 – 90 minutes (Group 2)	ELA 5 Unit 3 – 90 minutes (Group 1)
Friday	Make-up	Make-up	ELA 5 Unit 3 – 90 minutes (Group 2)

WEEK 4 (April 22-26)	Morning	Mid-day	Afternoon
Monday	Make-up	Math 3 Unit 1 – 65 minutes (Group 1)	Math 3 Unit 1 – 65 minutes (Group 2)
Tuesday	Make-up	Math 3 Unit 2 – 65 minutes (Group 1)	Math 3 Unit 2 – 65 minutes (Group 2)
Wednesday	Make-up	Math 3 Unit 3 – 65 minutes (Group 1)	Math 3 Unit 3 – 65 minutes (Group 2)
Thursday	Make-up		
Friday			

CMAS Sample School Schedule for Grades 6-8
__1__ Physical Testing Group Required – CBT and/or PBT

WEEK 1 (April 8-12)	Morning	Mid-day	Afternoon
Monday	ELA 8 Unit 1 – 110 minutes	ELA 7 Unit 1 – 110 minutes	ELA 6 Unit 1 – 110 minutes
Tuesday	ELA 8 Unit 2 – 110 minutes	ELA 7 Unit 2 – 110 minutes	ELA 6 Unit 2 – 110 minutes
Wednesday	ELA 8 Unit 3 – 110 minutes	ELA 7 Unit 3 – 110 minutes	ELA 6 Unit 3 – 110 minutes
Thursday	Math 8 Unit 1 – 65 minutes	Math 7 Unit 1 – 65 minutes	Math 6 Unit 1 – 65 minutes
Friday	Math 8 Unit 2 – 65 minutes	Math 7 Unit 2 – 65 minutes	Math 6 Unit 2 – 65 minutes

WEEK 2 (April 15-19)	Morning	Mid-day	Afternoon
Monday	Math 8 Unit 3 – 65 minutes	Math 7 Unit 3 – 65 minutes	Math 6 Unit 3 – 65 minutes
Tuesday	Science 8 Unit 1 – 80 minutes	Make-up	Make-up
Wednesday	Science 8 Unit 2 – 80 minutes	Make-up	Make-up
Thursday	Science 8 Unit 3 – 80 minutes	Make-up	Make-up
Friday	Make-up	Make-up	Make-up

WEEK 3 (April 22-26)	Morning	Mid-day	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

CMAS Sample School Schedule for Grades 6-8
__3__ Physical Testing Groups Required – CBT and/or PBT

WEEK 1 (April 8-12)	Morning	Mid-day	Afternoon
Monday	ELA 6, 7, 8 Unit 1 – 110 minutes (Group 1)	ELA 6, 7, 8 Unit 1 – 110 minutes (Group 2)	ELA 6, 7, 8 Unit 1 – 110 minutes (Group 3)
Tuesday	ELA 6, 7, 8 Unit 2 – 110 minutes (Group 1)	ELA 6, 7, 8 Unit 2 – 110 minutes (Group 2)	ELA 6, 7, 8 Unit 2 – 110 minutes (Group 3)
Wednesday	ELA 6, 7, 8 Unit 3 – 110 minutes (Group 1)	ELA 6, 7, 8 Unit 3 – 110 minutes (Group 2)	ELA 6, 7, 8 Unit 3 – 110 minutes (Group 3)
Thursday	Math 6, 7, 8 Unit 1 – 65 minutes (Group 1)	Math 6, 7, 8 Unit 1 – 65 minutes (Group 2)	Math 6, 7, 8 Unit 1 – 65 minutes (Group 3)
Friday	Math 6, 7, 8 Unit 2 – 65 minutes (Group 1)	Math 6, 7, 8 Unit 2 – 65 minutes (Group 2)	Math 6, 7, 8 Unit 2 – 65 minutes (Group 3)

WEEK 2 (April 15-19)	Morning	Mid-day	Afternoon
Monday	Make-up	Make-up	Make-up
Tuesday	Math 6, 7, 8 Unit 3 – 65 minutes (Group 1)	Math 6, 7, 8 Unit 3 – 65 minutes (Group 2)	Math 6, 7, 8 Unit 3 – 65 minutes (Group 3)
Wednesday	Science 8 Unit 1 – 80 minutes (Group 1)	Science 8 Unit 1 – 80 minutes (Group 2)	Science 8 Unit 1 – 80 minutes (Group 3)
Thursday	Science 8 Unit 2 – 80 minutes (Group 1)	Science 8 Unit 2 – 80 minutes (Group 2)	Science 8 Unit 2 – 80 minutes (Group 3)
Friday	Science 8 Unit 3 – 80 minutes (Group 1)	Science 8 Unit 3 – 80 minutes (Group 2)	Science 8 Unit 3 – 80 minutes (Group 3)

WEEK 3 (April 22-26)	Morning	Mid-day	Afternoon
Monday	Make-up	Make-up	Make-up
Tuesday			
Wednesday			
Thursday			
Friday			

CMAS Sample School Schedule for Grade 11
___3___ Physical Testing Groups Required – Grade 11 Science (Early) CBT and/or PBT

WEEK 1 (April 1-5)	Morning	Mid-day	Afternoon
Monday			
Tuesday	Science 11 Unit 1 – 60 minutes (Group 1)	Science 11 Unit 1 – 60 minutes (Group 2)	Science 11 Unit 1 – 60 minutes (Group 3)
Wednesday	Science 11 Unit 2 – 60 minutes (Group 1)	Science 11 Unit 2 – 60 minutes (Group 2)	Science 11 Unit 2 – 60 minutes (Group 3)
Thursday	Make-up	Make-up	Make-up
Friday	Make-up	Make-up	Make-up

WEEK 2 (April 8-12)	Morning	Mid-day	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

WEEK 3 (April 15-19)	Morning	Mid-day	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

CMAS Sample School Schedule for Grades 3-5
___3___ Physical Testing Groups Required – Early Window for Math/ELA CBT Only (Two Extra Weeks)

WEEK 1 (April 1-5)	Early morning	Late morning	Early afternoon	Late afternoon
Monday	Math 4 Unit 1 – 65 min (Group 1)	Math 4 Unit 1 – 65 min (Group 2)	Math 4 Unit 1 – 65 min (Group 3)	Math 5 Unit 1 – 65 min (Group 1)
Tuesday	Math 4 Unit 2 – 65 min (Group 1)	Math 4 Unit 2 – 65 min (Group 2)	Math 4 Unit 2 – 65 min (Group 3)	Math 5 Unit 1 – 65 min (Group 2)
Wednesday	Math 4 Unit 3 – 65 min (Group 1)	Math 4 Unit 3 – 65 min (Group 2)	Math 4 Unit 3 – 65 min (Group 3)	Math 5 Unit 1 – 65 min (Group 3)
Thursday	Make-up	Math 5 Unit 2 – 65 min (Group 1)	Math 5 Unit 2 – 65 min (Group 2)	Math 5 Unit 2 – 65 min (Group 3)
Friday	Make-up	Math 5 Unit 3 – 65 min (Group 1)	Math 5 Unit 3 – 65 min (Group 2)	Math 5 Unit 3 – 65 min (Group 3)

WEEK 2 (April 8-12)	Early morning	Late morning	Early afternoon	Late afternoon
Monday	Make-up			
Tuesday	Make-up	Math 3 Unit 1 – 65 min (Group 1)	Math 3 Unit 1 – 65 min (Group 2)	Math 3 Unit 1 – 65 min (Group 3)
Wednesday	Make-up	Math 3 Unit 2 – 65 min (Group 1)	Math 3 Unit 2 – 65 min (Group 2)	Math 3 Unit 2 – 65 min (Group 3)
Thursday	Make-up	Math 3 Unit 3 – 65 min (Group 1)	Math 3 Unit 3 – 65 min (Group 2)	Math 3 Unit 3 – 65 min (Group 3)
Friday	Make-up			

WEEK 3 (April 15-19)	Morning	Mid-day	Afternoon
Monday	ELA 5 Unit 1 – 90 minutes (Group 1)	ELA 5 Unit 1 – 90 minutes (Group 2)	ELA 5 Unit 1 – 90 minutes (Group 3)
Tuesday	ELA 5 Unit 2 – 90 minutes (Group 1)	ELA 5 Unit 2 – 90 minutes (Group 2)	ELA 5 Unit 2 – 90 minutes (Group 3)
Wednesday	ELA 5 Unit 3 – 90 minutes (Group 1)	ELA 5 Unit 3 – 90 minutes (Group 2)	ELA 5 Unit 3 – 90 minutes (Group 3)
Thursday	ELA 3 Unit 1 – 90 minutes (Group 2)	ELA 3 Unit 1 – 90 minutes (Group 2)	ELA 3 Unit 1 – 90 minutes (Group 3)
Friday	ELA 3 Unit 2 – 90 minutes (Group 2)	ELA 3 Unit 2 – 90 minutes (Group 2)	ELA 3 Unit 2 – 90 minutes (Group 3)

WEEK 4 (April 22-26)	Morning	Mid-day	Afternoon
Monday	ELA 3 Unit 3 – 90 minutes (Group 1)	ELA 3 Unit 3 – 90 minutes (Group 2)	ELA 3 Unit 3 – 90 minutes (Group 3)
Tuesday	Science 5 Unit 1 – 80 minutes (Group 1)	Science 5 Unit 1 – 80 minutes (Group 2)	Science 5 Unit 1 – 80 minutes (Group 3)
Wednesday	Science 5 Unit 2 – 80 minutes (Group 1)	Science 5 Unit 2 – 80 minutes (Group 2)	Science 5 Unit 2 – 80 minutes (Group 3)
Thursday	Science 5 Unit 3 – 80 minutes (Group 1)	Science 5 Unit 3 – 80 minutes (Group 2)	Science 5 Unit 3 – 80 minutes (Group 3)
Friday	Make-up	Make-up	Make-up

WEEK 5 (April 29-May 3)	Morning	Mid-day	Afternoon
Monday	Make-up	Make-up	Make-up
Tuesday	ELA 4 Unit 1 – 90 minutes (Group 1)	ELA 4 Unit 1 – 90 minutes (Group 2)	ELA 4 Unit 1 – 90 minutes (Group 3)
Wednesday	ELA 4 Unit 2 – 90 minutes (Group 1)	ELA 4 Unit 2 – 90 minutes (Group 2)	ELA 4 Unit 2 – 90 minutes (Group 3)
Thursday	ELA 4 Unit 3 – 90 minutes (Group 1)	ELA 4 Unit 3 – 90 minutes (Group 2)	ELA 4 Unit 3 – 90 minutes (Group 3)
Friday	Make-up	Make-up	Make-up

Accommodations - Forms and Spanish Flowchart

- Emergency Accommodation Form
- Secure Data Removal Verification
- Decision Making Flowchart – Use of CMAS Spanish Assessments

    Note: Refer to http://www.cde.state.co.us/assessment/training-accommodations for Unique Accommodations Guidance and Forms

Emergency Accommodation Form
Spring 2024 CMAS and CoAlt: Math, ELA, and Science

Directions: This form is appropriate in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. Cases could include students who have a recently fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury. If the principal (or designee) determines that a student requires an emergency accommodation on the day of the CMAS or CoAlt assessment, this form must be completed and maintained in the student's assessment file. **The parent must be notified that an emergency accommodation was provided. Consult with the District Assessment Coordinator (DAC) for approval if required by the district.** If appropriate, this form may also be submitted to the DAC to be retained in the student's central office file.

District Name and Code:	Date:
School Name and Code:	Telephone Number:
Student Name:	Grade:
SASID:	DOB:
Assessment Subject(s):	

Name and Title of Person Completing this Form:

_____   _____
Staff Member's Name   *Title/Position*

Reason for needing an emergency test accommodation (attach documentation if needed):

_____
_____
_____
_____

Describe what the testing accommodation will be:

_____
_____
_____

Who will administer the accommodation?_____

_____   _____
Staff Member's Name   *Title/Position*

_____   _____
SAC Signature   *Date*

_____   _____
DAC Signature (if appropriate or required)   *Date*

Secure Data Removal Form
Spring 2024 CMAS and CoAlt: Math, ELA, and Science

Administration of the CMAS and CoAlt assessments may require student responses or task-based materials to be temporarily stored on local devices. Because the student responses are unencrypted and the task-based materials contain assessment content, they are secure and must be treated as such.

- **Student responses saved on secondary devices:** Certain accommodations require the use of secondary devices for students to respond to assessment questions (e.g., speech-to-text, word prediction). To be scored, responses saved on secondary devices need to be transcribed into online or paper test forms, depending on the testing mode that is used by the student. All student responses must be removed from the secondary device or flash drive immediately following transcription or printing of student responses for transcription purposes.
- **CoAlt task manipulatives:** While hard-copy CoAlt task manipulatives are included in CoAlt test kits, they are also available electronically to allow for customization based on individual student need.

It is the DAC's responsibility to ensure that all secure content is deleted after testing or transcription in a secure manner.

District Name and Code: _____

District Assessment Coordinator: _____

School Name and Code: _____

School Assessment Coordinator: _____

Designee Responsible for Deleting CMAS/CoAlt Content: _____

I verify that all electronic copies of student answers entered on secondary devices as part of an accommodation have been permanently removed from any technology at this school according to district policy.

_____ (initials)

I verify that all flash drives which may contain student answers from the CMAS assessments and/or CoAlt task manipulatives have been permanently wiped clean, destroyed, or turned-in to the DAC according to district policy.

_____ (initials)

_____   _____
Designee Signature   *Date*

_____   _____
DAC/SAC Signature   *Date*

Decision Making Flowchart – Use of CMAS Spanish Assessments

Math, Science, and CSLA in place of ELA

NEP
Non-English Proficient

LEP
Limited-English Proficient

FEP
Fully English Proficient M1, M2 or Exited
FELL
Former English Language Learner

Has the student received instruction in Spanish in the assessed content area within the last nine months[1] (e.g., Spanish language arts for CSLA)?

Yes

No

How long has the student had instruction in an English Language Development program?

5 Years or less

More than 5 years

Eligible for the Spanish language version of the content area assessment[2]
Districts must determine the best fit for the student to access content on the assessment:
Math and Science
- Translated Spanish version
- English version with linguistic accommodations
- Locally translated CoAlt: Science or DLM Math assessment

Spanish Language Arts
- CSLA in grade 3 or 4
- CMAS ELA with linguistic accommodations
- Locally translated CoAlt: DLM ELA assessment

Student is not eligible for the Spanish version of the content area assessment.
Student MUST participate in CMAS: ELA or CoAlt with or without accommodations.
Standard and linguistic accommodations are available on CMAS and CoAlt to provide access to content on the assessment.

[1]DACs contact CDE with questions.
[2]District assessment leadership should collaborate with ML staff to evaluate appropriateness and eligibility of students to take the Spanish version of the assessment.

PAnext Quick Reference Guides

- User Accounts
- Initial Orders – Test Format, Accessibility Features, and Accommodations
- Additional Orders (DACs Only)
- Student Records – Enroll, Register, and Assign Student Tests
- Update Test Format
- Mark Complete Units (CBT Only)
- PearsonAccess^next Operational Reports
- Support Documents

User Accounts

PAnext is a secure platform that is accessed through user accounts. User accounts are created and maintained by Assessment Coordinators at the District and/or School level.

PAnext User Roles and Permissions

The table on the following page shows standard base and add-on roles that may be assigned to PAnext 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., a School Assessment Coordinator who will create test sessions and manage student registration data (PII*) will require the School Test Coordinator and Sensitive Data roles).

The official DAC for each district is assigned the LEA/District Test Coordinator base role and appropriate add-on roles. The DAC may confer roles to other PAnext users in their district as appropriate.

CMAS Role	PAnext Base Role
District Assessment Coordinator (DAC)	LEA/District Test Coordinator
School Assessment Coordinator (SAC)	School Test Coordinator
District Technology Coordinator (DTC)	Technology Coordinator
CMAS Test Administrator	Test Administrator

Higher level roles, like LEA/District Test Coordinator, include permissions of lower-level administration roles. DACs do not need the School Test Coordinator or Test Administrator role and SACs do not need the Test Administrator role.

Add-on roles are assigned in addition to base roles to provide access to additional functionality in PAnext. The following add-on roles are assigned to DACs:

- Sensitive Data Role – View and edit sensitive student data*
  - Users with this PAnext role have access to PII
  - Must have this role to import SR/PNP files
- Student Test Update – Allows export/import of STU file to batch update Void and Not Tested codes/reasons
  - Must have this role to void tests (including through the PAnext user interface)
  - Assigned to DACs at the beginning of the assessment window
- OnDemand Admin Report Access – Provides access to post-test on-demand individual student reports – these reports do not include comparative data
  - Assigned to DACs when OnDemand Reports become available in PAnext
- Published Reports – Provides access to post-test reports (i.e., results) and data files

Note: Some add-on roles are only available at certain times before, during, or after the administration window. Additionally, all users are locked out of PAnext at different times throughout the year:

Scheduled PAnext Lockouts (occur annually)
- December 15, 2023 – January 7, 2024: Administration setup (programming by Pearson and initial student registrations loaded by CDE)
- January 27, 2024 – February 4, 2024: Initial materials order pull (performed by Pearson)
- Beginning COB May 8, 2024: Close of data clean-up window
  - Official DAC user accounts are enabled when results (i.e., data files and reports) are available in the summer (typically in June).
  - If additional data updates are needed after PAnext is locked, the district's Data Respondent must submit those changes through the optional Student Biographical Data (SBD) review process through CDE's Data Pipeline. Refer to Appendix K for SBD dates.

*Personally Identifiable Information (PII) can be viewed/updated by users with the Sensitive Data and Student Test Update roles. Districts should only assign these user roles to individuals who may access PII.

PAnext User Role Matrix

Permission Category / Permission Name	LEA/District Test Coordinator	School Institution Test Coordinator	Test Administrator	Technology Coordinator	Published Reports Role	OnDemand Admin Reports Role	Sensitive Data Role	Student Test Update Role	Rejected Student Test Role	OnDemand Teacher Reports Role
File Import / Export										
Users	●	●								
Student Registration Import/Export (SR/PNP)							●	●		
Student Registration Delete										
Student Test Update (STU)								●		
Organizations										
Contacts Create/Edit/Delete	●									
Enrollment Counts Status	●	●								
View Completion Status	●	●								
Users										
Create/Edit/Delete	●	●								
Reset Password	●	●								
Classes										
Create/Edit/Delete	●	●								
Orders										
View	●	●								
Create/Edit/Cancel (pending orders)	●									
Students										
Search	●	●	●	●			●	●		
Create/Enroll/Register/Edit	●	●					●	●		
Student Detail Pop Up							●	●		
Student Test - Not Tested Code/Reason							●	●		
Student Test - Void Test Score Code/Reason								●		
View Sensitive Student Data					●	●	●	●		●
Delete										
Generate Sample Students (Training Site Only)	●	●		●			●	●		
Student Tests										
Manage Student Tests - View	●	●	●				●	●		
Manage Student Tests - Edit	●	●					●	●		
Rejected Student Tests - Edit									●	
Session Management										
Precache Test Content	●	●		●						
Prepare Sessions	●	●								
View Sessions/Students in Sessions	●	●	●	●						
Create/Edit/Delete Session	●	●								
Mark Test Complete (Does NOT Invalidate)	●	●								
Resume Test	●	●	●							
Add/Remove/Move Students from Sessions	●	●								
Lock/Unlock Sections	●	●	●							
Start/Stop/Refresh Session	●	●	●							
Download Student Test Tickets	●	●								
Alternate Assessments										
Assign Test Examiner to Student Tests	●	●								
View Student Restricted to Assigned Student Test										
Enter/Submit Student Scores (Score Entry)	●	●								
View Score Entry Completion Reports	●	●								
Work Requests										
Create Enrollment Transfer	●						●			
Approve Enrollment Transfer	●						●			
Reports										
Operational	●	●								
Published					●					
OnDemand Reports - View						●				●
OnDemand Reports - Create, Edit, Delete, Assign Tests, and Assign Users to Reporting Groups						●				

Create New User Accounts

PAnext User Interface

1. Sign in to PAnext

2. Go to **Setup** > **Users**
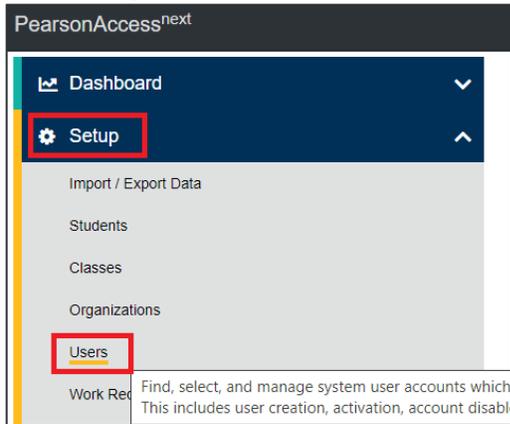
3. Select the **Tasks** drop-down: Select **Create/Edit Users** > **Start**
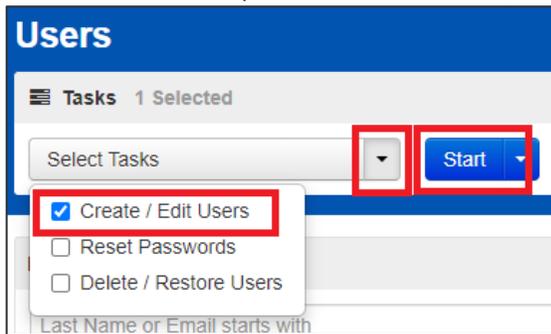
4. On the left side of the resulting screen, verify **Create Users** is selected
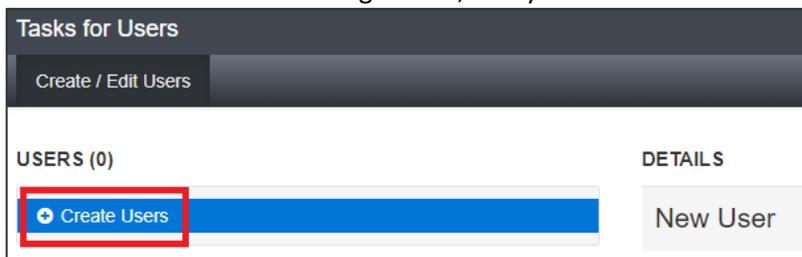
5. A blank form titled **DETAILS: New User** appears

6. Complete the following fields:
   a. **Selected Organizations**
      i. For district-level access (which includes access to all schools in the district), select only the district organization
      ii. For school-level access, select on the school or schools to which the user should have access
   b. **Selected Roles** – Refer to the PAnext User Roles Matrix for the list of base roles, add on roles, and associated permissions
   c. **Account** – Set this field to **Enabled**
   d. **First Name**
   e. **Last Name**
   f. **Email** – Use the individual's school/district email address

g. **Username** – The username defaults to the entered email address. This can be changed *before* the account is created, but best practice is to use the email as the username.

h. Optional fields:
   i. **Active Begin Date** – Indicate if the user should not be able to access the system until a future date
   ii. **Active End Date** – Indicate to set a future date on which the user should no longer be able to access the system

7. Confirm accuracy of completed form. Some fields (i.e., email and username) cannot be updated once the account is created. Select **Create** when all fields are confirmed.
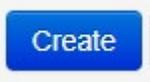
User File Export/Import Process

Use the file export/import process to create multiple new accounts at the same time. Refer to *Appendix K: Data Section 4 Export/Import Data Files: User File* for guidance.

Edit Existing User Accounts

PAnext User Interface

1. Sign in to PAnext

2. Go to **Setup** > **Users**
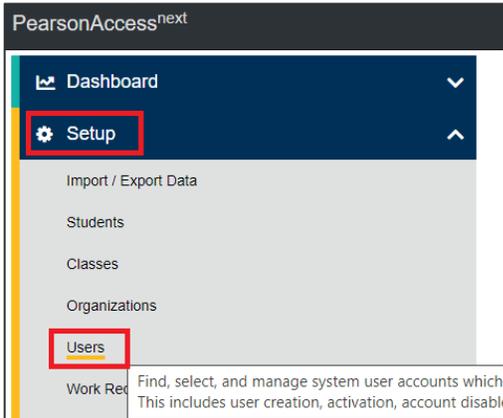
3. Find existing user account(s). Use the **Find Users** search bar and/or **Filters** to find a specific account, or to view all accounts, select the blue **Search** button drop-down and **Show all results.**

    OR

4. Select the appropriate user account(s)

5. Select the **Tasks** drop-down: Select **Create/Edit Users** > **Start**
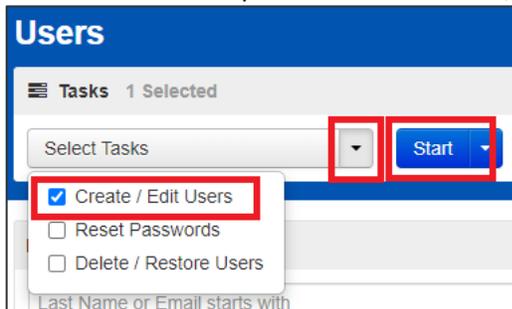
6. On the left side of the resulting screen, selected the previously selected user account from the list of **USERS**

7. Make appropriate changes to the selected user's **DETAILS** form

8. Select **Save**

Note: A user cannot search for or edit their own user account. To view account details, select the Account icon in the top right corner of the PAnext screen, then select **Your Account** from the drop-down menu.

- DACs – Only CDE contacts and other users in the district with the LEA/District Test Coordinator role can update a DAC's account.
- Non-DACs – Contact the SAC (school-level) or DAC (district-level) to have a user account updated.
- Pearson Customer Support cannot make updates to any Colorado user accounts.

User File Export/Import Process
Use the file export/import process to edit multiple existing accounts at the same time. Refer to *Appendix K: Data Section 4 Export/Import Data Files: User File* for guidance.

Enable a Disabled User Account

PAnext User Interface
1. Sign in to PAnext

2. Go to **Setup** > **Users**
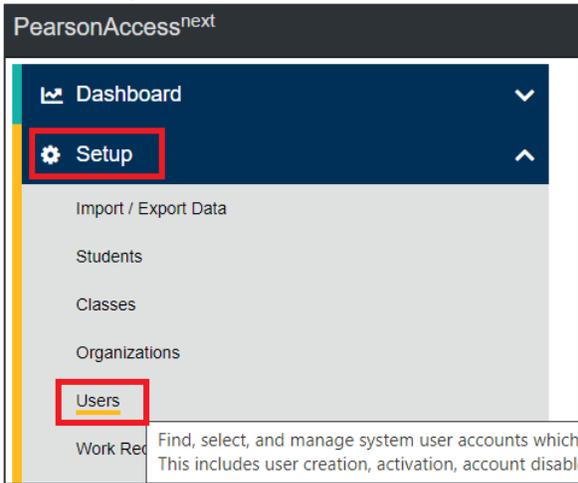
3. Find disabled user account(s) by setting the Account Status filter to Disabled. Add additional filters information as needed.

4. Select the appropriate user account(s)

5. Select the **Tasks** drop-down: Select **Create/Edit Users** > **Start**
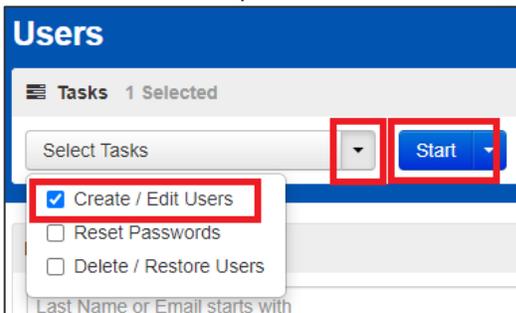
6. On the left side of the resulting screen, selected the previously selected user account from the list of **USERS**

7. Update the **Account** field from Disabled to **Enabled** and make any other necessary changes on the **DETAILS** form

8. Select **Save**

User File Export/Import Process
Use the file export/import process to enable multiple disabled accounts at the same time. Refer to *Appendix K: Data Section 4 Export/Import Data Files: User File* for guidance.

Initial Orders – Test Format, Accessibility Features, and Accommodations

The default test format for CMAS assessments is online (O) for computer-based testing (CBT). If districts provide paper-based testing (PBT) information to CDE by December 15, 2023 through the *District Testing Information and Format Selection* form (shared upon DAC completion of *CMAS Administration Training*), CDE will change the test format to paper (P) for students taking the indicated grade level and content area tests at the appropriate organizations. If notification is not provided to CDE regarding test format, or if individual students require PBT forms and/or accommodations, it is the district's responsibility to update the test format to paper (P) and add the accommodations in PAnext for the appropriate students from **January 8 to 26, 2024**.

Online Forms with Accessibility Features or Accommodations

- Auditory Presentation: Text-to-Speech – Text is read aloud to the student by means of the embedded text-to-speech software.
  - Accessibility feature for math and science
  - Available in English and Spanish
- Auditory/Signed Presentation: Script (reader/signer) – Form used with scripts for translation into languages other than English or Spanish for computer-based testing (CBT), including with the signer accommodation. To assign the appropriate form, place the student's test in a test session with the **Proctor Reads Aloud** checkbox selected, and session **Form Group Type** set to **Auditory/Signed Presentation**.
  - Auditory/signed presentation script is an accommodation for online math and science tests

- Math and ELA only:
  - Assistive Technology – Form is for use with outside assistive technology devices.
    - Prior to testing, schools should try the device in a secure practice environment to determine if it is compatible with TestNav. This is done through the PearsonAccess[next] Training Site.
    - If the device is not compatible with TestNav, the student may need two devices for testing, and transcription of responses into the student's test is required.
- Accessibility features that can be set in advance but are not form-specific:
  - Enlarged Pointer – Enlarges the size of the pointer used by the student to interact with the online test. This accessibility feature must be indicated in the PNP in advance if needed by a student.
  - Color Contrast – Can be set to a specific background and font color so a student does not have to make their own adjustments during testing, but any student can access this accessibility feature at any time, regardless of setting in advance.
  - Zoom Percentage – Can be set to a specific enlargement so a student does not have to make their own adjustments during testing, but any student can access this accessibility feature at any time, regardless of setting in advance.

For students <u>not</u> requiring a special form, additional indications <u>are not required</u> in PAnext as the students are automatically assigned to a form once their online test session is "prepared". Unless indicated otherwise, all students are defaulted to a "main" form of the assessment. All assessment tools are accessible to students on the "main" form, but online accommodations and the text-to-speech accessibility feature are not accessible unless assigned prior to testing. If students are not correctly assigned to special forms before "preparing" the test session, remove the students from the test sessions in order to correct the special forms assignment.

Paper Test Forms
- Paper Test Book – sent as kits with associated materials as follows:
  - Grade 11 science includes periodic table
  - Math includes math reference sheets and rulers/protractors as appropriate by test
- Large Print Kit – large print tests are spiral-bound and measure 14 inches by 18 inches. Kit includes the necessary standard print materials for transcription.
  - A visual descriptions document used by the student is included in the large print kits when needed.
- Spanish Paper Test Kits – test content and associated materials presented in Spanish
  - Grades 5, 8, and 11 science
  - Grades 3-8 math
  - CSLA (grades 3 and 4)
- Braille Kits – braille test materials produced in UEB code. Math and science kits printed in UEB with Nemeth and UEB Math/Science. Kit includes the necessary standard print materials for transcription.

Auditory/Signed Presentation Scripts – Used to provide an auditory presentation (oral reading) or signed presentation of the test form by a district/school employee to a student who cannot decode text. As indicated, some auditory/signer scripts require documentation on the student's IEP, 504, or ML plan. The CBT and PBT auditory/signer scripts are not interchangeable.
- PBT English Auditory Presentation Script
- PBT Spanish Auditory Presentation Script –for students with an ML plan (NEP/LEP only)
- PBT Auditory/Signed Presentation Script for Translation* - accommodation for students with disabilities or ML plan (NEP/LEP only)
- CBT Auditory/Signed Presentation Script for Translation* - accommodation for students with disabilities or ML plan (NEP/LEP only)

* Scripts for Translation are used for presentation in languages other than English or Spanish, including sign language.

For students requiring a special form, follow the appropriate steps, depending on whether the student:
- Requires an accommodation (below),
- Is not yet assigned to a test session, or
- Was already placed in a test session.

Prior to Assigning Accommodations
Before assigning accommodations to students, indicate the existence of an IEP, 504, or ML plan on each student's registration in PAnext. Only PAnext users with the Sensitive Data role have the necessary permissions to access this screen to indicate the appropriate student status/plan information. This is required for accommodations only and does not apply to accessibility features.

1. Go to Setup > Students.
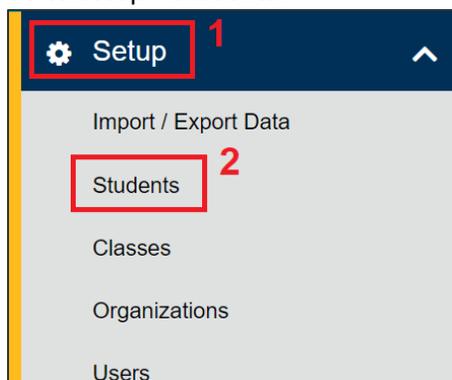
2. Locate the student needing the student status/education plan indication by entering search criteria.

3. Select the checkbox next to the student's name.

4. Select the **Tasks** drop-down and the checkbox next to **Register Students**; select **Start**.

5. For students requiring IEP/504-dependent accommodations (e.g., script for translation/signer, any accommodated paper-based forms), select the appropriate indication from the **Student with Disabilities** drop-down menu under **Student Status**:

   a. If **IEP** is indicated, the **Primary Disability Type** field is required:

6. For students requiring ML plan-dependent accommodations (e.g., Spanish text-to-speech), select the appropriate indication from the **Language Proficiency** drop-down menu under **Student Status**:

Language Proficiency

- Not Applicable
- NEP - Non English Proficient
- LEP - Limited English Proficient
- PHLOTE - English Proficient
- FELL - Former ELL
- FEP - Monitor Year 1
- FEP - Monitor Year 2
- FEP - Exited Year 1
- FEP - Exited Year 2

 a. When a **Language Proficiency** is indicated, the **Language Instruction Program** field is required:

Language Instruction Program

- No or Not Applicable
- English as a Second Language (ES
- Dual Language or Two-way Immers
- Transitional Bilingual Education or E
- Content Classes with integrated ES
- Newcomer programs
- Other
- Not in a Language Instruction Progr

7. Whether students require IEP, 504, or ML plan-dependent accommodations, select the appropriate indication from the **Accommodation Type** drop-down menu:

Accommodation Type

- IEP504
- EL
- Both

Enter the appropriate accommodation information on the **Manage Student Tests** screen. Use the steps on the following pages, depending on whether students are already assigned to test sessions.

Assigning Online Forms with Accessibility Features or Accommodations

Assign form-dependent accessibility features and accommodations en masse through a Student Registration/Personal Needs Profile (SR/PNP) file import or student-by-student through the PAnext User Interface (UI). Registration information entered into PAnext from January 8 to 26, 2024 populates material counts (e.g., auditory/signer scripts, test books) used to fulfill initial orders.

Online forms with accessibility features or accommodations assigned en masse through the SR/PNP import process:
To submit through the SR/PNP, include the relevant data in the file (see SR/PNP file layout and definitions document available at http://coassessments.com > Data Resources). Many of these fields include cross validation with other fields.

- Verify **Test Format** in SR/PNP file
    - O = Online/Computer-based Testing (CBT)
- Indicate PAnext SR/PNP accessibility features and accommodations that must be identified before testing.
    - **Accessibility Features Identified in Advance**
        - Color Contrast
        - Enlarged Pointer
        - Auditory Presentation: Text-to-Speech (for math and science)
        - Zoom Percentage
    - **Presentation Accommodations Identified in Advance**
        - Spanish Transadaptation of the Assessment (math and science)
        - Auditory/Signed Presentation: Script for Translation
            - Translation into language other than English or Spanish (math and science), including sign language
        - Assistive Technology (math and ELA only)

Online forms with accessibility features or accommodations assigned student-by-student through the PAnext UI:
When a CBT session is prepared, a test form is assigned to each student in the session based on the accessibility features or accommodations indicated on the SR/PNP for the student. If the SR/PNP is updated for a student *after* they are assigned to a test session, the user is alerted if the special form cannot be assigned indicating that additional steps are required. See the "For students previously assigned to test sessions" section that follows for guidance.

Note: If a form cannot be assigned due to cross validation with fields that the SAC does not have access to update, the SAC must contact the DAC.

Students NOT assigned to test sessions:

1. Go to Setup > Students.
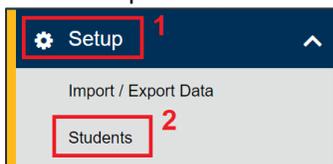
2. Locate the student needing the special online form assignment by entering search criteria.

3. Select the checkbox next to the student's name.

4. Select the **Tasks** drop-down and the checkbox next to **Manage Student Tests**; select **Start**.

5. Select the test name that appears under the student name on the left side of the screen.

6. On the **Test Details** screen, make sure Online is selected from the Test Format drop-down.

7. Select appropriate information and accessibility features and/or accommodations on the **Test Details** screen.

8. Select **Save**

9. If a green "**Success** Changes saved" message appears, the student will be assigned to the appropriate online accessibility features and/or accommodations when they are added into a test session.

When the student is assigned to a test session <u>after</u> the appropriate online accessibility features and/or accommodations are indicated, the appropriate special online form marker appears next to the student's SASID on the **Students in Session** screen (there is no marker for the color contrast accessibility feature).

Special Form Marker/Indicator	Accommodation/Accessibility Feature
TTS	Text-to-Speech Form
SPA	Spanish Form
SPA TTS	Spanish Text-to-Speech Form
AT	Assistive Technology Form (math and ELA only)

Students previously assigned to test sessions:

1. Go to **Testing** > **Sessions**.
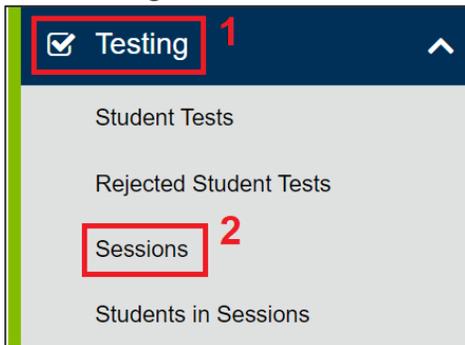
2. Search for the name of the test session in which the student is assigned.

3. Select the checkbox next to the session name.
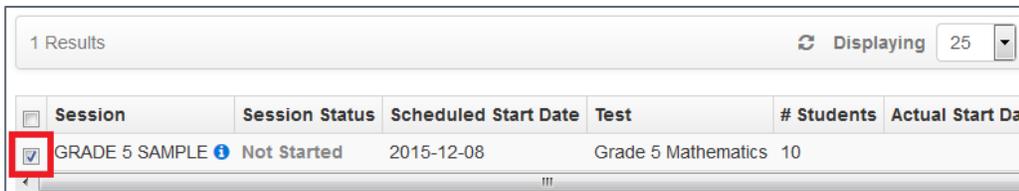
4. Select **Go to Students** in Sessions.
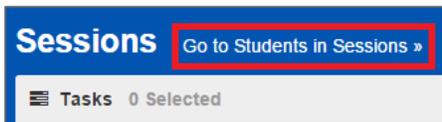
5. If a list of students does not appear on the **Students in Sessions** screen, select the name of the session in the **Session List**.

6. Select the checkbox next to the student's name.

7. Select the **Tasks** drop-down and the checkbox next to **Remove Students from Sessions**; select **Start**.

8. Select the appropriate student(s) and click **Remove.**

9. Complete Steps 1-9 from the directions *For students NOT assigned to test sessions*.

10. Add the student back into the test session. At this point, the appropriate online accessibility features and/or accommodations are indicated on the student's record so the special online form marker appears next to the student's SASID on the **Students in Session** screen (there is no marker for the color contrast accessibility feature).

Assigning and Ordering Materials for Paper-based Testing

For initial orders, paper test books are ordered by indicating the paper format for the student in PAnext either via SR/PNP or student-by-student through the User Interface. The registration information entered into PAnext from January 8 to 26, 2024 populates paper-based participation counts used to fulfill initial orders.

Ordering Test Books via SR/PNP

To submit through the SR/PNP, include the relevant data in the file (see SR/PNP file layout and definitions document available at http://coassessments.com > Data Resources).

- Test Format = P and appropriate accommodation fields must be populated.

Ordering Test Books Student-by-Student within the PAnext UI

Use the steps outlined below to set paper-based test selections for individual students in PAnext. Automatic orders are triggered if the paper test format (and any associated accommodations) is indicated from January 8 to 26, 2024. Any indication of paper testing after January 26, 2024 requires the DAC to place an additional order prior to testing (refer to *Spring 2024 CMAS and CoAlt Critical Dates* for additional order dates).

- Select the **Setup** tab.
- Select the **Students** action.
- Find the student.
- Place a checkmark in the box to the left of the student's name.
- From the **Tasks** drop-down, select **Manage Student Tests**.
- Select the **Start** button.
- The Test Details screen appears.

- If the student is not already assigned to a test, select the student name from the **Student** drop-down, select the appropriate test from the **Test** drop-down, and select the appropriate organization from the **Organization** drop-down.
- From the **Test Format** drop-down, select **Paper**.
- If an accommodated paper form is needed, select the accommodations for each student.
- Select **Save**.
- After the green confirmation message appears, select **Exit Tasks** to continue.

Assigning and Ordering Auditory/Signed Presentation Materials

For initial orders, scripts used for PBT or CBT auditory/signed presentation are ordered by indicating the testing format and the appropriate auditory/signed presentation information for the student in PAnext either via SR/PNP or student-by-student through the User Interface. The registrations information entered into PAnext from January 8 to 26, 2024 are used to fulfill initial orders for auditory/signed presentation scripts.

Note: Only auditory/signed presentation provided to a student by a district/school employee reading from a word-for-word script document requires materials to be ordered. For CBT, Auditory Presentation: Text-to-Speech (English or Spanish) is provided by embedded software and *does not require the ordering of any physical materials*.

Ordering Auditory/Signed Presentation Materials via SR/PNP

To submit through the SR/PNP, include the relevant data in the file (see SR/PNP file layout and definitions document available at http://coassessments.com > Data Resources).

Ordering Auditory/Signed Presentation Materials Student-by-Student within the PAnext UI

To assign auditory/signed presentation to individual students through PAnext, use the steps outlined below.
- Select the **Setup** menu.
- Select the **Students** action.
- Find the student.
- Place a checkmark in the box to the left of the student's name.
- From the **Tasks** drop-down, select **Manage Student Tests**.
- Select the **Start** button.
- The **Test Details** screen appears.
- If the student is not already assigned a test, select the student name from the **Student** drop-down, select the appropriate test from the **Test** drop-down, and select the appropriate organization from the **Organization** drop-down.
- Ensure that the appropriate **Test Format** is selected (either **Paper** or **Online)**.
- Select the appropriate **Auditory/Signed Presentation: Script** information.
- Select **Save**.
- If a red error message appears, cross-validations may require population of additional fields (e.g., Students with Disabilities for CBT auditory/signer script, Language Proficiency for CBT auditory/signer script, Accommodation Type for CBT auditory/signer script). Follow on-screen directions to correct.
- After the green confirmation message appears, select **Exit Tasks** to continue.

Additional Orders (DACs only)

Following the close of the initial orders window on January 26, 2024, DACs may submit additional order requests to Pearson. Only the official DAC registered with CDE may place additional orders. The Additional Orders window for secure materials opens one day after the district receives the initial materials shipment through April 30, 2024.

1. Log in to PAnext and select **Setup** > **Orders & Shipment Tracking**.
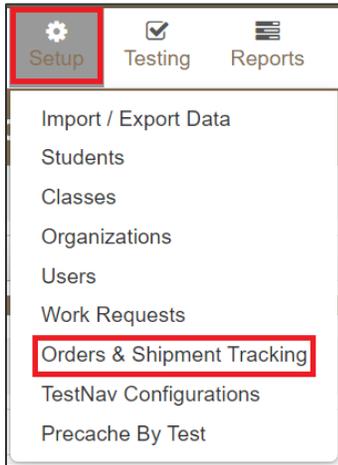
2. From the **Tasks** drop-down, select **Create/Edit Orders**, then **Start**.
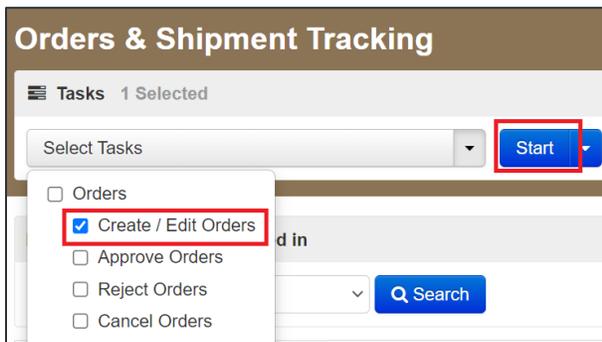
3. Select **Create Additional Order** and fill in the required information on the **New Order** form.
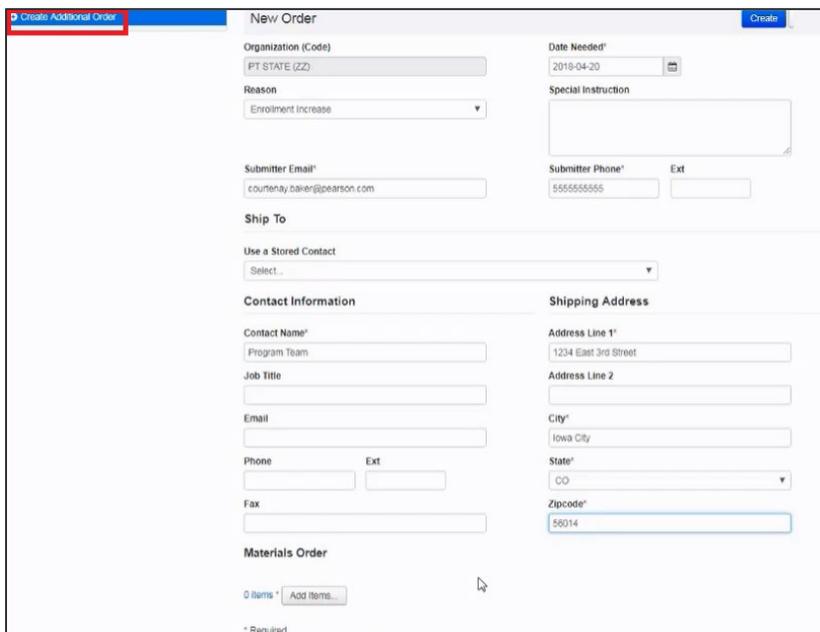
4. Click **Add Items** to add items to the materials order.
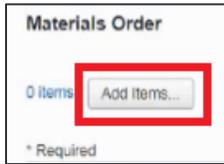
5. On the **Edit Materials Order** screen, enter the required quantity for each material type, then, select **Save.**
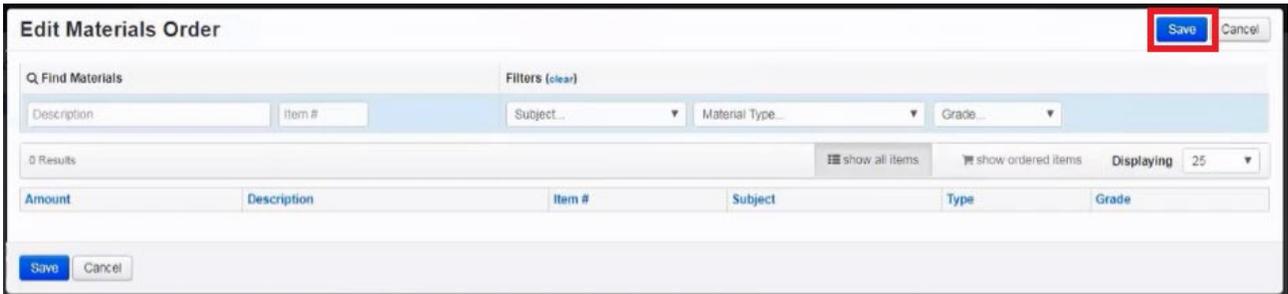
6. Review the list of materials under **Materials Order** on the order screen to confirm the ordered materials and counts.

7. Select **Create**.

8. Orders are reviewed and approved by CDE.*

9. Track shipments within PAnext:
   - From the **Orders & Shipment Tracking** screen, search for the order using filter fields.
   - Select the icon next to the order number to view **Order Details**.
   - Select the **Shipments** tab to view tracking information.
   - Track each box in the shipment separately by selecting the hyperlinked **Tracking Number** (opens tracking information through http://www.UPS.com).

*Orders are not approved unless they are matched to existing student registrations. If the need for material is newly identified, update corresponding student PNPs *before* placing the additional order.

Student Records – Enroll, Register, and Assign Student Tests

All student records require completion of three steps in PearsonAccess[next]. First, **enrollment** occurs when a student record is created. Once created/enrolled, **register** the student to the current administration (i.e., **CMAS Spring 2024** or **CoAlt Science Spring 2024**). Lastly, once the student is registered, **assign** the appropriate tests. Directions are provided for completing these steps through the PearsonAccess[next] User Interface as well as through the SR/PNP file export/import process.

Through the PearsonAccess[next] User Interface:

1. Go to **Setup > Students**
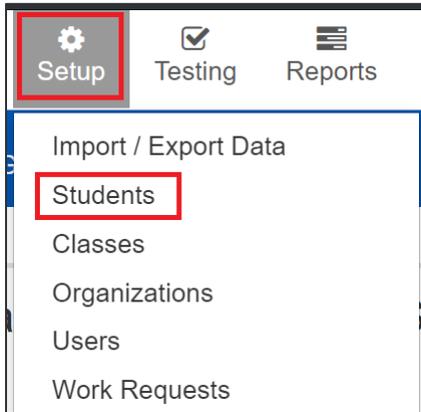
2. Select the **Tasks** drop-down menu and the following tasks:
   a. **Create/Edit Students**
   b. **Register Students**
   c. **Manage Student Tests**
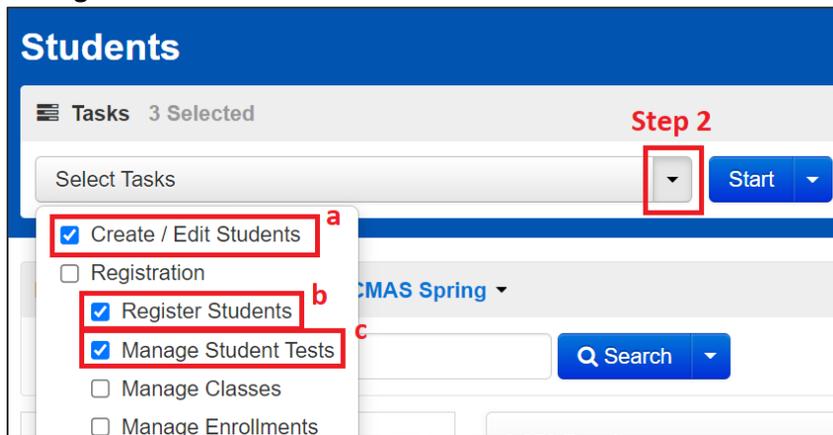
3. Select **Start**

4. The **Tasks for Students** screen appears with the selected tasks displayed on separate tabs.
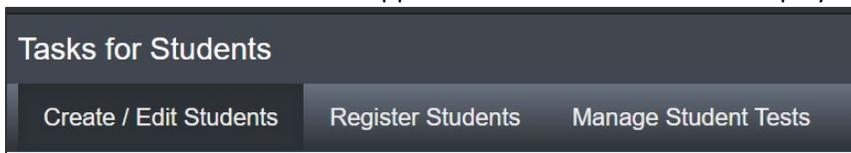
Create/Enroll Students

On the **Create/Edit Students** tab,

1. Click **Create Students** under the **STUDENTS** menu on the left side of the screen (if any existing student records were selected on the previous screen, their names will be displayed in this list).

2. Complete the fields on the **New Student DETAILS** form. Hover over the black "i" icons to view information about each field. Fields with a red asterisk are required:
    a. **Organization** – the school administering the test to the student
    b. **State Student Identifier** – the official SASID assigned by CDE
    c. **Last or Surname**
    d. **First Name**
    e. **Birthdate** – format is YYYY-MM-DD
    f. **Gender**

3. Select **Create**

4. If a green "**Success** Changes saved" message appears, the student record was created/enrolled. If edits are needed, click the newly created record that appears in the **STUDENTS** menu on the left side of the screen.

5. If needed, repeat Steps 1-4 for additional student records that need to be created/enrolled.

6. Continue to **Register Students**.

Register Students

1. Click the **Register Students** tab,
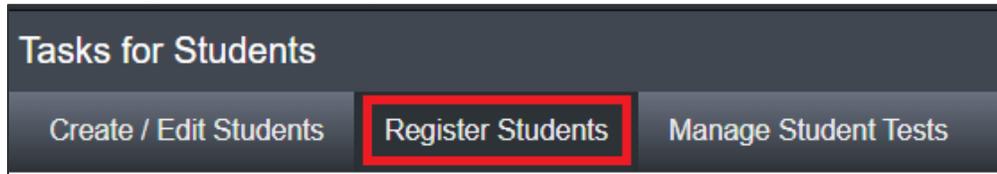
2. Click the appropriate student name under the **STUDENTS** menu on the left side of the screen (if any student records were selected on the Setup > Students screen or if multiple records were created under Create/Edit Students, all records are displayed in this list).
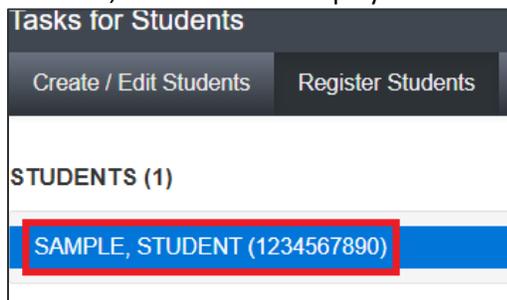
3. Select the **Registered** checkbox. This unlocks the registration form for completion. Once checked, do not uncheck the registered box.
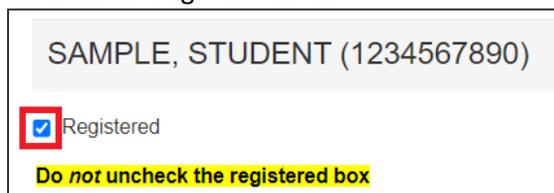
4. Complete the fields on the registration form. Hover over the black "i" icons to view information about each field. Fields with a red asterisk are required:
   a. **Grade Level When Assessed**
   b. **Responsible School Code** – the school to which student scores are attributed

   Notes:
   - **Ethnicity, Race, Student Status**, and **State Data Fields** are only visible to users with the **Sensitive Data** role.
   - If these fields are not completed/not visible, **Critical Warnings** are displayed upon saving the registration. Critical Warnings serve as a reminder to complete demographic information prior to reporting; however, they do not prevent a student from testing.
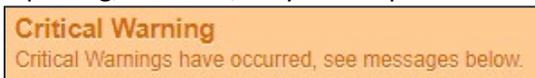
   - If a student requires assignment of testing accommodations, the **Accommodation Type** field, along with corresponding fields (e.g., **Student with Disabilities**, **Primary Disability Type**, **Language Background**, **Language Proficiency**, **Language Instruction Program**), must be populated.

5. Select **Save**

6. If a green "**Success** Changes saved" message appears, the student record was registered. If edits are needed, click the newly created record that appears in the **STUDENTS** menu on the left side of the screen.

    Success
    Changes saved

7. If needed, repeat Steps 1-6 for additional student records that need to be registered.

8. Continue to **Assign Student Tests**.

Assign Student Tests

1. Click the **Manage Student Tests** tab,
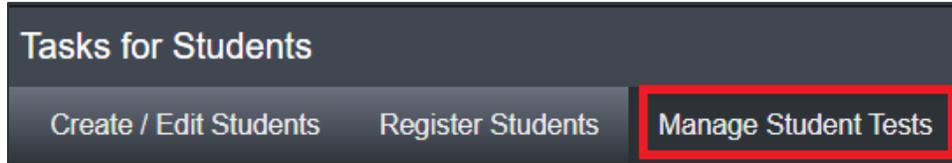
2. Click **Create Student Tests** under the **STUDENT TESTS** menu on the left side of the screen (if any student records were selected on the Setup > Students screen or if multiple records were registered under Register Students, all records are displayed in this list).
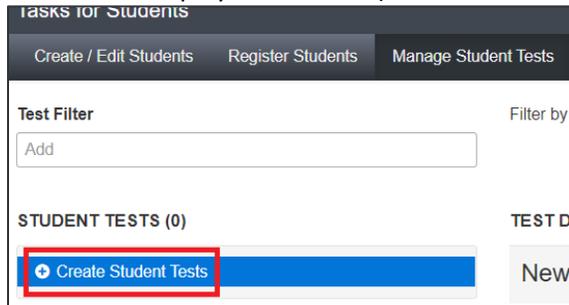
3. Complete the fields on the **TEST DETAILS New Student Test** form. Hover over the black "i" icons to view information about each field. Fields with a red asterisk are required:
   a. **Student** – select the newly registered student
   b. **Test**
   c. **Organization** – the school that will administer the test
   d. **Test Format** – online or paper

If accessibility features and/or accommodations are required, indicate on this form.

Accommodations note: Additional fields on this screen can be completed when the required fields are completed; however, if a student requires assignment of accommodations, the **Accommodation Type** field on the **Register Students** task, along with corresponding fields (e.g., **Student with Disabilities**, **Primary Disability Type**, **Language Background**, **Language Proficiency**, **Language Instruction Program**), must be populated. Errors are received when adding accommodations if demographic fields need updates. Example:

4. Select **Create**

5. If a green "**Success** Changes saved" message appears, the student test was assigned. If edits are needed, click the newly created test that appears in the **STUDENT TESTS** menu on the left side of the screen.

6. Repeat Steps 2-4 for additional tests that need to be assigned. The following tests are required as determined by the student's enrolled grade and whether they take CMAS or CoAlt tests:

Grade	CMAS Test(s)	CoAlt Test(s)*
3	• Grade 03 ELA or Grade 03 CSLA • Grade 03 Mathematics	
4	• Grade 04 ELA or Grade 04 CSLA • Grade 04 Mathematics	
5	• Grade 05 ELA • Grade 05 Mathematics • Grade 05 Science	• Grade 05 Science
6	• Grade 06 ELA • Grade 06 Mathematics	
7	• Grade 07 ELA • Grade 07 Mathematics	
8	• Grade 08 ELA • Grade 08 Mathematics • Grade 08 Science	• Grade 08 Science
11	• Grade 11 Science	• Grade 11 Science

*ELA and Mathematics tests assigned and administered through DLM.

To create/enroll, register, and assign student tests through the SR/PNP:

1. Refer to *Appendix K: Data Section 4 - Student Registration/Personal Needs Profile* and follow directions to export the file. The exported file will include existing students. New records can be added to this file. Existing records can be updated, if necessary.
2. Use the SR/PNP file layout and definitions document available at **http://coassessments.com > Data Resources** to populate the file with valid values for each new record.
   a. Each test assignment requires a separate record/row in the file.
   b. Use the above table to determine the number of records needed for each student.
3. Save the updated file locally.
4. Refer to *Appendix K: Data Section 4 - Student Registration/Personal Needs Profile* and follow directions to import the file.

Note: The three required steps (enrollment, registration, and test assignment) are completed all at once when using the SR/PNP export/import process.

Update Test Format

To update test format through the PearsonAccess^{next} user interface:

1. Go to Setup > Students.

2. Locate a specific student by entering search criteria **or** view all students by selecting **Show all results** in the **Search** button drop-down menu.

OR
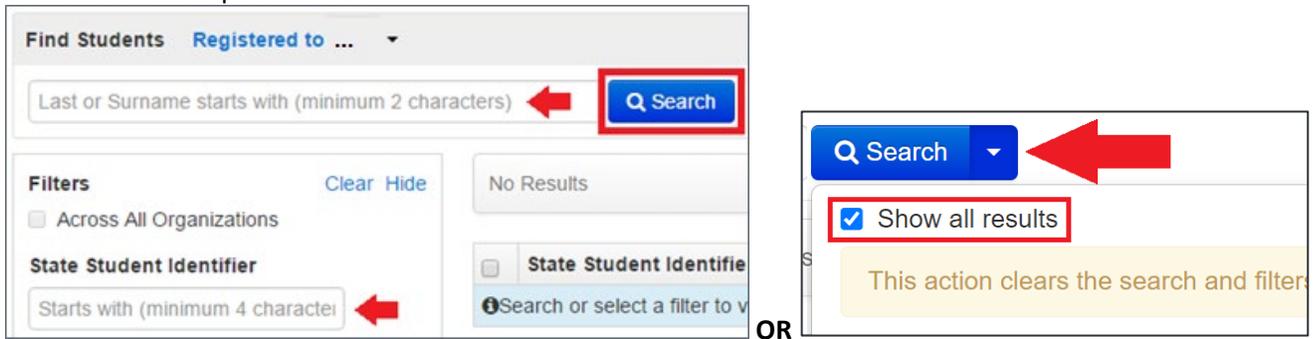
3. Select the checkbox next to the name of the student(s).

4. Select the **Tasks** drop-down and the checkbox next to **Manage Student Tests**; select **Start**.
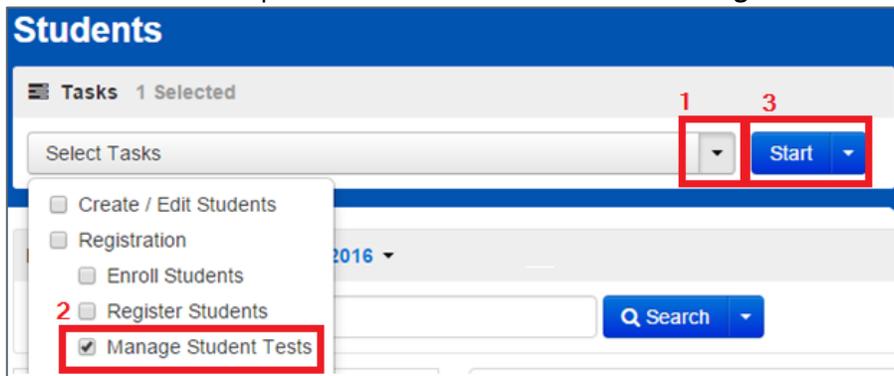
5. Select a test name that appears under the student name on the left side of the screen.
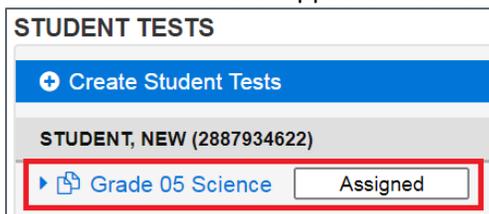
6. On the **Test Details** screen, update the selection in the **Test Format** drop-down.
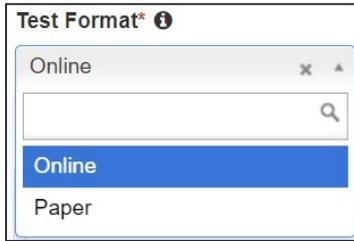
7. Select **Save**

8. If a green "**Success** Changes saved" message appears, the student will be assigned to the appropriate online accessibility features and/or accommodations when they are added into a test session.

9. Repeat Steps 1-8 for other tests assigned to the same student or other selected students.

To update test format through the SR/PNP:

1. Refer to *Appendix K: Data Section 4 - Student Registration/Personal Needs Profile* and follow directions to export the file
    a. See SR/PNP file layout and definitions document available at http://coassessments.com > Data Resources
2. For the appropriate test records, set Test Format = P.
3. Save the updated file locally.
4. Refer to *Appendix K: Data Section 4 - Student Registration/Personal Needs Profile* and follow directions to import the file.

Mark Complete Units of an Incomplete Online Test

1. Go to **Testing** > **Students in Sessions.**
2. Locate and select the appropriate test session, then click **Add Selected**.

3. Select the appropriate student test(s).

4. Select the **Tasks** drop-down, then select **Mark Student Tests Complete** > **Start**.

5. Complete the following steps on the **Mark Tests Complete** task screen.

    a. A **Reason** is required. Type the reason for marking complete the unit(s) into the field.
    b. Indicate if you will **Use the same Reason for checked Students in Sessions** (applies the typed reason to all selected units for all selected students on this screen).
    c. Select the unit(s) that need to be marked complete for the selected student(s).
    d. Click **Mark Complete**.

6. If a green "**Success**" message appears, the selected unit was marked complete.

Success
Changes saved

Notes:

- While a reason is needed when marking the units complete, this does not invalidate a test if invalidation is needed. Once the remaining units are marked complete, the test will be in "completed" or "attempt" status, which will allow the application of Void Test Score Coding, if appropriate (refer to *Appendix K: Data Section 3* for coding information).
- **If the incomplete units of these started tests are not marked complete by EOD May 3, CDE and Pearson will complete this task.**

PearsonAccess^next Operational Reports

Operational reports help identify actions that need to be taken by Assessment Coordinators as well as data updates that may be needed. These reports are found in PearsonAccess^next under **Reports** > **Operational Reports**. There are different **Report Categories** available based on the selected administration: Organization, Students & Registrations, Online Testing, Orders & Shipment Tracking, and Users. Many useful reports are found in the **Students & Registrations** and **Online Testing** categories.

> **Note**: It is important to always check the **Execution Date** of the report (the day and time the report ran, which indicates if the report contains out of date information). Click **Request Report Refresh,** if the option is displayed, to generate a report with current system data.

> Confirm/update **Report Parameters** (parameters are only required if indicated by a red asterisk), then click **Refresh Report**. Click the refresh icon (🔄) to refresh the page, then download the updated report when available (click **Download Report**).

For online testing specifically, the **Session Roster** report is very useful (**Reports > Operational Reports > Online Testing > Session Roster**). This report shows all tests that were completed (Test Status = attempt/complete), tests that are in sessions that were never prepared/started (Test Status = assigned), and tests that are partially completed by the student or never started by the student but in a prepared/started session (Test Status = testing/in progress).

- Tests in "assigned" status may still need to be administered, or they may need to be coded with Not Tested Codes/Reasons.
- Tests in "testing" status need one of the following actions to be taken:
  1. Student needs to complete the test,
  2. Test needs to be removed from the session in order to add Not Tested Coding (if all units are in "ready" status and the student will not test), or
  3. Incomplete units need to be marked complete in order to add Void Test Score Coding (if one or more units are in a status other than "ready" and the student will not complete the test).
- Tests in "attempt" status were completed, but some might need Void Test Score Coding if they should not be scored.

Other operational reports that are helpful for both online and paper-based testing are found in the **Students & Registrations** category (Reports > Operational Reports > Students & Registrations).

- **Students where Responsible Org is Different from Testing Org -** Students registered to test at my organization but a different organization is currently listed as responsible for the student.
  - Some differences may be accurate for students whose scores should go to a different district as your district is providing educational services for that district.

- **Students Who Tested Outside of Responsible Org -** Students registered to test outside of my organization but my organization is responsible for the student.
  - This shows students who transferred out of your district but your district is still listed as responsible. You may want to reach out to the new district to ask them to update the Responsible School Code field if this is incorrect. The statewide DAC directory is available at http://www.cde.state.co.us/assessment/dac.

- **Students Enrolled but not Registered for Test Administration -** List of all students who are enrolled for a test administration but are not registered.
  - If anyone unregistered students, they are found on this report. Re-register the students and add the appropriate test assignments, then apply *Not Tested Coding*, if appropriate. Remember, students who move away must not be unregistered – these records are handled with coding if a transfer request was never received from the new district.

- **Students Registered but not Assigned to a Test -** List of all students that are registered for a test administration but do not have any student tests assigned to them.
  - If anyone unassigned tests, those students are found on this report. Reassign the appropriate tests, then apply *Not Tested Coding*, if appropriate.

- **Students with Multiple Tests of Same Subject Area -** List of students that have more than one test of a specific subject area.
  - If any students are assigned both ELA and CSLA in grades 3 and 4, they appear on this report. Remove the test assignment that was not/will not be used.

- **Students Tests that have been Assigned but have not yet Completed -** List of all students that are registered for a test administration and have a student test assigned to them but the test has not yet been completed.
  - This report shows if a test that is in "assigned" status already has *Not Tested Coding* applied.

- Use the following reports to check coding (if you want your schools to check codes but you **don't** want to give them the Student Test Update Role, which allows batch exporting and importing codes through the STU file as well as voiding test scores through the user interface).
  - **Not Tested Student Tests -** List of individual student tests with Not Tested Coding indicated
  - **Void Score Tests -** List of individual student tests with Void Test Score Coding indicated

Support Documents

All assessment resources are posted on http://coassessments.com.

- **PearsonAccess^next**
  - Links to the Live and Training Site
- **Technology Setup**
  - Technology Guidelines
- **Manuals and Training**
  - Manuals
    - CMAS and CoAlt Procedures Manual
    - CMAS Test Administrator Manuals
      - CBT
      - PBT
    - CMAS Spanish SAY Directions
    - CoAlt Test Administrator Manual
    - PearsonAccess^next User Guide
  - Training
    - PearsonAccess^next Modules
    - Training Slide Decks
      - CMAS Assessment Coordinators
      - CMAS Test Administrators
        - CBT
        - PBT
      - Technology Coordinators
      - CoAlt Assessment Coordinators
      - CoAlt Test Administrators
      - Accessibility and Accommodations
        - State Accommodations Crosswalk
        - Spanish Assessments Eligibility Guidance

- **Practice Resources**
  - CMAS
    - TestNav 8 Tutorials
    - CBT CPRs for Math, ELA, and Science
    - PBT CPRs for Math, ELA/CSLA, and Science
    - Scoring Guides and Rubrics
  - CoAlt
    - Science CPRs
- **Data Resources**
  - File Layouts
  - Reporting Resources
    - Interpretive Guide
    - Spanish Report Shells and Performance Level Descriptors
- **Educator Involvement**
  - Register for educator committee development meetings
- **Parents and Guardians**
  - Resources
  - Performance Level Descripts (PLDs)
- **Documents and Forms**
  - Policy Documents
  - Before, During, and After Testing Resources
- **Support**

Sample Shipping Forms

CMAS AND COALT

SCIENCE, SOCIAL STUDIES, MATHEMATICS, AND ENGLISH LANGUAGE ARTS/LITERACY INCLUDING CSLA

Pearson

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

Deliver To:

Ship To:

For TEST KIT, GR4, SS, SP16, 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
303487238									

For TEST BOOK, GR5, SCI, SP16, 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
303506433									
303506434									
303506435									
303506436									

CMAS AND COALT

**SCIENCE, SOCIAL STUDIES, MATHEMATICS,
AND ENGLISH LANGUAGE ARTS/LITERACY INCLUDING CSLA**

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	ELEMENTARY SCHOOL	863190	002	00002	6-15	10
	020	MIDDLE SCHOOL ONE	863190	003	00003	16-27	12
	030	MIDDLE SCHOOL TWO	863190	004	00004	28-35	8
	040	HIGH SCHOOL ONE	863190	005	00005	36-40	5
						Total this Pallet	**40**

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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School Packing List

Deliver To: 1234567890
             ELEMENTARY SCHOOL 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

CMAS S/SS, CMAS Math/ELA, and CoAlt materials are packaged in separate boxes. Please refer to the Spring 2018 CMAS and CoAlt Procedures 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 - SCI/SS SCHOOL COORDINATOR MEMO, SP17 - SCI/SS COLORADO HEADER SHEET, PRE-GRIDDED - SCI/SS PAPER BANDS, PKG-10 - SCI/SS UPS RETURN LABEL - SCI/SS NON SCORABLE RETURN LABEL, BLUE - SCI/SS SCORABLE RETURN LABEL, ORANGE - SCI/SS CMAS ROSTER FOR PAPER FORM - SCI/SS PRE-ID LABELS	Single	1	0	2
CO00000587	TEST KIT, GR4, SS, SP17, SEC	Single	4	0	2
CO00000201	TEST BOOK, GR5, SCI, SP17, SEC	Single	10	0	2
CO00000212	SPANISH BILINGUAL TEST KIT, GR4, SS, SEC	Single	3	0	2
CO00000553	LARGE PRINT KIT, GR4, SS, SP17, SEC	Single	2	0	3
CO00000537	EBAE CONTRACTED BRAILLE KIT, GR4, SS, SEC	Single	1	0	4

For Internal Use Only   12-MAY-04 02:00
Pick Batch: 203242   Delivery: 976452   Order/Line: 863190/1   Sequence: 00001   Page 1 of 2

CMAS AND COALT

**SCIENCE, SOCIAL STUDIES, MATHEMATICS,
AND ENGLISH LANGUAGE ARTS/LITERACY INCLUDING CSLA**

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

Please note that the District Coordinator Kit is packaged in Box 1. CMAS: S/SS, CMAS: Math/ELA, and CoAlt materials are packaged in separate boxes. Please refer to the Spring 2018 CMAS and CoAlt Procedures Manual for additional information.

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 -SCI/SS DISTRICT COORDINATOR MEMO -SCI/SS COLORADO HEADER SHEET, BLANK -SCI/SS SECURITY AGREEMENT -SCI/SS UPS RETURN LABEL -SCI/SS SCORABLE RETURN LABELS, ORANGE -SCI/SS NONSCORABLE RETURN LABELS, BLUE	Single	1	0	1

CMAS AND COALT

**SCIENCE, SOCIAL STUDIES, MATHEMATICS,
AND ENGLISH LANGUAGE ARTS/LITERACY INCLUDING CSLA**

**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	

Each 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 the District Assessment Coordinator: Please make a photocopy of this form for each School Assessment Coordinator to sign as verification of materials receipt. Keep all completed forms (physical or electronic copies) on file for three years after the assessment administration.

School Number	Deliver To	Form	Security Number From	Security Number To	Number Sent	Qty Received
0001	ELEMENTARY SCHOOL ONE	TEST KIT, GR4, SS, SP17, SEC	000000001	000000010	10	
0002	ELEMENTARY SCHOOL TWO	TEST BOOK, GR5, SCI, SP17, SEC	000000011	000000020	10	
0003	ELEMENTARY SCHOOL THREE	COALT PACKET, GR5, FM 171, SCI, SEC	000000021	000000040	20	
0004	MIDDLE SCHOOL ONE	TEST KIT, GR7, SS, SP17, SEC	000000041	000000060	20	
0005	MIDDLE SCHOOL TWO	TEST BOOK, GR8, SCI, SP17, SEC	000000061	000000070	20	
0006	HIGH SCHOOL ONE	TEST KIT, HS SCI, SP17, SEC	000000071	000000080	20	
0007	HIGH SCHOOL TWO	COALT PACKET, HS, FM 172, SCI, SEC	000000081	000000085	5	

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

CMAS and CoAlt

🛑 Scorable Materials Return Checklist

DO NOT RETURN MATERIALS UNTIL THE FOLLOWING REQUIREMENTS ARE VERIFIED.

As outlined in the *CMAS and CoAlt Procedures Manual* and required annual CMAS and CoAlt administration training, it is the responsibility of the School Assessment Coordinator (SAC) **and** District Assessment Coordinator (DAC) to ensure materials are properly returned to the vendor after testing. Failure to follow materials return procedures may result in delayed processing. Refer to *Section 5* of the *Procedures Manual* for details.

Complete this form, then add it at the top of each box of scorable materials being returned to the vendor.

Certify the following statements for this box:	SAC Initials	DAC Initials
Only materials that are to go through the <u>scoring</u> process are in this box.		
Ancillary materials are NOT in this box (e.g., auditory/signed presentation scripts; nonscorable test books like braille, large print, and CoAlt; visual descriptions; math reference sheets; scratch paper).		
Unused CMAS test books and CoAlt answer documents are NOT in this box.		
Used CMAS test books and CoAlt answer documents that **should not be scored** are NOT in this box.		
This box contains (select all that apply):	☐ CMAS test books ☐ CoAlt answer documents	☐ CMAS test books ☐ CoAlt answer documents
Certify the following statements for each material in this box:	**SAC Initials**	**DAC Initials**
Either a pre-printed student ID sticker label is present **OR** the demographic information grid is completed (check back cover of each material).		
If a student ID sticker label is present AND the demographic grid is completed, **the sticker label will override the gridding**. If the gridded student information should be used instead, the student ID sticker label is covered with a blank label (check back cover of each material).		
If a student ID sticker label is present, it is **placed in the correct location** on the material (check Box C on back cover of each material).		
If student information is gridded, the District Code and School Code (Box G) are accurate for each material (refer to PearsonAccess^next for codes).		
CoAlt only: The Form Code (either A or B) is bubbled inside the answer document under Pre-Test Information for each material.		

By test, indicate the number of scorable materials included in this box (leave blank for tests not in this box):

Grade/Level	CMAS ELA	CMAS CSLA	CMAS Math	CMAS Science	CoAlt Science
3					
4					
5					
6					
7					
8					
11					

Initial to certify counts: SAC _____   DAC_____

Testing Sign

CMAS TESTING

Do Not Disturb

(Only Authorized Personnel Allowed)

Appendix K

Data

- About CMAS and CoAlt Data
- Data Section 1: Reviewing Organizations in PAnext
- Data Section 2: Preparing Student Data Prior to and Following Assessment Administration
- Data Section 3: Void Test Score and Not Tested Codes and Descriptions
- Data Section 4: Export/Import Data Files
- BOCES and Out of District Testing Sites
- Testing at District Run Programs
- Approved Facility Schools and Division of Youth
- Home School Students
- Importing a .csv File into Microsoft Excel

About CMAS and CoAlt Data

The purpose of this information is to provide an overview of the data collection activities for the Colorado Measures of Academic Success (CMAS) Science, Mathematics, and English Language Arts/Literacy including Colorado Spanish Language Arts (CSLA) and Colorado Alternate (CoAlt) Science assessment programs. This information provides a general overview of these processes along with accompanying procedures. Other Assessment Division and vendor manuals are referenced where appropriate. For example, this information provides a brief overview of the Student Biographical Data (SBD) review process. Detailed step-by-step directions for the SBD process are available on the Assessment Division's Assessment Trainings web page at: http://www.cde.state.co.us/assessment/trainings and in the *Assessment Division Data Pipeline Manual for SBD*. For convenience, the following references are made throughout this information for the following assessment programs:

- CMAS is used to refer to the CMAS Science, Math, and ELA including CSLA assessment program.
- CoAlt is used to refer to the CoAlt Science assessment program.

Definitions

PearsonAccessnext (PAnext) is the website used for student registration, test setup, administration preparation, and assessment and data management for CMAS and CoAlt. In order to use PAnext, usernames and passwords are set up for individual users. Access to sensitive data is determined by specific roles that are assigned to each authorized user. More information about setup and operation of computer-based testing is available in the *PAnext Online User Guide* at http://coassessments.com > Manuals and Training.

Student Registration/Personal Needs Profile (SR/PNP) refers to both the PAnext process of importing/exporting student data and the file layout used to import/export the data. SR/PNP file layouts with field definitions and the SR/PNP file templates are available through http://coassessments.com > Data Resources.

Student Test Update (STU) refers to both the process and the file upload used during the PAnext post-test clean up window. The STU export/import field definitions and STU file are available through http://coassessments.com > Data Resources.

Test Session is a virtual data grouping of students in PAnext. These students are grouped together within PAnext for test management purposes and to provide log in information to the student tests. Each PAnext test session consists of one grade level and one content area. For online testing, student test placement in a scheduled PAnext test session is required before students can log in to a test.

User Interface (UI) refers to the PAnext screens used to update student data, create test sessions, proctor cache test content, and enter all other administration information.

Data Section 1: Reviewing Organizations in PAnext

This section covers the steps, processes and procedures involved in checking district and school information in PAnext.

Colorado Organizations in PAnext

For each test administration, CDE provides the vendor with an organization (ORG) file containing official district names/codes and school names/codes. PAnext uses this list to establish a permissions-based organizational hierarchy that restricts users from viewing or accessing data that are not associated with their organization and with their role within the organization. For example, if a user is assigned a school level permission, they are only allowed to see student information associated with that school. The ORG file is also used to cross check any student information that is added to PAnext to ensure that a student can be associated with a known organization. **District Assessment Coordinators (DACs) should contact the Assessment Division if they discover that an organization in their district is not available in PAnext.**

PAnext uses three sets of district and school codes:

- **Testing:** Testing District and Testing School are used to identify where testing occurs. The testing location is the location at which the student takes the test.
- **Responsible:** Responsible District and Responsible School are used to identify where the vendor sends reports and how CDE Assessment and Accountability attribute scores in reports.
- **Shipping:** Ship School codes are used to ship reports to a different school than the Responsible School.

For most students, testing site codes are the same as responsible site codes. However, there are situations when this is not the case. For example, some Board of Cooperative Educational Services (BOCES) may serve only as testing sites for students. See the following appendices for information on setting up PAnext for these situations:

- Testing at District Run Programs
- Approved Facility Schools and Division of Youth
- Home School Students

Data Section 2: Preparing Student Data Prior to and Following Assessment Administration

This section covers the steps, processes, and procedures involved in the preparation of student data for assessment administration. Complete these procedures in preparation for student testing.

Student Data in PAnext

The CMAS and CoAlt assessment programs use an SR/PNP import process for creating/storing student demographic data in PAnext, assigning appropriate computer-based test (CBT) or paper-based test (PBT) forms, initially ordering physical assessment materials, gathering student accommodation information, and assigning students to classes (i.e., groups of students that can be added to test sessions). The fields in the SR/PNP for both assessment programs appear in the same order; however, some fields are "filler" and others have different expected values based on whether the SR/PNP file is for CMAS or CoAlt. For detailed information about the SR/PNP file layouts, review the documents at http://coassessments.com > Data Resources.

SR/PNP Upload

For the spring administration, CDE completes an initial SR/PNP upload to PAnext from the October Count data that districts submit into Data Pipeline's Student Interchange.

PAnext Registration Updates

After CDE uploads the initial student data to PAnext, districts manage their student data directly. At any time during the assessment window, districts can update student demographic information. PAnext is the source data for CMAS and CoAlt demographic data used for reporting. **Note**: Updating student data in Data Pipeline after the initial CDE SR/PNP upload does not update data in PAnext. Conversely, updating student data in PAnext does not update student data in Data Pipeline.

Data Management Activities in PAnext

Use the *PAnext Online User Guide*, available at http://coassessments.com > Manuals and Training, for step-by-step directions to complete the following activities in PAnext through the UI and/or a file import:

- Updating student enrollments
  - Adding new student enrollments
  - Editing student demographic data
  - Moving student enrollment data between organizations (transfer request/work request)
- Registering students
- Assigning student tests
- Creating PAnext test sessions
- Updating student data after test and session assignment

Information on transferring student enrollment between districts is available at
http://www.cde.state.co.us/assessment/trainings.

Assigning Students to Special Forms

Step-by-step directions for assigning PBT students to paper forms and CBT students to the text-to-speech and color contrast accessibility features and accommodated CBT forms are available in the *PAnext Online User Guide* at http://coassessments.com > Manuals and Training or *Appendix H* in this manual. Assignments are completed by entering the information in the appropriate fields of the SR/PNP either via a file or through the UI.

Importing the SR/PNP Export into Excel

The section **Importing a .csv File into Microsoft Excel** provides instructions for importing the SR/PNP export into Microsoft Excel. Following these instructions maintains the appropriate data formatting so various fields do not require re-formatting before importing the updated file back into PAnext.

Data Clean Up Procedures and Documentation in PAnext

Districts and schools clean up student information (i.e., demographic data and invalidation coding) in PAnext. An additional clean up window, Student Biographical Data (SBD) review, takes place in CDE's Data Pipeline system as a final opportunity to clean up student information used for reporting. While SBD is optional, CDE Accountability's request to reconsider process cannot be used to address district reporting errors that could have been corrected during SBD.

- PAnext data clean up – Prior to May 8, 2024*
- SBD review – May 16-29, 2024 (tentative)

*Districts can determine if they will implement an internal school-level review deadline after which the DAC would disable school-level PAnext accounts to allow for a district-level final review period.

PAnext Data Clean Up – District- and/or School-level

Prior to May 8, 2024, districts and/or schools perform the following tasks in PAnext before, during, or after student testing:

- **Ensure all students are registered and have assigned tests in PAnext** (for both CBT and PBT). DACs and SACs perform the steps outlined in *Appendix H: PAnext Quick Reference Guide to Student Records – Enroll, Register, and Assign Student Tests*.

  Notes:
  - o If students are missing grade level/content area test assignments, they are added by CDE if this is not completed by the school or district.
  - o If registrations are removed, CDE re-adds the registrations with corresponding test assignments if this is not completed by the school or district.

- **"Mark Complete" all PAnext student test assignments** that are not in "Completed" status due to either of the following reasons: 1) the student did not submit the test correctly or 2) the test was started but not completed by the student. DACs and SACs perform the steps outlined in *Appendix H: PAnext Quick Reference Guide to Mark Complete Units of an Incomplete Online Test*.

  Notes:
  - o The "Marked Complete" reason does not invalidate the student test. Invalidations (i.e., Void Student Test Code/Reasons, Not Tested Code/Reasons) are indicated on the Manage Student Tests screen(s) in PAnext or through the STU file import by a user with the Student Test Update (STU) role.
  - o For students who never started their tests (i.e., all units in "Ready" status), remove their tests from any started test sessions – do not mark complete these tests.

- **Stop all PAnext test sessions that are still in "Started" status** after the district finishes testing or by the end of the assessment window. In a "Started" session, all units for all student tests must be in "Completed" or "Marked

Complete" status in order to "Stop" the test session. *Remove tests that were not started (i.e., all units in "Ready" status) from the started test sessions before stopping the session.* DACs and SACs follow the steps outlined at https://support.assessment.pearson.com/PAsup/testing/stop-a-session.

- **Update accommodation fields in PAnext** based on actual usage during testing. DACs and SACs perform this task through the PAnext UI. Updates for form-dependent accessibility features and accommodations (e.g., TTS) are not allowed after a student takes a test. DACs and SACs with the Sensitive Data role can complete this task through the SR/PNP file import. Users with the Sensitive Data and STU roles can complete this task through the STU file import.
  - o UI: https://support.assessment.pearson.com/display/PAsup/Manage+Students
  - o SR/PNP file import: https://support.assessment.pearson.com/display/PAsup/Import+and+Export+Data
  - o STU file import: https://support.assessment.pearson.com/display/PAsup/Import+and+Export+Data

- **Update all demographic fields in PAnext**. This update includes the non-required fields used for reporting. Data are to reflect demographic information at the time of testing. DACs and SACs with the Sensitive Data role can perform this task through the PAnext UI or through the SR/PNP file import process. DACs and SACs with the Sensitive Data and STU roles can complete this task through the STU file import process.
  - o UI: https://support.assessment.pearson.com/display/PAsup/Manage+Students
  - o SR/PNP file import: https://support.assessment.pearson.com/display/PAsup/Import+and+Export+Data
  - o STU file import: https://support.assessment.pearson.com/display/PAsup/Import+and+Export+Data

- **Resolve Rejected Student Test Alerts for CMAS paper-based tests in PAnext**. Paper-based tests that were scanned but were not matched to a student record in PAnext create rejected student test alerts. Resolve these alerts to move the tests to scoring – if unresolved, the tests are not scored. DACs and SACs with the Rejected Student Test role resolve these alerts through the PAnext UI. Steps for this process are outlined at: https://support.assessment.pearson.com/display/PAsup/Fix+Rejected+Student+Test+Details.

- **Update invalidation codes**. DACs and SACs can update invalidation codes (i.e., Not Tested and Void Test Score Reasons/Codes) via the PAnext UI. DACs and SACs with the sensitive data and STU roles can complete this task through the STU import process. (See directions below: **Update Invalidation Codes**)
  - o If score suppressions are needed, submit *Testing Irregularity Reports* (*Appendix D*) and the corresponding spreadsheet (available through http://www.cde.state.co.us/assessment/training-cmas) to CDE by May 3, 2024. Only CDE can indicate score suppressions.

PAnext Data Clean Up – District Reminders

If the district implements an internal school-level clean up period, districts must update any remaining temporary or incorrect SASIDs, update student demographic information (including Responsible Organization) to reflect data accurate at the time of testing, and confirm or enter invalidation codes (i.e., Not Tested and Void Test Score Reasons/Codes) **prior to May 8, 2024**. DACs can disable school-level and other district-level user accounts before their final district-level review, if desired.

- DACs with the Sensitive Data role must update any remaining temporary SASIDs through the UI. https://support.assessment.pearson.com/display/PAsup/Update+Student+Data
- DACs and Sensitive Data users with the STU role can update student demographic information used in reporting, Void Test Score Codes/Reasons, and Not Tested Codes/Reasons through the STU file. https://support.assessment.pearson.com/display/PAsup/Import+and+Export+Data

SBD Review (Optional)

The SBD review is tentatively scheduled for May 16 to 29, 2024. This review process is completed through CDE's Data Pipeline system after the assessment window closes and before final results are available. The purpose of the CMAS and CoAlt SBD review is to allow districts the opportunity to verify the accuracy of the demographic data that was submitted in PAnext for each student. Data are to reflect student demographics at the time of testing. Invalidation coding (i.e., Not Tested and Void Test Score Codes/Reasons) submitted for appropriate students is also verified at this time.

The SBD review is not a mandatory process. Districts may choose whether to participate in the SBD process. State and federal accountability reporting (including school and district performance framework ratings and priority and focus school designations) rely on accurate demographic and test score data. Therefore, the impact of the SBD review of demographic data on accountability reporting is profound. Districts should be aware that performance framework requests for reconsideration are only considered for districts that participate and approve their data in the SBD process.

Note: Post-testing, changes made to data used for cross-validations, such as IEP/504 or ML status when the student had accommodations, will result in invalidation of student scores. CDE will apply suppression coding in these cases.

Detailed information about SBD is found at the following locations:
- Processes and procedures are available in the *Assessment Division Data Pipeline Manual for SBD* posted on the Assessment Division's 'Assessment Trainings' website at http://www.cde.state.co.us/assessment/trainings.
- File layouts for all periodic assessment collections are found on the Data Pipeline website at http://www.cde.state.co.us/datapipeline/per-collections.

Data Section 3: Void Test Score and Not Tested Codes and Descriptions

Student test records with void test score or not tested codes/reasons (i.e., invalidations) do not receive scores for the invalidated content area assessment(s). Table 1 provides a brief overview of the CMAS and CoAlt invalidation categories.

Table 1: CMAS Not Tested and Void Test Score Codes/Reasons

Colorado Measures of Academic Success Not Tested and Void Test Score Codes/Reason	
Not Tested Code/Reason	**Void Test Score Code/Reason**
00. Absent (do not use until the last day of the testing window)	-
01. Took Other Assessment OR Duplicate Registration/Attempt	01. Took Other Assessment OR Duplicate Registration/Attempt
For English Language Arts Only: 02. First Year in U.S. Multilingual Learner	02. Interrupted and Not Completed
03. Withdrew Before/During Testing	03. Withdrew Before/During Testing
04. Student Test Refusal	04. Student Test Refusal
05. State Use Only	05. Non-approved Accommodation
06. Misadministration	06. Misadministration
07. Medical Exemption	07. Medical Exemption
08. Part Time Public and Part Time Home School Student	08. Part Time Public and Part Time Home School Student
09. Parent Excuse	09. Parent Excuse
-	10. State Use Only
For Math and Science Only: 11. State Use Only: Extenuating Circumstances for Spring 2024 Only	-

The not tested codes/reasons and void test score codes/reasons pertain to the CMAS science, math, and ELA/CSLA assessments and CoAlt science assessments.

Apply **not tested codes/reasons** to records of students who did not begin testing, or for students with PBT materials returned as nonscorable.

Use a not tested code/reason if one of the following scenarios applies to the student:
- The student is in a started test session but did not start a test (all units in "Ready" status). Remove the student from the started test session before it is "stopped". Apply a not tested code and reason for the student's test.
- The student is in a test session that was not started. Apply a not tested code and reason for the student's test.
- The student is assigned to a test but not assigned to a test session. Apply a not tested code and reason for the student's test.
- The student was assigned to a paper test but did not start testing.
- The student started or completed a paper-based test, but should not receive a score (e.g., misadministration, parent excuse) so the material was returned as nonscorable.

Apply **void test score codes/reasons** to records of students who began testing but should not receive scores. These students may have finished testing and submitted their tests, or they may not have finished testing, but school personnel applied "mark complete" to the online test record. (**Note**: Mark complete reasons do not invalidate tests.) Student tests that were completed or marked complete appear as "attempt" in the online test status field. If a void test score code/reason is applied to a student test record, the record does not receive an overall score.

Marked complete reasons are for district or school use only. They do not follow the student test record into scoring and therefore do not stop a test from being scored and included in district and school reports and accountability. While a marked complete reason is required if a student test is marked complete, the district or school must still apply a void test score code/reason to the student test if the intent is to not score the test (e.g., "Withdrawn" is entered for a marked complete reason so in addition to this step, Void 03 must be indicated on the student test record).

Enter not tested and void test score codes/reasons through the PAnext UI or a Student Test Update file. The ability to enter this information through either method is determined by user permissions as assigned through PAnext. **See the not tested and void test score code/reason definitions in Table 2 for additional information.** CDE will provide guidance on State Use Only codes (listed in Table 1 and/or PearsonAccess[next]) if any will be used for the Spring 2024 CMAS and CoAlt administrations.

If students take tests that are inappropriate for their grade level (e.g., 7th grader taking science, 3rd grader taking 4th grade math and ELA assessments), the resulting scores are invalid and will be suppressed.

Table 2: Not Tested and Void Test Score Code/Reason Definitions

00 Absent
Not Tested Code/Reason 00: Absent STU Coding: Not Tested = Y; Not Tested Reason = 00
Not Tested Reason 00 should **only** be used if the student was absent for all of testing and one of the other not tested reasons does not apply. This code and reason should not be entered until the end of the testing window (April 26, 2024). **Note**: Tests for absent students will not be voided as these students should be taken out of started test sessions and this not tested code and reason should be applied.

01 Took Other Assessment OR Duplicate Registration
Not Tested Code/Reason 01: Took Other Assessment OR Duplicate Registration/Attempt STU Coding: Not Tested = Y; Not Tested Reason = 01 ***Void Test Score Code/Reason 01: Took Other Assessment OR Duplicate Registration/Attempt*** STU Coding: Void Test Score Code = Y; Void Score Reason = 01
Not Tested Reason 01 or Void Score Reason 01 should be used to identify students who took another assessment or who have duplicate registrations or attempts for the same content area. • Duplicate registration/attempt 　○ This reason should be used to identify duplicate/multiple test assignments or test attempts for a student in a single content area. For example, if a student has three English Language Arts (ELA) records in **PAnext**, this reason should be used to identify the two records that should not appear in the final score file. • Took other assessment 　○ If a student has CMAS Math and ELA test registrations in **PAnext** but took the CoAlt DLM Math and ELA assessment, this reason should be applied in **PAnext** to the CMAS Math and ELA assessments if DLM should be the assessment of record. 　○ If a student has a CMAS Science test registration in **PAnext** but took a CoAlt Science assessment, this reason should be applied to the CMAS Science test assignment in **PAnext** if CoAlt Science should be the assessment of record.

02 First Year in U.S. Multilingual Learner (For English Language Arts Only)
Not Tested Code/Reason 02: First Year in U.S. Multilingual Learner STU Coding: Not Tested = Y; Not Tested Reason = 02

> **This information only applies to the ELA assessment. All First Year in U.S. students must take mathematics and science assessments, as applicable by grade.**

Districts determine whether to administer the CMAS ELA assessment to their Multilingual Learners who enrolled in a United States (U.S.) school for the first time on or after April 10, 2023 (first year in the U.S.) based on the following guidance.

- Students with a language proficiency designation of Non-English Proficient (NEP), based on WIDA Screener and a local body of evidence, may be exempt from the **English** language arts assessment.
  - 3rd and 4th grade NEP students whose native language is Spanish and who have received language arts instruction in Spanish during the current school year **are required to take CSLA.**
  - Students identified as NEP whose native language is not Spanish, or whose native language is Spanish but who have not received Spanish language arts instruction in the current school year, are exempt.
    - A parent/guardian of a student who meets exemption guidelines may choose to have their child participate in ELA testing. Results for these students will be included in accountability and growth calculations for the following year.
- Students who are Limited English Proficient (LEP), based on WIDA Screener and a local body of evidence, must take the state language arts assessment that best matches their instruction: CMAS ELA, CSLA (if eligible), or CoAlt (if eligible).

When registering students in PAnext, districts indicate ELA testing exemption for eligible students by completing the field *Date First Enrolled in U.S. School* (the first date on which the student enrolled in a U.S. public school) and code the ELA assessment as *Not Tested Reason 02*, if applicable.

Note: Only Not Tested Reason 02 should be applied to students who are first year in the U.S.
Void Test Reason 02 (Interrupted and Not Completed) should <u>not</u> be applied to these student test records.

02 Interrupted and Not Completed
Void Test Score Code/Reason 02: Interrupted and Not Completed STU Coding: Void Test Score Code = Y; Void Score Reason = 02
Void Score Reason 02 should be used to identify students for whom the district does not want scores or reports produced because the students' testing was interrupted. These students stopped testing prior to the completion of the test session due to unforeseen circumstances (e.g., the student became ill during Unit 3 and could not complete testing in a make-up session). **Note:** Only the Void Score Reason 02 should be applied to records for tests that were interrupted and not completed. **Not Tested Reason 02 (First Year in U.S. Multilingual Learner) should <u>not</u> be applied to these student test records**.

03 Withdrew Before/During Testing

Not Tested Code/Reason 03: Withdrew Before/During Testing
STU Coding: Not Tested = Y; Not Tested Reason = 03

Void Test Score Code/Reason 03: Withdrew Before/During Testing
STU Coding: Void Test Score Code = Y; Void Score Reason = 03

Not Tested Reason 03 should only be used if the student moved before they started testing. This code should not be applied until the end of the official testing window (after April 26, 2024).

Void Score Reason 03 should only be used if the student moved and one of the following applies:
- The student started but did not complete testing and the new Colorado district of enrollment did not submit a "Work Request" to transfer the student registration and test assignment(s) through PAnext. (This is considered a district-to-district transfer. Refer to guidance documents on transfers available at http://www.cde.state.co.us/assessment/trainings for more information.)
- The student started testing but moved out of state before completing the test.

Note: If the student completed all content area tests before moving to a different district, no additional action should be taken for the student's CMAS registration.

04 Student Test Refusal

Not Tested Code/Reason 04: Student Test Refusal
STU Coding: Not Tested = Y; Not Tested Reason = 04

Void Test Score Code/Reason 04: Student Test Refusal
STU Coding: Void Test Score Code = Y; Void Score Reason = 04

Not Tested Reason 04 should be used to indicate that when provided an opportunity to test, the **student** refused to begin testing.

Void Score Reason 04 should be used to indicate that when provided an opportunity to test, the **student** started testing but then refused to continue testing.

05 Non-Approved Accommodation

Void Test Score Code/Reason 05: Non-Approved Accommodation
STU Coding: Void Test Score Code = Y; Void Score Reason = 05

Void Score Reason 05 should be used to indicate that a student received a non-approved accommodation during testing.

The following accommodations required a CDE-approved Unique Accommodation Request (UAR):
- Scribe on the ELA/CSLA assessment (UAR)
- Calculator on non-calculator sections of the math assessment (UAR)
- Any other accommodation not listed in *Section 6.0* of the *CMAS and CoAlt Procedures Manual (UAR)*

If a student was provided or accessed any of these accommodations but was not approved through the UAR process, apply Void Score Reason 05 if an individual student report is not to be produced.

Note: Cases of students who received a non-approved accommodation but for whom districts would like an individual student report produced for local use must be reported to Sara Loerzel (720-316-3065 or Loerzel_s@cde.state.co.us) through the Testing Irregularity Report process. Please note that results for these students will not be aggregated in school and district results and will count against participation.

06 Misadministration

Not Tested Code/Reason 06: Misadministration
STU Coding: Not Tested = Y; Not Tested Reason = 06

Void Test Score Code/Reason 06: Misadministration
STU Coding: Void Test Score Code = Y; Void Score Reason = 06

Not Tested Reason 06 or Void Score Code 06 should be used if a misadministration occurred and no overall scores should be produced. A misadministration occurs when a standardized security or administration procedure has been violated and/or when the validity of a student's test score cannot be assured.

Not Tested Reason 06 is used if a student is exposed to test content prior to testing. Examples of misadministrations that result in records that must be coded with Not Tested Reason 06 include the following:
- Students receive information about test items from anyone prior to testing.
- A Test Administrator or school staff member:
  - Provides students with information about test items prior to the test.
  - Leaves secure test materials unattended anywhere outside of the central secure storage area in the school creating a security breach resulting in students not testing.
  - Loses secure test materials prior to testing or is at any time unable to account for the location of test materials creating a security breach resulting in students not testing.

Void Score Reason 06 is used if a student's test was misadministered after the student began testing. Examples of misadministrations that result in records that must be coded with Void Score Reason 06 include the following:
- Students share answers during testing.
- A Test Administrator or school staff member:
  - Gives any cue about possible answers, verbal or non-verbal, to students.
  - Asks student(s) to change answers.
  - Enters answers for students (except for scribe accommodation).
  - Leaves secure test materials unattended anywhere outside of the central secure storage area in the school creating a security breach but students tested.
  - Loses secure test materials prior to testing or is at any time unable to account for the location of test materials creating a security breach but students are tested.
  - Clarifies any test items for students.
  - Does not provide students with documented accommodations or provides students with an accommodation that is not documented.
  - Does not observe time limits and requirements (e.g., not giving students the entire unit time to test or giving students who do not have an extended time accommodation more than the maximum testing time).
  - Does not follow test environment and/or posted materials guidelines.
  - Does not provide directions from the TAM for the test (for each unit).

Students with Not Tested Reason 06 or Void Score Reason 06 will not receive a score.

Documentation must be kept for any misadministrations.

Notes:
- Any modification is considered a misdadministration and will result in an invalid score.
- If a major misadministration occurs, **submit a Test Incident (Irregularity) Report to CDE through Syncplicity.** Personally Identifiable Information (PII) must never be emailed to CDE or assessment vendors. PII includes student names and other sensitive student data.

07 Medical Exemption

Not Tested Code/Reason 07: Medical Exemption
STU Coding: Not Tested = Y; Not Tested Reason = 07

Void Test Score Code/Reason 07: Medical Exemption
STU Coding: Void Test Score Code = Y; Void Score Reason = 07

Not Tested Reason 07 should be used to identify students who are unable to start the statewide assessments due to a documented, significant, and fully incapacitating medical condition or emergency (e.g., student is in the hospital after a car crash) that extends across the entire (or remaining) test window. In order to qualify for a special consideration, the incident or condition must be so severe that it prevents the student from participating in instruction offered either at school or at a state or district-run facility.

Void Test Score Reason 07 should be used to identify students who are unable to complete the statewide assessments due to a documented, significant, and fully incapacitating medical condition or emergency (e.g., student is in the hospital after a car crash) that extends across the entire (or remaining) test window. In order to qualify for a special consideration, the incident or condition must be so severe that it prevents the student from participating in instruction offered either at school or at a state or district-run facility.

This code should not be used for students who are absent during testing due to typical illnesses.

08 Part Time Public and Part Time Home School Student

Not Tested Code/Reason 08: Part Time Public and Part Time Home School Student
STU Coding: Not Tested = Y; Not Tested Reason = 08

Void Test Score Code/Reason 08: Part Time Public and Part Time Home School Student
STU Coding: Void Test Score Code = Y; Void Score Reason = 08

Not Tested Reason 08 should be used to identify any non-tested students with part-time district and part-time home school status.

Void Test Score Code 08 should be used to identify any students with part-time district and part-time home school status who may have tested but should not receive a report.

- If a district wants a score to be generated for a part-time homeschool student but does not want the score to be included in district or school reports, the following coding should be applied:
    - Responsible district identifier = District code where the test was administered
    - Responsible school/institution identifier = HHHH
    - For each test assignment that should receive a score:
        - Not tested code/reason = Blank
        - Void test score code/reason = Blank

09 Parent Excuse

Not Tested Code/Reason 09: Parent Excuse
STU Coding: Not Tested = Y; Not Tested Reason = 09

Void Test Score Code/Reason 09: Parent Excuse
STU Coding: Void Test Score Code = Y; Void Score Reason = 09

While districts are responsible for administering the state assessments, districts should document all parent excusals consistent with state law and district policy. **Documentation of parent excusals must be received before indicating Not Tested or Void Test Score Code/Reason 09.**

Not Tested Reason 09 should be applied if a **parent excuses** their child from testing <u>before</u> the student starts testing.

Void Test Score Reason 09 should be applied if a **parent excuses** their child from testing <u>after</u> the student starts testing.

Note: A Void Test Score Code/Reason 09 Parent Excuse is valid for students who start testing but do not respond in the last unit of the test. This code is not valid and will not be processed if the student responded in all units, and a score will be produced.

Exception: In the rare case that a parent excusal is received while a student is participating in Unit 3 (Unit 2 for grade 11 science) and the student is pulled out of the session during testing, districts can follow the process below to ensure a Parent Excuse code is included with the student record in the final data:

1. On the day the student is removed from the test session, the School Assessment Coordinator
   a. notifies the District Assessment Coordinator of the testing irregularity.
   b. applies a misadministration code to the student record **in PearsonAccess^next** (Void Test Score Code/Reason 06).
2. The District Assessment Coordinator completes a *Testing Irregularity or Security Breach Form* (located in Appendix D of the *CMAS/CoAlt Procedures Manual*) with the applicable information, notifies Sara Loerzel in CDE's Assessment Division, and submits the completed form through **CDE Assessment Syncplicity** in the **Assessment Forms** folder by **May 3, 2024**. CDE will change the misadministration coding to Parent Excuse from testing coding after the PearsonAccess^next clean-up window ending May 8, 2024. The code change can be verified by the district during the CMAS SBD process.*

Below is language from Colorado Revised Statutes, 22-7-1013(8)(a-c) regarding parents excusing their student from testing:

(a) EACH LOCAL EDUCATION PROVIDER SHALL ADOPT AND IMPLEMENT A WRITTEN POLICY AND PROCEDURE BY WHICH A STUDENT'S PARENT MAY EXCUSE THE STUDENT FROM PARTICIPATING IN ONE OR MORE OF THE STATE ASSESSMENTS ADMINISTERED PURSUANT TO SECTION 22-7-1006.3.

(b) IF A PARENT EXCUSES THEIR STUDENT FROM PARTICIPATING IN A STATE ASSESSMENT, A LOCAL EDUCATION PROVIDER SHALL NOT IMPOSE NEGATIVE CONSEQUENCES, INCLUDING PROHIBITING SCHOOL ATTENDANCE, IMPOSING AN UNEXCUSED ABSENCE, OR PROHIBITING PARTICIPATION IN EXTRACURRICULAR ACTIVITIES, ON THE STUDENT OR ON THE PARENT. IF A PARENT EXCUSES THEIR STUDENT FROM PARTICIPATING IN A STATE ASSESSMENT, THE LOCAL EDUCATION PROVIDER SHALL NOT PROHIBIT THE STUDENT FROM PARTICIPATING IN AN ACTIVITY, OR RECEIVING ANY OTHER FORM OF REWARD, THAT THE LOCAL EDUCATION PROVIDER PROVIDES TO STUDENTS FOR PARTICIPATING IN THE STATE ASSESSMENT.

(c) A LOCAL EDUCATION PROVIDER SHALL NOT IMPOSE AN UNREASONABLE BURDEN OR REQUIREMENT ON A STUDENT THAT WOULD DISCOURAGE THE STUDENT FROM TAKING A STATE ASSESSMENT OR ENCOURAGE THE STUDENT'S PARENT TO EXCUSE THE STUDENT FROM TAKING THE STATE ASSESSMENT.

Clarified language as of March 2024.

11 State Use Only: Extenuating Circumstances for Spring 2024 Only (For Math and Science Only)*

Not Tested Code/Reason 11: State Use Only
STU Coding: Not Tested = Y; Not Tested Reason = 11

For the 2023-24 school year only, Code 11 is the Reason Not Tested Code used for multilingual learners who arrived in the U.S. after the October 1 Count and have experienced limited or interrupted formal education.

If new to country after October Count date NEP/LEP SLIFE – not in Pre-ID

   a. No or limited formal schooling in prior country/countries
   b. Interruptions in formal education due to war, civil unrest, migration to the U.S., limited access to schools, etc., resulting in:
      o Two or more fewer years of formal schooling in prior country/ies compared to U.S. similarly-aged peers
         OR
      o Significantly disrupted education resulting in last completed grade two or more years below expected grade level based on age
         OR
      o Missed six consecutive school year months or more of formal schooling immediately prior to enrolling in U.S. school

For additional information, refer to https://www.cde.state.co.us/assessment/extenuating_circumstances_coding.

Extenuating Circumstances coding information added April 2024.

Update Invalidations through the PAnext UI

There are two types of invalidations that are applied through PAnext: Not Tested and Void Test Score codes and reasons. The type of code used depends on the status of the test.

Not Tested
Indicate not tested coding for tests that were never started by the student (i.e., all units still in **Ready** status in an online test session that was not prepared, assigned but not in a prepared/started online test session, or paper test submitted with nonscorable materials). **Users with the DAC, SAC, Sensitive Data, or Student Test Update role can complete this task**. The option to indicate a not tested code and reason appears on all student tests in **assigned** status under Setup > Students > Manage Student Tests in PAnext.

Void Test Score
Voids only apply to tests in **attempt** status (i.e., all units of the test in **completed** or **marked complete** status). A user must have the **Student Test Update** role in order to note a student's test as void in PAnext. If a test is still in **testing** status, **a DAC, SAC, or Sensitive Data user must first mark complete the remaining units of the test** in order to void.

Note: Indicating a Marked Complete Reason **does not** invalidate a test; apply the Void Test Score Code/Reason separately (and as appropriate for each test assigned to the student) through the following steps.

- **Online** – If a test is in **attempt** status**,** do not use Not Tested Reasons/Codes as they do not invalidate the test.
- **Paper-based** – The void option is not available until the test is received and scanned by the vendor.

The option to indicate a void code appears on student tests under Setup > Students > Manage Student Tests in PAnext once the test is in **attempt** status (i.e., all units **completed** or **marked complete**).

Invalidate a student's test

1) Log in to PAnext.

2) Select **Students** from the **Setup** tab at the top left corner of the screen.

3) Search for the student by last name, SASID, or by selecting the **show all results** option from the **Search** drop-down in the **Find Student** portion of the screen. Select **Search**.
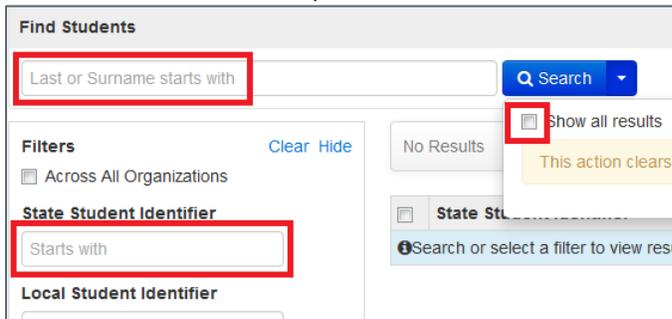
4) Select the checkbox in line with the student's name as listed in the search results.
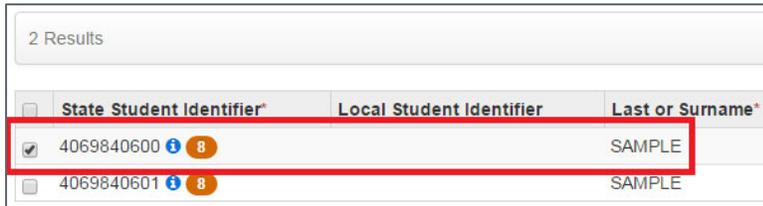
5) Select **Manage Student Tests** from the **Select Tasks** drop-down menu. Select **Start**.
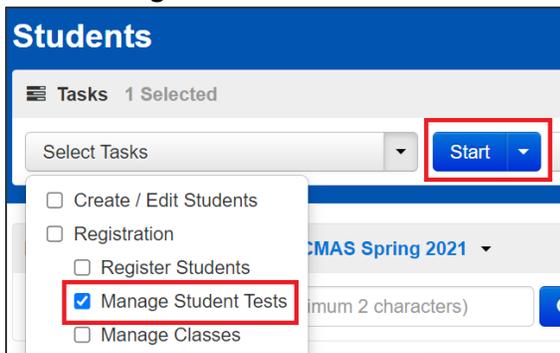
6) Under **STUDENT TESTS**, select the name of the student test that is to be invalidated.
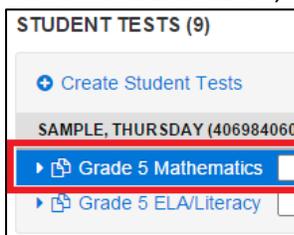
7) Select the appropriate invalidation coding (based on test status) in the **TEST DETAILS** portion of the page, then select the applicable reason. See *Data Section 3: Void Test Score and Not Tested Codes and Descriptions* for descriptions of each invalidation.

For a test in **assigned** status, indicate a **Not Tested Code and Reason**.

For a test in **complete/attempt** status, indicate a **Void Test Score Code and Reason**.

Note: Users cannot code tests in **testing/in progress** status. The testing status is displayed in the list of tests on the left side of the screen, next to the test name.

8) Select **Save** on the **TEST DETAILS** screen.

9) A green banner appears across the top of the screen confirming the change was successfully saved. Select **Exit Tasks**.

10) Repeat steps 2 through 9 for any additional tests that require invalidation.

Update Invalidations through a File Import

The Student Test Update (STU) file is used to batch load invalidation coding. Refer to *Data Section 4: Export/Import Data Files* for step-by-step guidance.

Data Section 4: Export/Import Data Files

PearsonAccess^{next} data files available through Setup > Import/Export Data are used to export current data from the system and import updates to records. Some data file types can create new records. Using data files allows changes to multiple records at the same time (batch loading) as opposed to making changes one-by-one through the PearsonAccess^{next} user interface. The following data files are available for use as determined by assigned user roles.

Import/Export Type	Description	Timing	User Roles
User	Create new user accounts and update existing user accounts.	Year Round	LEA/District Test Coordinator, School Test Coordinator
Student Registration	Create new student records and update existing student records.	Pre-testing	Sensitive Data
Enrollment Transfer	Submit student transfer requests to other districts and approve student transfer requests from other districts.	January – April	Sensitive Data
Student Test Update	Update demographic data in existing student records and apply invalidation coding.	Post-testing	Student Test Update

Field definition documents are available at http://coassessments.com > Data Resources for each file type. Valid values and cross-validations for each field are included in the documents.

Take the following steps to initiate work with any type of PearsonAccess^{next} data file. Subsequent steps are indicated within information specific to each type of file.

1) Log in to PearsonAccess^{next}.

2) Select **Import/Export Data** from the **Setup** tab at the top left corner of the screen.

3) Select **Import/Export Data**. Select **Start**.

User File

The User file is used throughout the year when working with user accounts. This type of file can create new user accounts and update existing user accounts. The User file field definition document is available at https://coassessments.com/layouts/.

Export the User File from PearsonAccess^next

To export the User file from PearsonAccess^next, complete steps 1-3 at the beginning of Data Section 4, then:

4) Select **User Export** from the **Type** drop-down menu.
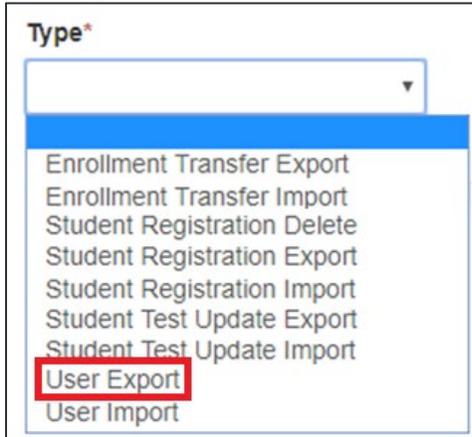
5) Select **Process**.

6) A blue banner appears at the top of the screen confirming the file is queued for processing. Select the refresh button (⟳) until the file is available for download; otherwise, PearsonAccess^next sends a notification to the user's e-mail address when the file is ready. Select **Exit Tasks** to access the **File Information** at a later time.
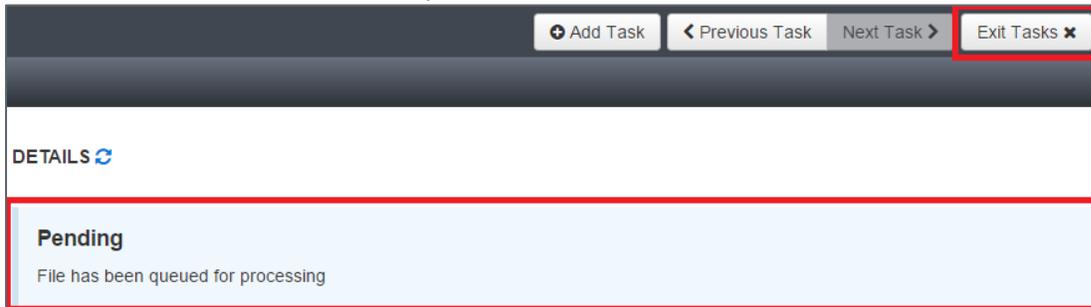
7) A green banner appears at the top of the screen when the file is available. Select **Download File** to view the file.
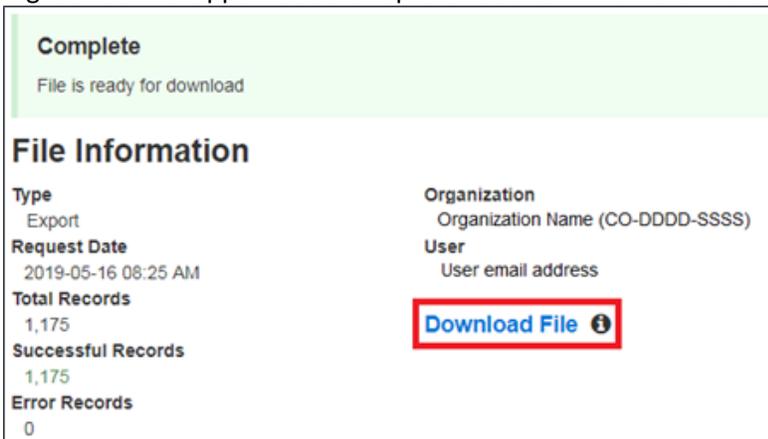
8) Save the file locally. Locate the file to indicate updates to import back into PearsonAccess^next.

Import the User File into PearsonAccess^next

To import an updated User file into PearsonAccess^next, complete steps 1-3 at the beginning of Data Section 4, then:

4) Select **User Import** from the **Type** drop-down menu.

5) Select **Choose File** under **Source File**, then locate the locally saved file on your computer. Include any e-mail addresses in the **Additional e-mails** field for anyone who should also receive notifications regarding the status of the file import. Select **Process**.

6) A blue banner appears at the top of the screen confirming the imported file is queued for processing. Select the refresh button (🔄) until the file is processed; otherwise, PearsonAccess^next sends a notification to the user's e-mail address when the file import is complete. Select **Exit Tasks** to access the **File Information** at a later time.

7) Review any errors. If necessary, resolve any errors in the locally saved User file and repeat steps 2-6.

Student Registration/Personal Needs Profile File

The Student Registration/Personal Needs Profile (SR/PNP) file is used pre-testing when working with student registrations and test assignments. This type of file can create new records and update existing records.

- **Student Registration Export** – Produces current system data for review and updates.
- **Student Registration Import** – Once updates and additions are indicated in an exported SR/PNP, this file type is used to load the changes into PearsonAccess^next.

The SR/PNP file field definition document is available at https://coassessments.com/layouts/.

Export the Student Registration File from PearsonAccess^next

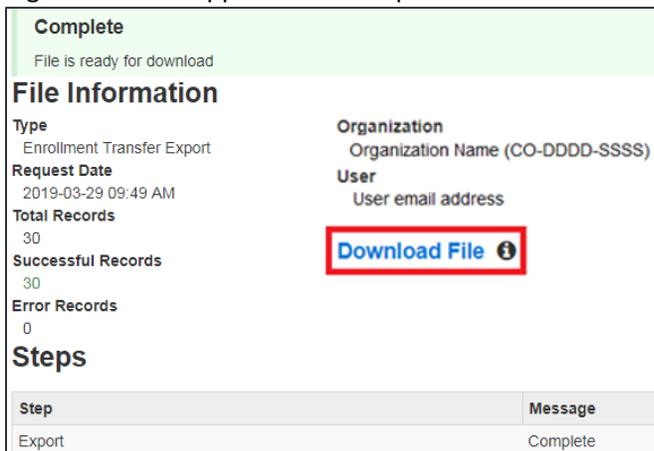To export the SR/PNP file from PearsonAccess^next, complete steps 1-3 at the beginning of Data Section 4, then:

4) Select **Student Registration Export** from the **Type** drop-down menu.
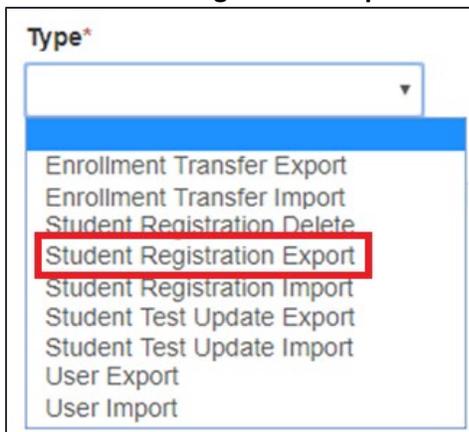
5) Select parameters on which to run the file export, then select **Process**.
   a. **File Layout Type** – options are CSV and fixed – CSV is recommended if no option is preferred
   b. **Test Status Filter** – options are assign (online tests not yet taken, paper tests), testing (online tests in prepared/started online sessions), and attempt (online – completed tests, paper tests returned to vendor and scanned)
   c. **Grade Level When Assessed** – options are third, fourth, fifth, sixth, seventh, eighth, and eleventh grades – leave blank (default) to export all grade levels
   d. **Subject** – options are CSLA, ELA, math, and science – leave blank (default) to export all content area assessments
   e. **Include tests with Void Test Score Code –** if selected, tests that are voided appear in the exported data

6) A blue banner appears at the top of the screen confirming the file is queued for processing. Select the refresh button (↻) until the file is available for download; otherwise, PearsonAccess^next sends a notification to the user's e-mail address when the file is ready. Select **Exit Tasks** to access the **File Information** later.

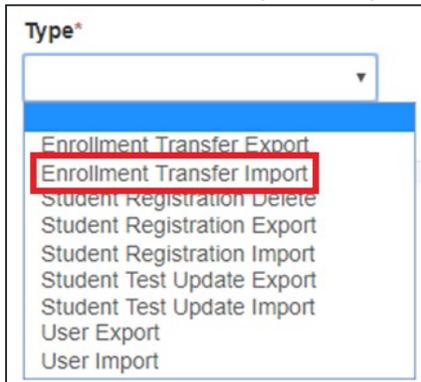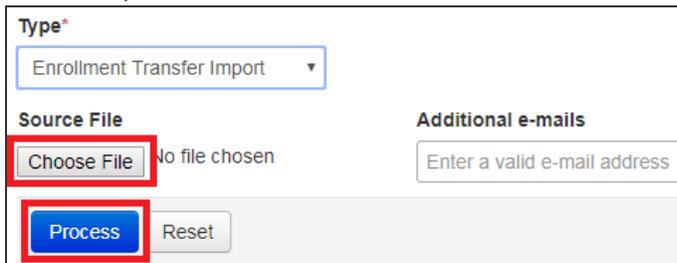7) A green banner appears at the top of the screen when the file is available. Select **Download File** to view the file. The **parameters** on which the export was run appear below the **file information**.

8) Save the file locally. Locate the file to indicate updates to import back into PearsonAccess^next.

Import the Student Registration File into PearsonAccess^next

To import an updated SR/PNP file into PearsonAccess^next, complete steps 1-3 at the beginning of Data Section 4, then:

4) Select **Student Registration Import** as the **Type**.

5) Select the appropriate **File Layout Type** (the file type of the locally saved SR/PNP file, either CSV or Fixed). Select **Choose File** under **Source File**, then locate the locally saved file on your computer. Include any e-mail addresses in the **Additional e-mails** field for anyone who should also receive notifications regarding the status of the file import. Select **Process**.

   a. **File Layout Type** – options are CSV and fixed – CSV is recommended if no option is preferred
   b. **Don't auto-create Test Sessions for online testing** – If this box is selected, online test sessions will not be automatically created based on the Session Name (field AN) when the file is processed. It is recommended that this option **is selected** until the Session Name field is finalized for all records in the imported file.
   c. **Don't modify student tests** – If this box is selected, only student demographic data will be updated (fields A through AM); test data will not be updated (fields AN through BK).

6) A blue banner appears at the top of the screen confirming the imported file is queued for processing. Select the refresh button (⟳) until the file is processed; otherwise, PearsonAccess^next sends a notification to the user's e-mail address when the file import is complete. Select **Exit Tasks** to access the **File Information** later.

7) Review the file details. If errors are present, resolve the data causing the errors in the locally saved SR/PNP file and repeat steps 2-6.

Enrollment Transfer File

The Enrollment Transfer file is used to submit student transfer requests to other districts and approve student transfer requests from other districts. The Enrollment Transfer file field definition document is available at https://coassessments.com/layouts/.

Export the Enrollment Transfer File from PearsonAccess^next

To export the Enrollment Transfer file from PearsonAccess^next, complete steps 1-3 at the beginning of Data Section 4, then:

4) Select **Enrollment Transfer Export** from the **Type** drop-down menu.
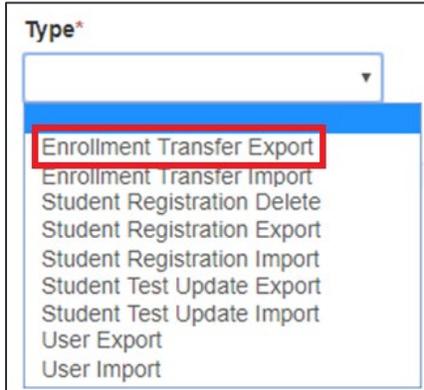
5) Select **Process**.

6) A blue banner appears at the top of the screen confirming the file is queued for processing. Select the refresh button ( ) until the file is available for download; otherwise, PearsonAccess^next sends a notification to the user's e-mail address when the file is ready. Select **Exit Tasks** to access the **File Information** later.
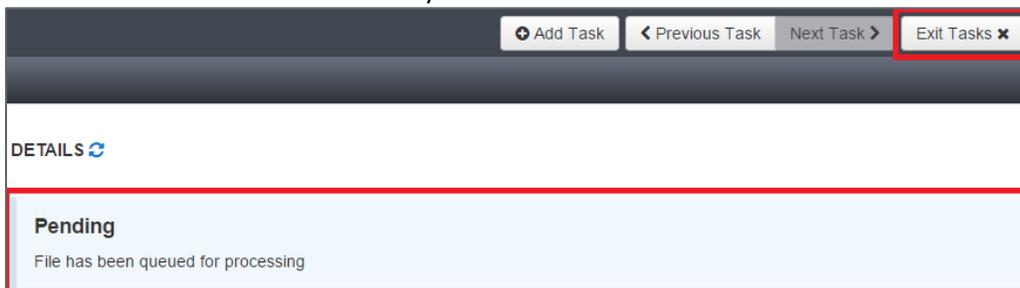
7) A green banner appears at the top of the screen when the file is available. Select **Download File** to view the file.

8) Save the file locally. Locate the file to indicate updates to import back into PearsonAccess^next.

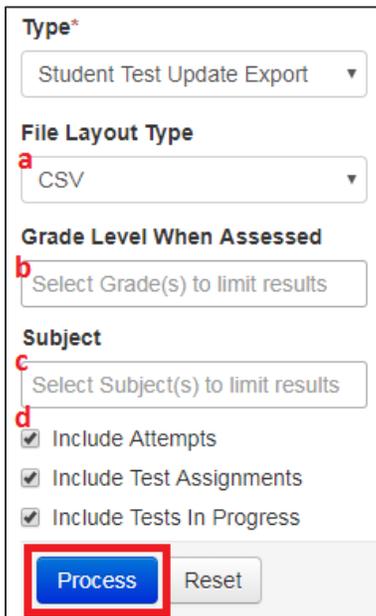## *Import the Enrollment Transfer File into PearsonAccess^next*

To import an Enrollment Transfer file into PearsonAccess^next, complete steps 1-3 at the beginning of Data Section 4, then:

4) Select **Student Test Update Import** as the **Type**.

5) Select **Choose File** under **Source File**, then locate the locally saved file on your computer. Include any e-mail addresses in the **Additional e-mails** field for anyone who should also receive notifications regarding the status of the file import. Select **Process**.

6) A blue banner appears at the top of the screen confirming the imported file is queued for processing. Select the refresh button (🔄) until the file is processed; otherwise, PearsonAccess^next sends a notification to the user's e-mail address when the file load is complete. Select **Exit Tasks** to access the **File Information** later.
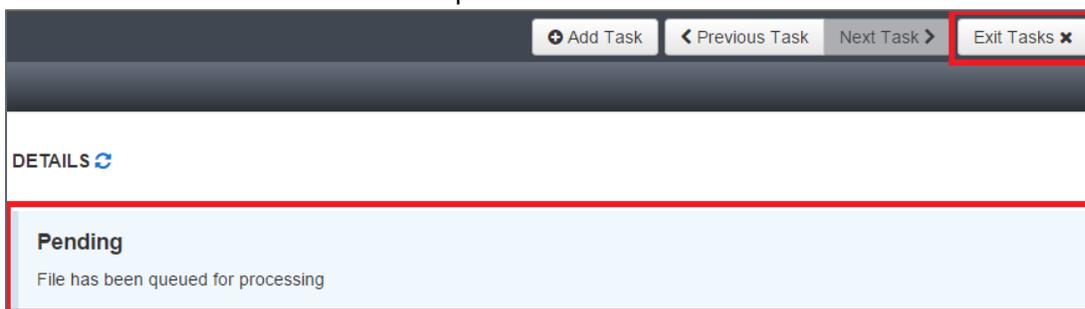
7) Review the file details. If errors are present, resolve the data causing the errors in the locally saved Enrollment Transfer file and repeat steps 2-6.

Student Test Update File

The Student Test Update (STU) file is used post-testing to update student demographic data and invalidation coding. Export the STU to work with current system data before importing updates. The STU file field definition document is available at https://coassessments.com/layouts/.

> **Note**: Indicating a Marked Complete Reason through the PearsonAccess^{next} UI **does not** invalidate a test; a Void Test Score Code/Reason must be applied separately through the following steps. Not Tested Reasons/Codes should not be used if a test was marked complete through the UI.

Export the Student Test Update File from PearsonAccess^{next}

To export the STU file from PearsonAccess^{next}, complete steps 1-3 at the beginning of Data Section 4, then:

4) Select **Student Test Update Export** from the **Type** drop-down menu.

5) Select parameters on which to run the file export, then select **Process**.
   a. **File Layout Type** – options are CSV and fixed – CSV is recommended if no option is preferred
   b. **Grade Level When Assessed** – options are third, fourth, fifth, sixth, seventh, eighth, and eleventh grades – leave blank (default) to export all grade levels
   c. **Subject** – options are CSLA, ELA, math, and science – leave blank (default) to export all content area assessments
   d. Test status inclusions – select all boxes to include attempts, test assignments, and tests in progress

6) A blue banner appears at the top of the screen confirming the file is queued for processing. Select the refresh button (🔄) until the file is available for download; otherwise, PearsonAccess^next sends a notification to the user's e-mail address when the file is ready. Select **Exit Tasks** to access the **File Information** later.

7) A green banner appears at the top of the screen when the file is available. Select **Download File** to view the file. The **parameters** on which the export was run appear below the **file information**.

8) Save the file locally. Locate the file to indicate updates to import back into PearsonAccess^next .

Importing the Student Test Update File into PearsonAccess^next

To import an updated STU file into PearsonAccess^next , complete steps 1-3 at the beginning of Data Section 4, then:

4) Select **Student Test Update Import** as the **Type**.
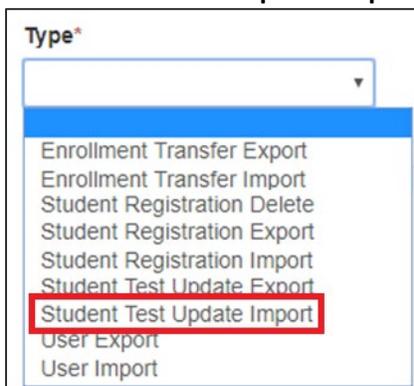
5) Select the appropriate **File Layout Type** (the file type of the locally saved STU file, either CSV or Fixed). Select **Choose File** under **Source File**, then locate the locally saved file on your computer. Use the **Additional e-mails** field to add anyone who should receive notifications regarding the status of the file import. Select **Process**.

6) A blue banner appears at the top of the screen confirming the imported file is queued for processing. Select the refresh button (⟳) until the file is processed; otherwise, PearsonAccess^next sends a notification to the user's e-mail address when the file import is complete. Select **Exit Tasks** to access the **File Information** later.

7) Review the file details. If errors are present, resolve the data causing the errors in the locally saved STU file and repeat steps 2-6.

BOCES and Out of District Testing Sites

BOCES

BOCES are involved in state assessments in several different ways. Some BOCES operate schools and are responsible for testing students enrolled in their schools. Other BOCES operate programs but serve as testing sites for students. This section groups BOCES into three basic scenarios and describes the processes that are followed for all content areas of CMAS and CoAlt science.

Scenario 1: BOCES that operate schools that have a 4-digit CDE school codes and the school is the student's primary school of enrollment. In this situation, the BOCES follow the same procedures as a typical school district in PAnext. CDE uploads information for the BOCES as part of the pre-ID upload. In this scenario, the testing and responsible district and school are the same. In the SR/PNP layout, a student's district and school data are coded as follows:

- Testing district code: 4-digit BOCES code as it appears in Data Pipeline
- Testing district name: BOCES name as it appears in Data Pipeline
- Testing school code: School code as it appears in Data Pipeline
- Testing school name: School name as it appears in Data Pipeline
- Responsible district code: 4-digit BOCES code as it appears in Data Pipeline
- Responsible district name: BOCES name as it appears in Data Pipeline
- Responsible school code: School code as it appears in Data Pipeline
- Responsible school name: School name as it appears in Data Pipeline.

Scenario 2: BOCES that operate like programs and administer state assessments to students from ONE "Home" Colorado District. In this situation, the BOCES follow the same procedures as a typical public school located within a Colorado School District in PAnext. Using the same process used to assign school level user roles to the typical public schools in the districts, the "home" district assigns BOCES staff user roles to a BOCES School within their district. While CDE sets up a "BOCES school" within the district CDE is unable to pre-populate students enrolled in the BOCES schools based on information in Data Pipeline. Districts must move students from the primary school enrollment indicated in Data Pipeline to the BOCES school. In this scenario, the testing district and school is different from the responsible district and school. In the SR/PNP layout, a student's district and school data are coded as follows:

- Testing district code: 4-digit official CDE BOCES code
- Testing district name: BOCES name
- Testing school code: 4-digit unofficial code (BBBB) assigned by Assessment Division
- Testing school name: Official BOCES name with "testing site" added to end
- Responsible district code: "Home" district code as it appears in Data Pipeline
- Responsible district name: "Home" district code as it appears in Data Pipeline
- Responsible school code: Primary school enrollment school code as it appears in Data Pipeline
- Responsible school name: Primary school enrollment school name as it appears in Data Pipeline.

Scenario 3: BOCES that operate like programs and administer state assessments to students from MULTIPLE "Home" Colorado Districts. In this situation, the BOCES is set up as a unique district in PAnext. BOCES and "home" districts transfer students to this district through "Work Requests – Enrollment Transfer" in PAnext because CDE cannot identify the students from the information in Data Pipeline. CDE sets up a BOCES district with a school code within PAnext to use as the testing site. Districts and BOCES work together to create a list of students who need to test at the BOCES. In this scenario, the testing district and school is different from the responsible district and school. In the SR/PNP file, a student's district and school data are coded as follows:

- Testing district code: 4-digit official CDE BOCES code
- Testing district name: BOCES name
- Testing school code: 4-digit unofficial code (BBBB) assigned by Assessment Division
- Testing school name: Official BOCES name with "testing site" added to end
- Responsible district code: "Home" district code as it appears in Data Pipeline
- Responsible district name: "Home" district code as it appears in Data Pipeline
- Responsible school code: Primary school enrollment school code as it appears in Data Pipeline
- Responsible school name: Primary school enrollment school name as it appears in Data Pipeline.

Out of District Testing Sites

There are cases in which students take state assessments at locations outside of their home school district, but student scores should return to the home district. For example, a district may send special education students to a central location for testing. Or, online students may test in a district close to their residence but outside of the district of enrollment.

In situations like these, the testing site is the district code of the testing site. Testing sites and "home" districts transfer students to this district through a "Work Requests – Enrollment Transfer" in PAnext because CDE cannot identify the students from the information in Data Pipeline. Reporting and testing sites work together to create a list of students who will test at the testing site. In this scenario, the testing school is different from the responsible school; and the testing district may also be different from the responsible district. In the SR/PNP file, a student's school data and district data (if needed) are coded as follows:

- Testing district code: Testing district's 4-digit CDE district code
- Testing district name: District name
- Testing school code: Testing district's 4-digit CDE district code or 4-digit unofficial code if the site is a program
- Testing school name: Official testing school or testing program name
- Responsible district code: Official CDE "Home" district code
- Responsible district name: "Home" district name
- Responsible school code: Official CDE "Home" school code
- Responsible school name: "Home" school name.

Testing at District Run Programs

Some districts may test at program sites within their district that do not have an official CDE school code. If the students are administered tests at the program site, there are two options for districts to use to help track and test these students in PAnext.

Option 1: Assign the students to a unique testing group.

In this option, testing and responsible district and school codes are the same and represent the school of official student enrollment. In this option, set up the CMAS Test Administrator with permissions for the school of enrollment.

Option 2: Assign the students to a created/unofficial school site within the district.

In this option, testing/responsible district codes and the responsible school code represent the district and school of official student enrollment. The testing school code is an unofficial code that represents a testing site. **To get a testing school unofficial code, districts need to contact the Assessment Division.** In this option, set up the CMAS Test Administrator with permissions for the unofficial testing site.

Table 3: Within Program Student Enrollment Information

SR/PNP Field	Option 1	Option 2
Testing District Code	Official enrollment code	Official enrollment code
Testing School Code	Official enrollment code	Unofficial code provided by CDE
Testing District Name	Official enrollment name	Official enrollment name
Testing School Name	Official enrollment name	Program name provided to CDE by district
Responsible District Code	Official enrollment code	Official enrollment code
Responsible School Code	Official enrollment code	Official enrollment code
Responsible District Name	Official enrollment name	Official enrollment name
Responsible School Name	Official enrollment name	Official enrollment name

Approved Facility Schools and Division of Youth

Students placed out-of-district by a public agency (enrolled in Approved Facility Schools) and incarcerated students (Division of Youth Corrections) do not have information in Data Pipeline. Therefore, CDE cannot pre-populate student data into PAnext. DACs for Approved Facility Schools and the Division of Youth Corrections must upload the full SR/PNP file layout into PAnext (refer to SR/PNP layout documentation at https://coassessments.com/layouts/).

Table 4: Student Enrollment Information for Eligible Facilities and the Division of Youth Corrections

SR/PNP Field	Approved Facility Schools	Division of Youth Corrections
Testing District Code	3456	8104
Testing School Code	Official school code	Official school code
Testing District Name	Approved Facility Schools	Division of Youth Corrections
Testing School Name	Official school name	Official school name
Responsible District Code	3456	8104
Responsible School Code	Official school name	Official school name
Responsible District Name	Approved Facility Schools	Division of Youth Corrections
Responsible School Name	Official school name	Official school name

Home School Students

Home school students taking the CMAS assessments need to have a record in PAnext. However, districts may limit home schooled student reporting data to the information in Table 5. **Note**: A home school organization is found in PAnext for every district. The organization code is CO-DDDD-HHHH (DDDD equals the district's four-digit code) and the organization name is the name of the district plus "Home School" (e.g., Sample District Home School).

Table 5: Home School Student Enrollment Information

| SR/PNP Field Name	Home School Valid Value	Comment
Testing District Code	Testing site official district code	Testing site information is needed to assign a test to the student record.
Testing School Code	Testing site official school code	
Testing District Name	Testing site district name as it appears in Data Pipeline	
Testing School Name	Testing site school name as it appears in Data Pipeline	
Responsible District Code	Same as testing district code	The vendor sends home school student reports to the district testing site. It is the district's responsibility to distribute these reports.
Responsible School Code	HHHH	This code is used to indicate the record of a home school student. This code is used to exclude the student from state, district, and school reports.
Responsible District Name	Testing site district name as it appears in Data Pipeline	
Responsible School Name	District Home School	
SASID	SASID or district generated ID	Use a CDE-assigned SASID for the student if available. If an official SASID is not available, populate the SASID field with DDDDHHHH##, where 'DDDD' is entered as the district's code, 'HHHH' represents the home school, and ## is entered as a unique two-digit number (i.e., 01 to 99) to identify the student.
Student Last Name	See SR/PNP layout	
Student First Name	See SR/PNP layout	
Student Middle Name	See SR/PNP layout	
Date of Birth	See SR/PNP layout	
Gender	See SR/PNP layout	
Grade	See SR/PNP layout	Note the grade level of the test the student is taking. For example, if a student is taking the 4th grade math test, enter 'grade 4' in PAnext for that student.

Importing a .csv File into Microsoft Excel

To retain the formatting of variables in a .csv file in Microsoft Excel, import all fields as text. Below are step-by-step instructions explaining how to complete this process.
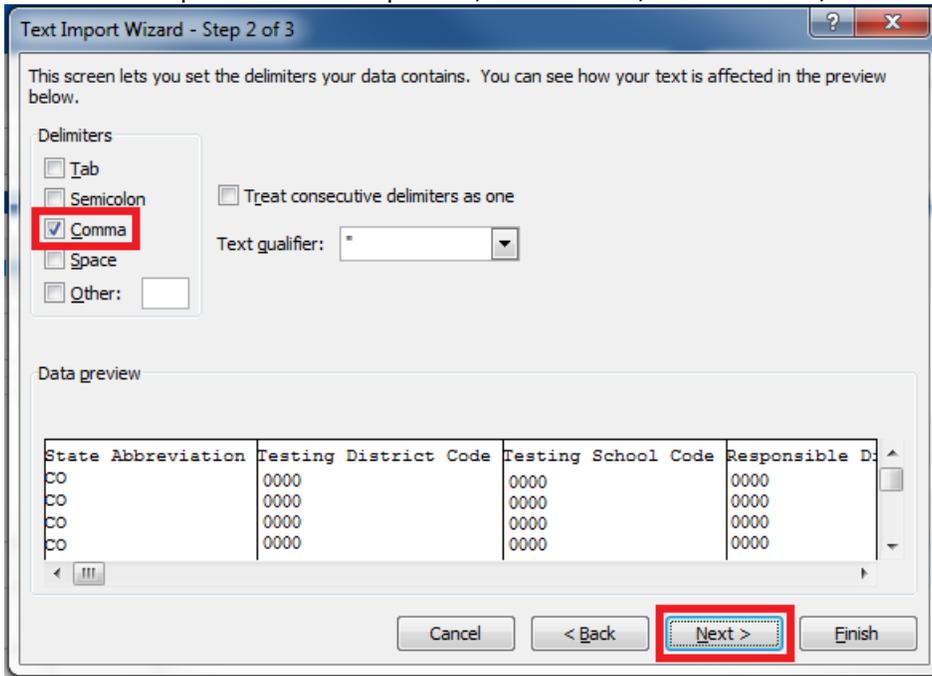
1) Open Microsoft Excel.

2) Select the Data tab, then select From Text.
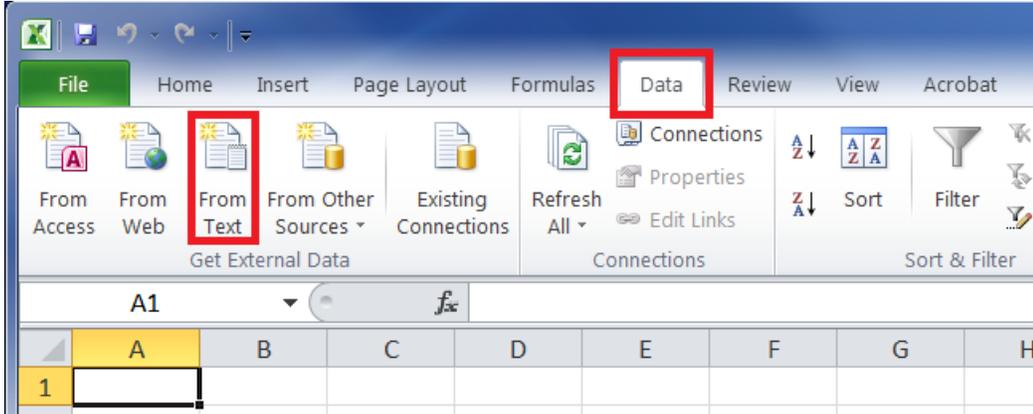
3) An Import Text File window will appear. Locate the locally saved .csv file and select Open.

4) On the Text Import Wizard – Step 1 of 3, select Delimited. Select Next.
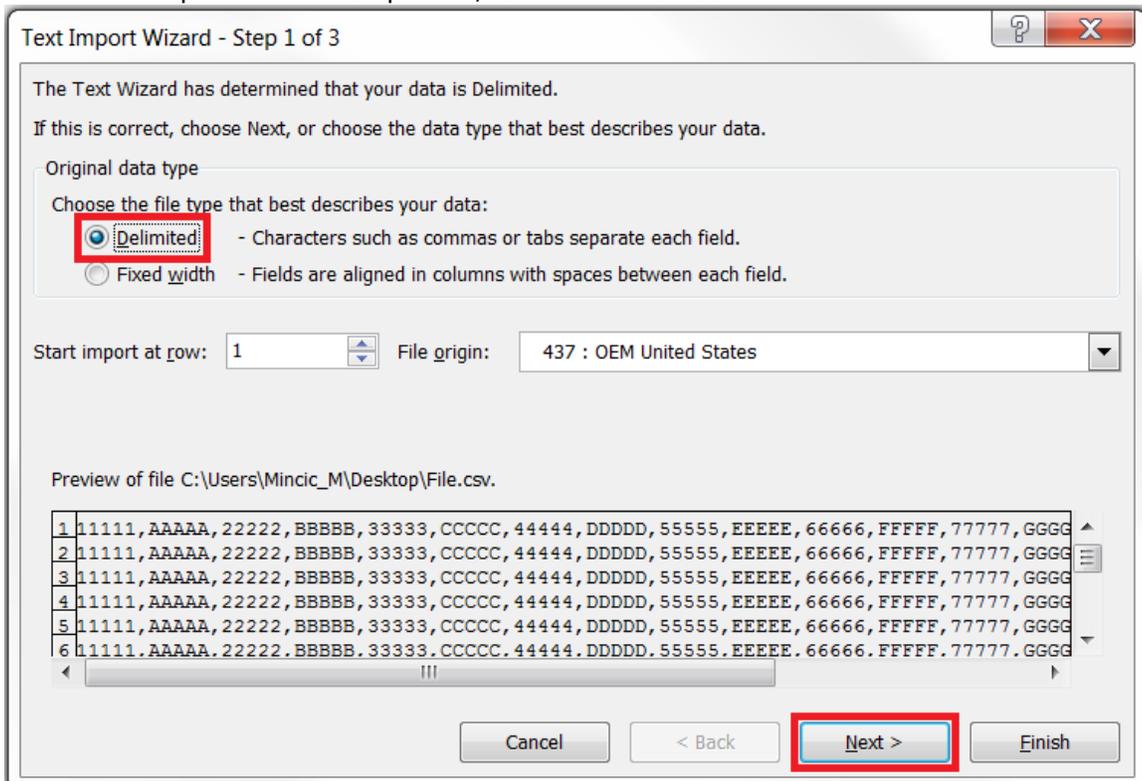
5) On the Text Import Wizard – Step 2 of 3, deselect Tab, select Comma, and then select the Next button.

6) On Text Import Wizard – Step 3 of 3,
   a. Highlight all the fields in the file. (Select the first column, hold down the Shift key on the keyboard, drag the scroll bar to the right, and select the last column to highlight all fields at once.)
   b. Once all fields are highlighted, select Text in the Column data format box.
   c. Select the Finish button.
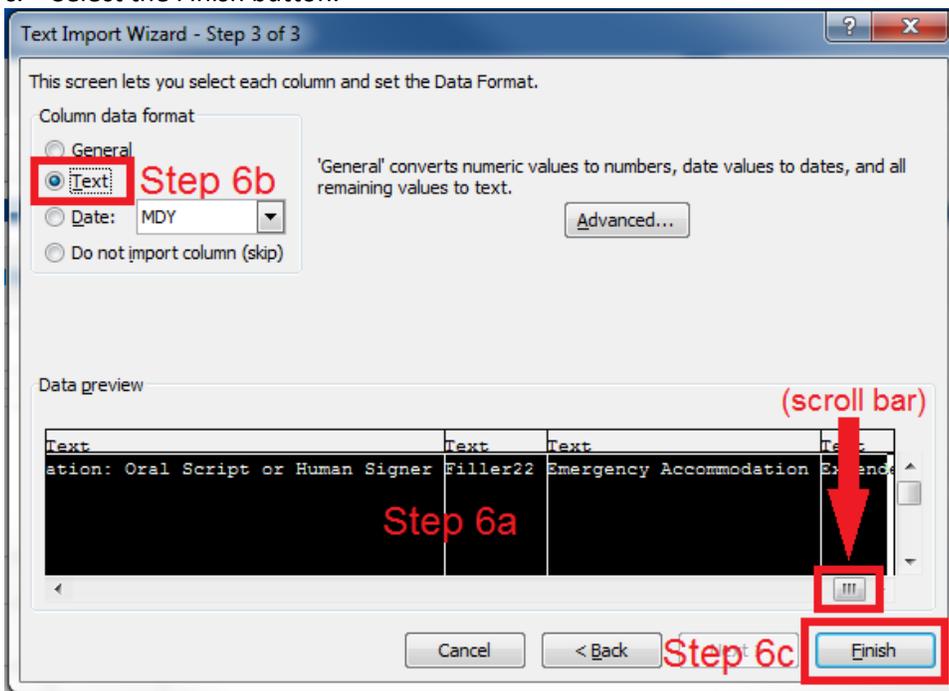
7) Save a working version of the file in Excel format.
8) Make updates to the file using the Excel format.
9) Before importing the updated file back to PAnext, save the file as .csv.
10) Import the updated .csv file into PAnext.

Appendix L

CDE Contact Information

Colorado Department of Education Assessment Division	
201 East Colfax Avenue Room 502, Denver, CO 80203-1899	
Contact	**Responsibilities**
Sara Loerzel, CMAS Assessment Administration Principal Consultant 720-316-3065; loerzel_s@cde.state.co.us	• CMAS operations and procedures • PearsonAccess[next]
Arti Sachdeva, CoAlt and Special Education Specialist 720-316-7184; sachdeva_a@cde.state.co.us	• CoAlt development and operations • Contact for IEP/504 accommodations
Heather Villalobos Pavia, Linguistics Specialist 303-653-9749; villalobospavia_h@cde.state.co.us	• Contact for Multilingual Learner (ML) accommodations
Collin Bonner, Technology Specialist 303-895-5750; bonner_c@cde.state.co.us	• DTC Contact • PearsonAccess[next]
Jasmine Carey, Psychometrician 720-537-0973; carey_j@cde.state.co.us	• Analysis and validation of procedures and data
Molly Mund, Content 303-866-6808; mund_m@cde.state.co.us	• CMAS science and mathematics content development
Nathan Redford, Content 303-866-6849; redford_n@cde.state.co.us	• CMAS social studies and ELA content development
Christina Wirth-Hawkins 720-456-2112; wirth-hawkins_c@cde.state.co.us	• Director of Assessment Development
Gina Herrera, Exceptional Student Services Unit 303-253-0451; herrera_g@cde.state.co.us	• Eligibility criteria for alternate assessments
For a complete listing of Assessment Division personnel please go to: http://www.cde.state.co.us/assessment/generalinfo-about	