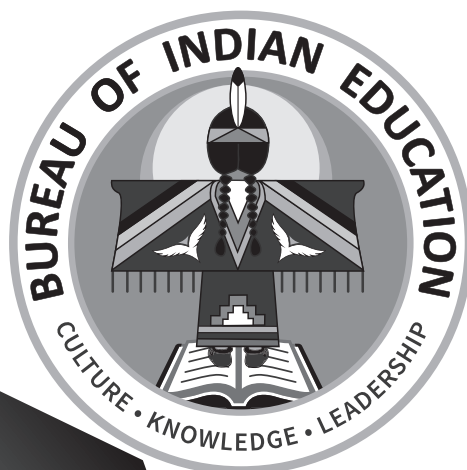




TEST ADMINISTRATOR MANUAL

**CCRS Interim Assessment
Mathematics & English Language Arts**

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1.0 Overview

The BIE College and Career Ready Standards (CCRS) Interim Assessments will be administered as a computer-based test (CBT). English language arts (ELA) assessments will focus on writing effectively when analyzing text. Mathematics assessments will focus on applying skills and concepts, and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools. In both content areas, students will also demonstrate their acquired skills and knowledge by answering selected response items and fill-in-the-blank questions. The CCRS Interim Assessment consists of Interim 1 and 2 for ELA and for Mathematics.

The ELA and Math grades 3-5 tests have one unit. For the grades 6 and up, the Math test is split into two sections: a non-calculator section and calculator section.

1.1 About this Manual

This manual provides instructions applicable to Test Administrators necessary for the computer-based administration of the CCRS interim assessment, as well as the procedures and protocols for the Test Administrator to complete before, during, and after test administration. This manual also contains the protocols that Test Administrators and teachers must follow related to test security and test administration. Definitions for terms used in this manual can be found in **Appendix A**.

When administering the CCRS interim assessment to students, the Test Administrator should turn to the page that contains the script (i.e., student directions that are read aloud during testing) for the test he or she is administering. All administration instructions are contained within each script. References to documents are included throughout this manual. All documents can be found at bie.mypearsonsupport.com.

1.2 Roles of Individuals

School Test Coordinator (STC) is the individual at the school level who is responsible for the overall coordination of test administration. The role may be taken on by the Principal or Designee based on established criteria. This individual is responsible for coordinating test administration and resolving testing issues at his or her school. This individual is also responsible for all post testing procedures (e.g., stopping all online test sessions).

Test Administrator (TA) is an individual at the school who is responsible for administering the assessment. Refer to your School Test Coordinator for qualifications.

In general, the following individuals may serve as a Test Administrator:

- Individuals employed as teachers
- School-level administrators
- Other certified educational professionals

Parents or legal guardians may NOT serve as a Test Administrator for their own child, unless otherwise specified by your state. In addition, student teachers may NOT serve as a Test Administrator in charge of administering the CCRS Interim assessment.



Information Technology (IT) is an individual at the school or district level who is responsible for setting up testing devices for computer-based testing. The School Test Coordinator must designate an individual who will be on-site to serve in this role during the administration.

Information Technology responsibilities include, but are not limited to:

- Configuring student testing devices
 - Ensuring each device meets minimum technology requirements
 - Installing/updating the TestNav App on each testing device; OR
 - Confirming the browser on each testing device meets technology requirements
- Ensuring the infrastructure (e.g., wireless access points, bandwidth) is adequate
- Helping with the Personal Needs Profile (PNP)
- Managing problems with firewalls
- Removing (or turning off) any software that would allow secure test material on testing devices to be viewed on another testing device during testing
- Providing technical support for School Test Coordinators and Test Administrators

2.0 Test Security and Administration Policies

2.1 Maintaining the Security of Test Materials and Content

The administration of a BIE College and Career Ready Standards (CCRS) Interim assessment is a secure testing event. Maintaining the security of test materials before, during, and after the test administration is crucial to obtaining valid and reliable results.

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

- Student test card
- Mathematics and Writing reference sheets written on by students (if locally printed)
- Scratch paper written on by students

Note: Non-secure copies of reference sheets are available online and may be provided to students for regular classroom use. Reference sheets are provided within TestNav. Schools may make newly-printed and unused copies of the reference sheets available to students for computer-based testing. These must be kept secure prior to testing, and if written on by students, securely destroyed.

Follow the security plan developed by your School Test Coordinator and/or Principal for your school. Contact your School Test Coordinator with any questions about your school's security plan.

2.1.1 Test Administrator Responsibilities

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

- Review the *Test Administrator Manual (TAM)* and all relevant test security requirements before administering test sessions.
- Attend any training session(s) led by the School Test Coordinator/Designee before test administration.

2. Administer all tests according to appropriate protocols.

- Administer tests during CCRS Interim testing window and in the prescribed order.
- Follow the directions and read the scripts in the *TAM* verbatim to students.
- Provide students with all required test materials as listed in the *TAM*.
- Prevent the use of prohibited materials (refer to Section 2.3) during testing units. Note that results may be invalidated for students who use cell phones or other electronic devices during a test unit, including after a student turns in his or her test materials and during a break (see exception listed in Section 2.2.1).
- Manage test sessions in ADAM.

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

- Monitor the testing process by continually moving unobtrusively about the room.
- Ensure that students are supervised during testing, including during breaks.

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

- Ensure that students do not consult notes, textbooks, or other teaching materials; do not share test questions with other students; and do not consult other students, school personnel, or anyone else during testing.

5. Do not provide unauthorized assistance to a student that could impact his/her answers.

- At any time during a test session, a Test Administrator may repeat a portion of the *Test Administrator Manual* script if necessary for clarification.
- However, Test Administrators must not assist a student during testing or alter or interfere



with a student's response in any way that would impact his/her answers. Examples of unauthorized assistance include, but are not limited to:

- Providing answers to a student
- Indicating that a student has answered a question incorrectly or left a question blank
- Defining words or providing synonyms
- Spelling words
- Influencing a student's responses by offering verbal or non-verbal hints, clues, or cues
- Altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or multiple-choice answer option
- Suggesting that a student write more on a question, check his or her work, or review or reconsider a response to a question

2.1.2 Testing Irregularity Forms

In the event of a testing irregularity or a test security breach, Test Administrators should be prepared to provide their School Test Coordinator with information needed to complete the security forms.

2.2 Testing Irregularities and Security Breaches

Any action that compromises test security or score validity is prohibited. These may be classified as testing irregularities or security breaches. In Section 2.2.1, there are examples of activities that compromise test security or score validity (note that these lists are not exhaustive). It is highly recommended that School Test Coordinators discuss these and other possible testing irregularities and security breaches with Test Administrators during training. Refer to Section 2.2.2 for information on reporting testing irregularities and security breaches.

2.2.1 Testing Irregularities and Security Breaches

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

- **Electronic Devices Irregularities**
 - Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod®, smart watch, personal scanner, eReader) while secure test materials are still distributed, while students are testing, after a student turns in his or her test materials, or during a break.
 - Exception: Teachers are permitted to use cell phones in the testing environment ONLY in cases of emergencies or when timely administration assistance is needed. The school or district may set additional restrictions on allowable devices as needed.
 - Exception: Certain electronic devices may be allowed for medical or audiological purposes during testing.
- **Test Supervision Irregularities**
 - Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test
 - Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing
 - Leaving students unattended without a Test Administrator for any period of time while secure test materials are still distributed or while students are testing
 - Deviating from testing time procedures as outlined in Section 2.4
 - Allowing cheating of any kind

- Providing unauthorized persons with access to secure materials
- Unlocking a test in ADAM during non-testing times without approval
- Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
- Allowing students to test before or after the CCRS Interim test administration window without BIE approval

- **Test Materials Irregularities**

- Losing a student testing card
- Leaving test materials unattended or failing to keep test materials secure at all times
- Reading or viewing the passages or test items before, during, or after testing
- Copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials or online test forms
- Revealing or discussing passages or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication
- Removing secure test materials from the school's campus or removing them from locked storage for any purpose other than administering the test

- **Testing Environment Irregularities**

- Failing to follow administration directions exactly as specified in the *Test Administrator Manual*
- Displaying any resource (e.g., posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing
- Allowing preventable disruptions such as talking, making noises, or excessive student movement around the classroom
- Allowing unauthorized visitors in the testing environment
 - Unauthorized Visitors—Visitors, including parents/guardians, school board members, reporters, and school staff not authorized to serve as Test Administrators or Proctors, are prohibited from entering the testing environment.
 - Authorized Visitors—Visits by state assessment office monitors and state-authorized observers are allowed based on state-specific policy, as long as these individuals do not disturb the testing process. Refer to your School Test Coordinator for details about observation visits.

2.2.2 Reporting Testing Irregularities and Security Breaches

For a list of testing irregularities and security breaches that must be reported and documented, refer to your School Test Coordinator. If an incident must be reported according to BIE policy and guidance policy, follow the protocol outlined below.

- The incident must be reported to the School Test Coordinator immediately.
- If follow-up documentation is required by your Test Coordinator or BIE, complete any additional documentation required.



2.3 Testing Environment

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

- Some students may finish testing before others and the expectations for what those students may do must be determined and established in advance of the testing day. Refer to your School Test Coordinator for your state's policy and guidance on what students may do after testing.
- Unauthorized visitors are prohibited from entering the testing environment as described in the Testing Environment Irregularities section.
- The testing sign in **Appendix C** should be posted on the outside of the room door.
- Prohibited classroom resources (see below for more information) should be removed or covered.

Administration Considerations for Students

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

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

Materials Prohibited in the Testing Environment

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

The following are materials that may not be used at any time during a unit, including after a student has completed testing (e.g., submits test) or during a break. Students, Test Administrators, Proctors or other authorized persons in the test environment may not possess these or any other materials.

- **Materials Prohibited During All Units**
 - All personal electronic equipment not related to testing (e.g., cell phones, iPods®, personal document scanners, eBooks, electronic pens, smart watches; refer to Section 2.2.1 for one exception)
 - Any resource (e.g., books, posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing.
 - Mathematical formulas, number lines, and conversion tables other than the grade- or course- specific, BIE-provided mathematics reference sheets
 - Any manipulative not approved through a unique accommodation request prior to testing (refer to your School Test Coordinator for more information)*

*May be allowable if listed in the student's IEP or 504 plan according to BIE policy.

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

Prior to testing, Test Administrators should instruct students to place all prohibited materials out of reach during testing (e.g., locker, book bag). If a student is found to have any prohibited materials in his/her possession upon arrival for testing, instruct the student to hand the materials to the Test Administrator or follow your local policy. As a reminder, if a student is found to have prohibited materials (including cell phones) during live testing, the test may be invalidated.

Other materials may be permitted after a student has completed testing. Refer to your School Test Coordinator for BIE policy.

Exceptions for Test Accommodations

A student with a disability or who is an English Learner (EL) may be allowed to use certain tools or materials that are otherwise prohibited during testing if the need for these accommodations is documented in the student's IEP, 504, or EL plan.

2.4 Scheduling and Testing Time

All CCRS Interim Assessments, including make-up testing, must be completed during the CCRS Interim testing window. CCRS Interim Assessments may be scheduled at any time during your testing window for that Interim. Contact your School Test Coordinator if you have any questions about your testing dates.

Testing Time

CCRS Interim Assessments are timed. Testing time is limited to the testing times listed in Tables 2.1–2.3 (with the exception of an extended time accommodation as noted in Section 6.0).

Administration Time is the total time that schools should schedule for each CCRS Interim Assessment. It includes the testing time and the approximate times for administrative tasks such as reading directions, answering questions, distributing materials, and collecting test materials (shown in Table 2.0 below).

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

Table 2.0 Administration Time

	Task	Time to be Allotted for Test Administration
Guidelines for Scheduling	1. Pre-administration tasks, including reading instructions to students and answering questions.	10 minutes
	2. Distribution of test materials to students.	5 minutes
	3. Administration of the CCRS Interim Assessment.	Refer to the following testing time tables
	4. End-of-unit activities, including logging students out of TestNav and collecting test materials.	5–15 minutes

If all students have completed testing before the end of the testing time, the session may end. Once the unit testing time has elapsed, the session must end, except for students with extended time accommodations. Refer to your School Test Coordinator for policy on what students may do if they complete the test prior to the end of the testing time.



Table 2.1 CCRS Interim Assessment Testing Times for Grades 3–5

Subject(s)	Interim	Section	Testing Time (Minutes)
Mathematics Grade 3 Mathematics Grade 4 Mathematics Grade 5	Interim 1	Non-calculator	60
	Interim 2	Non-calculator	60
ELA Grade 3 ELA Grade 4 ELA Grade 5	Interim 1		60
	Interim 2		60

Table 2.2 CCRS Interim Assessment Testing Testing Times for Grades 6–8

Subject(s)	Interim	Section	Testing Time (Minutes)
Mathematics Grade 6 Mathematics Grade 7 Mathematics Grade 8	Interim 1	Non-calculator	60
		Calculator	
	Interim 2	Non-calculator	60
		Calculator	
ELA Grade 6 ELA Grade 7 ELA Grade 8	Interim 1		60
	Interim 2		60

Table 2.3 CCRS Interim Assessment Testing Times for High School

Subject(s)	Interim	Section	Testing Time (Minutes)
High School Mathematics	Interim 1	Non-calculator	60
		Calculator	
	Interim 2	Non-calculator	60
		Calculator	
ELA Grade 11	Interim 1		60
	Interim 2		60

Make-Up Testing

Ensure that your School Test Coordinator knows who is absent on testing day, so that make-up testing can be scheduled.



3.0 BEFORE Testing

3.1 Checklist of Tasks for Test Administrators to Complete BEFORE Testing

This section describes activities the Test Administrator must complete before the first day of testing. It is highly recommended that you complete these tasks no later than the timeline suggested.

At Least One Week Before Testing	Reference
☐ Review policies and instructions for test administration in this manual.	
☐ Complete any required training with the School Test Coordinator to review test security, administration protocols and plans, and day of test activities.	Section 3.2
☐ Review the Security Guidelines.	Appendix B
☐ Review all testing accommodations to be administered for your students and develop a plan to monitor their use.	Section 3.3
☐ Strongly Recommended: Administer the Practice Tests and Student Readiness Tool.	Section 3.4
One Day Before Testing	Reference
☐ Ensure your login works and that you have access to the correct test session.	Section 4.3
☐ Prepare the testing environment.	Section 3.5

3.2 Test Administrator Training and Preparation

Test Administrators must meet with the School Test Coordinator to prepare for test administration and review responsibilities.

3.3 Preparing Interim Accessibility Features and Accommodations During CCRS Interim Assessments

The School Test Coordinator will provide Test Administrators with a list of all required accessibility features and accommodations for applicable students. If you are administering a test with an accessibility feature or accommodation, be sure you have received the proper training. Refer to Section 6.0 for additional information about accessibility features and accommodations. It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing.

3.4 Administer Practice Tests

Administering practice tests is an important preparation step for both administration staff and students. It is highly recommended that all students who will participate in the CCRS Interim assessments first take the tutorials and practice tests available at bie.mypearsonsupport.com.

During the test, Test Administrators will NOT be allowed to assist students with TestNav functionality and navigation. Therefore, it is important that these questions be answered during Interim practice tests. Computer-based Interim practice tests contain test items to help familiarize students with computer-based testing tools and the process for identifying and responding to different item types on the testing devices.

Your School Test Coordinator will provide you with instructions for administering the Interim practice tests. It will take up to 60 minutes to administer an Interim practice test. Throughout the school year, students should be provided access to the Interim practice tests. Students with accommodations may need additional practice time to become familiar with all testing features.

It is also recommended that students utilize the Pearson Student Readiness Tool, or SRT, which provides tutorials connected to the TestNav environment that includes a scope and sequence of tools and item types accompanied by age-appropriate instructional videos. The SRT is available at bie.mypearsonsupport.com.

3.5 Prepare the Testing Environment

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

To maintain security, BIE recommends the following ideal configurations for seating students (unless local policy and procedures do not allow):

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

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

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



Before students enter the test environment:

- Check to make sure your login works.
- Cover or remove from the testing environment all materials containing content in the subject area being tested, including any materials listed in Section 2.3.
- Post a “Testing — Please Do Not Disturb” sign (refer to **Appendix C** of this manual) on the outside of the door of the testing room.
- Display a timing box on the board; refer to the example in Figure 3.0.
 - Write the name of the CCRS Interim Assessment (e.g. Math Interim 1) you are administering on the Interim Assessment line in the timing box on the board.
 - Using the unit testing time in Tables 2.1–2.3 of this manual for reference, write the Interim testing time on the correct line in the timing box on the board.
 - Do not fill in the Starting Time or Stopping Time lines until instructed to do so in the scripts.

Figure 3.0 Timing Box Example

Interim Assessment:	_____
Interim Testing Time:	_____
Starting Time:	_____
Stopping Time:	_____
Number of Sections:	_____

Note: The number of sections is only used for tests with multiple sections (Math grades 6–8 and high school).

4.0 DURING Testing

4.1 Checklist of Tasks for Test Administrators to Complete DURING Testing

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

Day of Testing	Reference
☐ Receive test materials from School Test Coordinator.	Section 4.2
☐ Manage test sessions and review each student's status in ADAM: ☐ ADAM Proctor log in. ☐ Resume students (as needed). ☐ Ensure students have submitted completed tests.	Section 4.3
☐ Distribute test materials to students, and administer the CCRS Interim assessment according to the directions in this manual and using the appropriate administration script.	Section 4.4
☐ Help students log in to TestNav.	Section 4.4
☐ Monitor testing time.	Section 4.5
☐ Supervise test administration.	Sections 4.7 and 4.8
☐ Troubleshoot testing issues as needed.	Section 4.7.1
☐ Return all testing materials to the School Test Coordinator.	Section 4.8.3
☐ Complete any documentation necessary for reporting any testing irregularity or security breach.	Section 2.2.2



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

The School Test Coordinator will distribute test materials to and collect materials from the Test Administrators each test administration day. Test materials must not be stored in classrooms prior to or following the day of administration.

Test materials that must be distributed by School Test Coordinators to Test Administrators for computer-based test administration include:

- **BIE-supplied materials**
 - Student test card (printed from ADAM at the school)
 - *Test Administrator Manual*
- **School-supplied material**
 - Wooden No. 2 pencil(s) with eraser(s)
 - Blank scratch paper
 - Test Administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the assessment, if needed.
 - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics assessments.
 - Test Administrators are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
 - Calculators, if using hand-held calculator (see Calculators section for more information)
 - Mathematics tools for administration (see Mathematics Tools for Administration section for more information)
 - Mathematics reference sheets (may be locally printed) (**Note:** Cannot be re-used if written on)
 - Writing reference sheets (may be locally printed) (**Note:** Cannot be re-used if written on)
 - Testing devices that meet the minimum technology specifications set forth by BIE (**Note:** Student should not supply his/her own device for testing.)
 - Headphones (see Headphones section for more information)
 - Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, refer to Section 6.2.)
 - Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
 - “Testing — Please Do Not Disturb” sign to post on the doors of the testing rooms or the board (a copy of the sign is available in **Appendix C** of this manual)

Calculators

Grade-/course-specific calculators, including the TI-84 graphing calculator for high school mathematics courses, will be available through the TestNav platform. Additionally, students may use hand-held calculators (provided by either the school or the student) if allowed by local policy.

- For grades 3–5, calculators are allowed for accommodation use only. Students with a calculator accommodation may only use a five-function calculator with square root and percentage functions.
- For grade 6-7, students may only use five-function calculators with square root and percentage functions for all calculator sections.
- For grade 8, students may only use scientific calculators for all calculator sections.
- For high school mathematics assessments, students may only use graphing calculators (with functionality consistent with the TI-84 or a similar model) for all calculator sections.

Students must only use calculators that are allowable for their grade/course assessment. Only students with a specific calculator accommodation may use calculators outside of their grade/course level. CCRS Interim assessment items were developed with BIE's Calculator Policy in mind. Allowing for the use of a calculator that is not designated for the grade-level/course assessment may unfairly disadvantage or advantage students and is, therefore, not allowed (except for students with an appropriate accommodation). Speak with your School Test Coordinator for more information about BIE's Calculator Policy.

If a student needs a calculator in a non-calculator section as an accommodation, the student will need a hand-held calculator because an online calculator will not be available. If a student needs a specific calculator (e.g., large key, talking), the student may also bring his or her own, provided it is specified in his or her approved IEP or 504 plan.

Additionally, schools must adhere to the following guidance regarding calculators:

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during CCRS Interim assessments.
- Students are NOT allowed to share calculators with another student during the test.
- Test Administrators must confirm that the memory on all calculators has been cleared before and after the testing sessions.
- Calculators with “QWERTY” keyboards are NOT permitted.
- If schools permit students to bring their own hand-held calculators for CCRS Interim assessment purposes, School Test Coordinators or Test Administrators must confirm that the calculators meet BIE requirements as defined above.

Depending on the content of the question, students taking high school assessments may have to change the mode from radians to degrees or vice versa. To switch a calculator from radians to degrees, students must: 1) Select the “MODE” button near the top of the online TI-84 graphing calculator, 2) Go down to the row of the online TI-84 calculator that has “RADIAN DEGREE,” and 3) Select “DEGREE” by arrowing over to “DEGREE” and selecting “ENTER.”



Mathematics Tools for Administration

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

- **Rulers and Protractors:** For computer-based assessments, required tools will be provided through the TestNav platform. Schools may not provide their own rulers and protractors in the grades where rulers and protractors are BIE-provided tools (see Table 4.0).
- **Mathematics Reference Sheets:** Mathematics reference sheets are available to students for every item through the testing platform in the tab called “Exhibits.” However, schools may choose to locally print and provide copies to students during testing. If providing students with printed copies of the mathematics reference sheets, the following protocols must be followed:
 - The printed copies must be the BIE-approved mathematics reference sheets, available at bie.mypearsonsupport.com.
 - The copies must be free of any writing or notes.
 - If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing.
- **Geometry Tools:** Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 mathematics test. Geometry tools are NOT allowed for grades 3–7.

Table 4.0 Rulers and Protractors

Grade(s)/Course(s)	(Provided)	Allowable (Not Provided)
Grade 3	• Ruler ($\frac{1}{4}$ inch)	—
Grades 4–7	• Ruler ($\frac{1}{8}$ inch) • Protractor	—
Grade 8	• Ruler ($\frac{1}{8}$ inch)	• Protractor
High School Mathematics	—	• Ruler • Protractor

If these tools are used, place the materials in a predetermined location in the testing room. If schools allow students to bring their own tools, they must be given to the School Test Coordinator or Test Administrator prior to testing to ensure that the tools are appropriate for testing (e.g., tools do NOT have any writing on them).

4.3 Manage Tests in ADAM (Day of Testing)

After a session is started, you can monitor the real-time status of students by refreshing your browser. Table 4.1 describes the possible statuses for a student during the test.

Table 4.1 Student Statuses in ADAM

Status	Description
Not Started	The student has not yet started the assessment.
In Progress	The student has logged in and started the assessment.
Exited	The student has exited TestNav but has not submitted responses. (Student cannot resume testing unless authorized by the Test Administrator.)
Reseat	The proctor has resealed the student(s). The student has not yet signed back in to the session. No action is needed by the proctor. Only Students in Exited status can be resealed. Students in Not Started or Submitted statuses cannot be resealed.
Resumed	The student has resumed their test in TestNav. Resume the test when a student exits a unit (either intentionally or unintentionally) before finishing the unit and you want the student to continue.
Submitted	The test is complete and is being scored.

Students should **Submit** each section upon completion.

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



4.4 Distribute Materials and Read Script (Day of Testing)

After students are seated, verify student roster/attendance and note absent students for make-up testing. Then, read the appropriate administration script and distribute student test card and scratch paper when instructed to do so.

Refer to Tables 2.1–2.3 for guidance where calculators may be used by students. Test Administrators may look at the top banner in TestNav on student testing devices to determine if students are in a calculator or non-calculator section.

Test Administrators are required to adhere to the scripts provided in this manual for administering the CCRS Interim Assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes the first time through the directions. Some of the SAY boxes are outlined with a dashed line and should **ONLY** be read aloud if they are applicable to your students. If after the first reading students still have questions, refer to Section 4.7.2. Text that is outside the SAY boxes includes directions meant for Test Administrators and should **NOT** be read to students. You may repeat any part of the scripted directions as many times as needed while you are delivering the script.

4.5 Keep Time (Day of Testing)

Keep accurate time for each CCRS Interim Assessment. TestNav will not automatically log off at the end of the testing time. Remember that failure to provide the correct amount of time may result in test invalidation. Refer to Tables 2.1–2.3 for guidance on testing times.

Note: A student with the extended time accommodation specified in his or her approved IEP, 504, or EL plan may be provided more time to complete each CCRS Interim Assessment.

4.6 Maintain Test Security

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

If testing is interrupted at any time during the assessment (e.g., safety threat, fire emergency, student becoming ill), follow the procedures in Sections 4.7.1 and 4.7.6.

4.7 Supervise Test Administration

During testing, you are expected to actively proctor and focus your full attention on students at all times to confirm they are working independently. This means ensuring students are **NOT** involved in questionable activities. Ensure that all student desks are free of any prohibited materials and that all prohibited aids have been removed or covered. Refer to Sections 2.2 and 2.3 for information on prohibited activities and prohibited materials.

4.7.1 Guidance for Troubleshooting

If student testing devices are experiencing technical problems during a test, such as freezing, error messages, or blank screens, that prevent the student(s) from normal continuation of testing, the Test Administrator should follow the procedures outlined below.

- When a technology disruption affecting **a single student** occurs, Test Administrators should follow these steps:
 - Note the time of the disruption so that the remaining time can be calculated.
 - Follow the procedures outlined by your school on who to contact or troubleshooting guidance.
 - Guidance for troubleshooting common errors is available on <https://support.assessment.pearson.com/TN/troubleshooting>.
 - Information Technology and Test Administrators must NOT take photos of error screens.
 - If the issue cannot be resolved in a timely manner without disruption to the other students testing, the student should be moved to another testing device, and given time to account for any delay caused by the error and the switch in devices. Make a note of any device the student uses.
 - If no alternate device is available, the student should be dismissed from the testing environment and resume the test on a functioning device as soon as possible on the same day. The student may not alter any previously entered response and must be given the amount of time remaining in the test unit when the technical problem occurred.
 - Document the situation in writing. Refer to your School Test Coordinator for your state's policy about reporting a testing irregularity.
- When a technology disruption affecting **multiple students** occurs, Test Administrators should follow these steps:
 - Pause testing in the room until the problem is resolved.
 - Note the time of the disruption so that the remaining time for the test can be calculated.
 - Follow the procedures outlined by your school on who to contact or troubleshooting guidance.
 - Guidance for troubleshooting common errors is available on <https://support.assessment.pearson.com/TN/troubleshooting>.
 - Information Technology and Test Administrators must NOT take photos of error screens.
 - Once the issues are resolved, prepare students to resume testing for the continuation of the assessment:
 - Test Administrators must resume students' tests in ADAM before the students can continue with the same test.
 - Test Administrators must inform students how many minutes remain.
 - Test Administrators must write on the board the updated start time and stop time of the CCRS Interim Assessment.



- Document the situation in writing. Refer to your School Test Coordinator for the policy on reporting a testing irregularity. During testing, Test Administrators are not permitted to help students navigate or use the functionalities within TestNav 8.
- If a student exits TestNav (either unintentionally or intentionally) before completing a test:
 - Verify that the student is no longer actively testing and has logged out of TestNav.
 - Resume the student's test in ADAM in the proctor dashboard by selecting Reseat Session under Actions. Reseating allows the student to log back into TestNav and resume their test.
 - The student's test will resume from the point at which the test was interrupted.
 - The system will upload any test responses that the student entered after the interruption if resuming on the same testing device.

4.7.2 Guidance for Clarifying Directions During Administration

Test Administrators are permitted to clarify **ONLY** general administration instructions after reading the script word-for-word. **No passages or test items may be read or clarified.**

If you have questions, consult your School Test Coordinator.

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

4.7.3 Guidance for Redirecting Students

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

- Providing reminders to stay on task and focused during the assessments
- Providing a visual cue to the student to remain on task

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

4.7.4 Dismissing Students for Misconduct

The Test Administrator has the authority to dismiss any student for misconduct according to your local policy. If student misconduct warrants dismissal, collect the student's test materials. The student will then be dismissed from the testing environment. The student may be eligible to continue testing in another location (e.g., guidance counselor's office) according to local policy. The school must submit a Form to Report a Testing Irregularity or Security Breach within two school days unless otherwise directed by your Test Coordinator or BIE Contact.

If a student is dismissed, the Test Administrator must exit the student's test in TestNav. If a student is observed with any of the items listed in Section 2.3 during testing or during breaks, the Test Administrator should collect the prohibited materials.

4.7.5 Item Irregularities During Testing

If during testing, a student alerts a Test Administrator to a possible unanswerable or misprinted test item, use the following steps:

- If the issue being experienced is with a particular item, the Test Administrator should instruct the student to bookmark the item and continue testing. At the end of testing, the Test Administrator should try to troubleshoot the issue with the remaining item by contacting their Information Technology or by using troubleshooting guidance available at <https://support.assessment.pearson.com/TN/troubleshooting>. If troubleshooting does not resolve the issue, the Test Administrator, Information Technology, or School Test Coordinator should call Pearson customer support to report the issue.
- If a timely solution cannot be found, the Test Administrator should:
 - Instruct the student to proceed with the test.
 - Note the content area, course/grade level, form ID (CBT), item number, test format (online), and a brief description of the issue and provide that information to the School Test Coordinator to complete the Form to Report a Testing Irregularity or Security Breach. Actual wording from the question should never be included either verbally or in writing.
 - Remember, school personnel may NOT read or review a test item.

4.7.6 Procedures for Safety Threats and Severe Weather

In all instances of safety and severe weather threats, consult your local evacuation policy. In the event there is a building evacuation, lockdown, or school closure that occurs **before** the start of testing, follow the protocol outlined below:

- Proceed with testing only if the assessment can be completed that day.
 - If the test cannot be completed, schedule the test during make-up testing.
- Document the situation, noting the event, date and time, students affected, and any other specific details regarding the situation.
- Refer to your School Test Coordinator for additional policy about reporting a testing irregularity.

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

- If possible, note the time of the disruption so that the remaining time for the assessment can be calculated.
- If leaving the test environment, take necessary steps to ensure the security of the test materials, if time permits.
- Upon returning to the testing room, prepare students for the continuation of the unit:
 - Inform students how many minutes remain in the test.
 - Write on the board the updated start time and stop time of the unit.
 - Students may need to be Resumed in ADAM.
- Using the Form to Report a Testing Irregularity or Security Breach, document the situation.
- Refer to your School Test Coordinator for your state's policy about reporting a testing irregularity.



4.8 Ending Each CCRS Interim Assessment

4.8.1 Log Students Out of TestNav

As students complete testing, Test Administrators will use the instructions at the end of the administration script or in the TestNav Logout Instructions (posted at <https://bie.mypearsonsupport.com/interim-resources/>) to help them log out of TestNav. Test Administrators may provide navigational guidance as students click through the log out steps and may reference a printed copy of the TestNav Log-In and Log-Out Instructions during testing.

4.8.2 Collect Test Materials

Collect student test card and scratch paper. Count the number of items to ensure each student has returned his or her student testing card and scratch paper. If a student loses or destroys his or her student testing card, contact your School Test Coordinator.

4.8.3 Return Materials to School Test Coordinator

The following are materials that must be returned to the School Test Coordinator:

- Student test card
- Mathematics and ELA reference sheets, calculators, and mathematics tools for administration (if applicable)
- Used and unused scratch paper

4.9 Make-Up Testing

If a student starts a test and leaves the testing environment (e.g., due to illness, family emergency, natural disaster) without finishing testing, he or she may be allowed to complete that test on a different day. If you have concerns about a student completing the test, you should NOT allow the student to begin. If a student leaves during testing, note the exact place in the test where the student stopped and the time remaining, and then contact the School Test Coordinator.

Students are NOT allowed to alter any previously entered responses. They must pick up exactly where they left off. Tests will automatically resume at the exact point where a student exited. Test Administrators must closely monitor make-up testing to ensure students do not alter any previously entered responses.

4.10 Script for Administering Mathematics

4.10.1 Grades 3, 4, and 5 Mathematics

The administration script under Section 4.10.1 will be used for all units of the Grades 3-5 mathematics test.

On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the Interim Assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should **ONLY** be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

Interim Assessment	Testing Time	Required Materials	Start Time	Stop Time
Interim 1 or 2	Grades 3–5: 60 Minutes	• Student test card • Pencils • Scratch paper		
End of Test 1 – Students Submit Final Answers				

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to Section 3.3 for further instructions on how to check accessibility features and accommodations. Test Administrators must make sure all testing devices are turned on and have the TestNav application open (or follow your school instructions for accessing the **Sign-In** page. Make sure all testing devices display the **Sign-In** screen as shown under the Checking Audio Section). **If headphones are needed for accessibility purposes, make sure they are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).**

Say

Today, you will take the Mathematics Interim Assessment.

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

If a student raises his or her hand, collect the electronic device and store it until the test is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your School Test Coordinator if you have questions regarding electronic devices.

Checking Audio (for Mathematics Accessibility Features only)

Say

Make sure your headphones are plugged in and put them on. On your screen below the “Sign In” button is a link called “Test Audio.” Select the link to make sure you can hear through your headphones and adjust the volume to the highest level. You can adjust the volume in the test after you begin.



Instructions for Logging In



Please sit quietly while I distribute your student test card and scratch paper.

Do NOT log in until I tell you to do so.

Distribute scratch paper, mathematics reference sheets (if locally printed), and student test card as well as optional mathematics tools as applicable. Make sure students have pencils. If a student has a calculator accommodation in his or her IEP or 504 plan, make sure the student receives the appropriate device.



Now, look at your student testing card and make sure it has your last name and ID on it. Raise your hand if you do not have your card.

If a student has the wrong card, provide the correct student testing card to the student. If you do not have the correct student testing card, contact the School Test Coordinator.

Bureau of Indian Education
Sarah Smith
ELA Grade 3 Interim 1
Test Code 2ZS72T
Last Name Smith
NASIS ID # 300000001
PV ELA Grade 3 Interim 1 Test Group 1 PV School 1



Enter the Test Code and then select Next.

(Pause.)

Next, enter your last name and ID as shown on your card, and then select Next.

(Pause.)

Now, confirm the Test and your name as shown on your card, and then select Next.

(Pause.)

Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand. You should now be on the “Welcome” screen.

Circulate throughout the room to make sure all students have successfully logged in. Retype the last name and NASIS Student ID for a student, if necessary. If the student does not see his or her correct name on the login screen, sign out of the test and log the student back in with the correct student testing card.

Instructions for Administering All Interim Assessments

	Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along. Do NOT select the “Start” button until I tell you to do so.
	Today, you will take Interim __ (fill in the appropriate Interim) Mathematics Test. You will not be able to use a calculator.
	Read each question. Then, follow the directions to answer each question. If a question asks you to show or explain your work, you must do so to receive full credit. Enter your response in the box provided on your screen. Only responses entered in the response box will be scored.
	If you do not know the answer to a question, you may bookmark it and go on to the next question. If you finish early, you may review your answers and any questions you may have bookmarked.

	This is the end of the testing directions. Do not go on until you are told to do so.
	During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test. If you finish testing early, raise your hand and I will instruct you to log-out of the test.

Read from **OPTION A, B, or C** below based on local policy (refer to your School Test Coordinator).

	OPTION A
	After you have submitted your answers, sit quietly until the test has ended.
	OPTION B
	After you have submitted your answers, I will dismiss you.
	OPTION C
	After you have submitted your answers, you may read a book or other allowable materials until the test has ended.



	Do you have any questions?

Answer any questions.

Instructions for Starting the Test

	Scroll to the bottom of the screen.
	(Pause.)
	Select the “Start” button.
	(Pause.)
	You should now be in the test.

Pause to make sure all students are in the correct Interim.

	You will have 60 minutes to complete this test. I will also let you know when you have 10 minutes of testing time left.
	You may begin working now.

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.7.3).
- If technology issues occur during testing, assist students as needed. Follow the protocol in Section 4.7.1, as applicable, if any technology issues cause a disruption.
- Ensure students are logging out of TestNav as they complete the test (Section 4.9.1).
- Collect test materials as students complete testing (Section 4.9.2).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item is not functioning appropriately, refer to Section 4.7.5.

Instructions for When 10 Minutes of Test Time Remain

When 10 minutes of test time remain,

	You have 10 minutes remaining.

Continue to actively proctor while students are testing.

Instructions for Ending the Test

When the test time is finished, read the following optional SAY box if there are students still actively testing.

Say

Stop working. Testing time has now ended.

Select the “Review” drop-down menu at the top left corner of your test.

From the “Review” menu, scroll to the bottom and select “End of Section.”

Select the “Submit Final Answers” button.

Select the “Yes” button to exit the test.

I will now collect your student testing card and scratch paper.

- Circulate throughout the room to make sure all students have successfully logged off. Then, collect student test card and scratch paper.
- Ensure all students are in **Submitted** status for the test in ADAM at the end of the unit.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.



4.10.2 Grades 6-8 and High School Mathematics

The administration script under Section 4.10.2 will be used for Unit 1 of the Grade 6, 7, 8 and High School mathematics test. Refer to Section 4.11.4 for the administration script for section 2.

On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the Interim assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should **ONLY** be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

Interim Assessment	Testing Time	Required Materials	Start Time	Stop Time
Interim 1 or 2	Grades 6-8, High School: 60 Minutes	• Student test card • Pencils • Scratch paper		
End of Test 1 – Students Submit Final Answers				

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to Section 3.3 for further instructions on how to check accessibility features and accommodations. Before students can begin testing, the test session must be started in ADAM. Speak to your School Test Coordinator to determine who will complete this task prior to testing. Test Administrators must make sure all testing devices are turned on and have the TestNav application open. Make sure all testing devices display the **Sign-In** screen as shown under the Checking Audio Section. **If headphones are needed for accessibility purposes, make sure they are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).**

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

If a student raises his or her hand, collect the electronic device and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your School Test Coordinator if you have questions regarding electronic devices.

Checking Audio (for Mathematics Accessibility Features only)

	Make sure your headphones are plugged in and put them on. On your screen below the “Sign In” button is a link called “Test Audio.” Select the link to make sure you can hear through your headphones and adjust the volume to the highest level. You can adjust the volume in the test after you begin.
---	--

Instructions for Logging In

	Please sit quietly while I distribute your student test card and scratch paper.
	Do NOT log in until I tell you to do so.

Distribute scratch paper, mathematics reference sheets (if locally printed), and student test card as well as optional mathematics tools as applicable. Make sure students have pencils. If a student has a calculator accommodation in his or her IEP or 504 plan, make sure the student receives the appropriate device.

	Now, look at your student testing card and make sure it has your last name and ID on it. Raise your hand if you do not have <u>your</u> card.
---	--

If a student has the wrong card, provide the correct student testing card to the student. If you do not have the correct student testing card, contact the School Test Coordinator.

Bureau of Indian Education Sarah Smith ELA Grade 3 Interim 1 Test Code 2ZS72T Last Name Smith NASIS ID # 300000001 PV ELA Grade 3 Interim 1 Test Group 1 PV School 1
--

	Enter the Test Code and then select Next.
	(Pause.)
	Next, enter your last name and ID as shown on your card, and then select Next.
	(Pause.)
	Now, confirm the Test and your name as shown on your card, and then select Next.
	(Pause.)
	Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand. You should now be on the “Welcome” screen.

Circulate throughout the room to make sure all students have successfully logged in. Retype the last name and NASIS ID for a student, if necessary. If the student does not see his or her correct name on the login screen, sign out of the test and sign back in with the correct student testing card.



Instructions for Administering Unit 1

Say

Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along. Do NOT select the “Start” button until I tell you to do so.

Today, you will take Interim __ (fill in the appropriate Interim) Mathematics Test. The test has two sections. In the first section, you may not use a calculator. In the second section, you may use a calculator. You will not be allowed to return to the first section of the test after you start the calculator section. You must complete both the non-calculator and calculator sections within the time allowed.

Read each question. Then, follow the directions to answer each question.

If a question asks you to show or explain your work, you must do so to receive full credit. Enter your response in the box provided on your screen. Only responses entered in the response box will be scored.

If you do not know the answer to a question, you may bookmark it and go on to the next question. When you finish the first section, you may review your answers and any questions you may have bookmarked in this section ONLY. Once you have reviewed your answers, continue to the calculator section by submitting the answers for the first section. Raise your hand if you need assistance continuing to the calculator section.

Say

This is the end of the testing directions. Do not go on until you are told to do so.

During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test.

Once you have checked your work in the calculator section, raise your hand and I will instruct you to log out of the test. I will then collect your student testing card and scratch paper. Once you have exited the test, you may not log back in.

Read from **OPTION A, B, or C** below based on local policy (refer to your School Test Coordinator).

Say

OPTION A

After you have submitted your answers, sit quietly until the unit has ended.

OPTION B

After you have submitted your answers, I will dismiss you.

OPTION C

After you have submitted your answers, you may read a book or other allowable materials until the unit has ended.

Say

Do you have any questions?

Answer any questions.

Instructions for Starting the Test

	Scroll to the bottom of the screen.
	(Pause.)
	Select the “Start” button.
	(Pause.)
	You should now be in the test.

Pause to make sure all students are in the correct unit.

	You will have 60 minutes to complete this test.
	... to complete both the non-calculator and calculator sections in this unit. When there is 20 minutes of testing time left, I will remind you to move on to the calculator section, if you have not already done so. I will also let you know when you have 10 minutes of testing time left.
	You may begin working now.

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).



Actively proctor while students are testing:

- Redirect students as necessary (Section 4.7.3).
- If technology issues occur during testing, assist students as needed. Follow the protocol in Section 4.7.1, as applicable, if any technology issues cause a disruption.
- If you are assisting students and see “Submit Section” or “Start Section” on the TestNav screen, this means that the student is ready to transition into the calculator section. Ensure students are moving on to the calculator section. When the non-calculator section is complete, students will need to “Submit Section” in order to move on to the calculator section and log out of TestNav as they complete the unit (Section 4.9.1).
- Distribute grade/course-appropriate/accommodation-appropriate calculators (if using hand-held calculators) when students complete the non-calculator section (refer to Section 4.2 for more information).
- Ensure students are logging out of TestNav as they complete the unit (Section 4.8.1).
- Collect test materials as students complete testing (Section 4.8.2).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item is not functioning appropriately, refer to Section 4.7.5.

Instructions for When 20 Minutes of Unit Time Remain

When 20 minutes of unit time remain,

Say

You have 20 minutes remaining. As a reminder, both the non-calculator and calculator sections must be completed within this time.

Instructions for When 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain,

Say

You have 10 minutes remaining.

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

When the unit time is finished, read the following optional SAY box if there are students still actively testing. If a second unit will be administered after a short break, stop the directions after exiting the unit. (Do not have students log out of TestNav.)

Say

Stop working. Testing time has now ended.

Select the “Review” drop-down menu at the top left corner of your test.

From the “Review” menu, scroll to the bottom and select “End of Section.”

Select the “Submit Final Answers” button.

Select the “Yes, Submit Final Answers” button to exit the unit.

I will now collect your student testing card and scratch paper.



- Circulate throughout the room to make sure all students have successfully logged off. Then, collect student test card and scratch paper.
- Ensure all students are in **Submitted** status for the unit in ADAM at the end of the unit.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.



4.11 Script for Administering English Language Arts (ELA)

The administration script under Section 4.11.1 will be used for all units for the ELA Test. On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the Interim Assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

4.11.1 Grades 3 – 8, 11 ELA

Interim	Unit Testing Time	Required Materials	Start Time	Stop Time
1	Grade 3-8, 11: 60 Minutes	• Student test card • Pencils • Scratch paper		
2	Grades 3-8, 11: 60 Minutes			
End of Test 1 – Students Submit Final Answers				

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

Test Administrators must make sure all testing devices are turned on and have the TestNav application open. Make sure all testing devices display the Sign-In screen as shown below (under the Checking Audio Section).



Today, you will take the English Language Arts Interim

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

If a student raises his or her hand, collect the electronic device and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your School Test Coordinator if you have questions regarding electronic devices.

Instructions for Logging In



Please sit quietly while I distribute your student test card and scratch paper.

Do NOT log in until I tell you to do so.

Distribute scratch paper and student test card. Make sure students have pencils.



Now, look at your student testing card and make sure it has your last name and ID on it. Raise your hand if you do not have your card.

If a student has the wrong card, provide the correct student testing card to the student. If you do not have the correct student testing card, contact the School Test Coordinator.

Bureau of Indian Education

Sarah Smith

ELA Grade 3 Interim 1

Test Code 2ZS72T

Last Name Smith

NASIS ID # 300000001

PV ELA Grade 3 Interim 1
Test Group 1 PV School 1

Say	Enter the Test Code and then select Next.
	(Pause.)
	Next, enter your last name and ID as shown on your card, and then select Next.
	(Pause.)
	Now, confirm the Test and your name as shown on your card, and then select Next.
	(Pause.)
Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand. You should now be on the “Welcome” screen.	

Circulate throughout the room to make sure all students have successfully logged in. Retype the last name and NASIS ID for a student, if necessary. If the student does not see his or her correct name on the login screen, sign out of the test and sign back in with the correct student testing card.



Instructions for Administering All Interim Assessments

Say

Select the “Start” box in the middle of the screen. Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along. Do NOT select the “Start” button until I tell you to do so.

Today, you will take Interim ____ (fill in the appropriate Interim number) of the Grade ____ (fill in the appropriate grade) English Language Arts Test.

Read each passage and question. Then, follow the directions to answer each question.

One of the questions will ask you to write a response. Enter your response in the box provided on your screen. There will be enough space for you to complete your response. If your response is longer than the space provided, a scroll bar will appear. You will be able to use the scroll bar to review your entire response. Only responses entered in the box will be scored.

If you do not know the answer to a question, you may bookmark it and go on to the next question. If you finish early, you may review your answers and any questions you may have bookmarked.

Say

This is the end of the directions on your screen. Do not go on until you are told to do so.

Some words or phrases will be underlined. If you see any underlined words or phrases, you can open the link to display a pop-up glossary that will provide you with the definition of the word or phrase.

During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test.

Once you have checked your work in this test, raise your hand and I will instruct you to log out of the test. I will then collect your student testing card and scratch paper. Once you have exited the test, you may not log back in.

Read from **OPTION A, B, or C** below based on your local policy (refer to your School Test Coordinator).

Say

OPTION A

After you have submitted your answers, sit quietly until the unit has ended.

OPTION B

After you have submitted your answers, I will dismiss you.

OPTION C

After you have submitted your answers, you may read a book or other allowable materials until the unit has ended.

Say

Do you have any questions?

Answer any questions.

Instructions for Starting the Test

	Scroll to the bottom of the screen.
	(Pause.)
	Select the “Start” button.
	(Pause.)
	You should now be in the test.

Pause to make sure all students are in the correct unit.

	You will have 60 minutes to complete this test. I will let you know when you have 10 minutes of testing time left.
Grades 3-8,11	

(Figure 3.0 Timing Box Example)

Interim Assessment:	_____
Interim Testing Time:	_____
Starting Time:	_____
Stopping Time:	_____
Number of Sections:	_____

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.7.3).
- If technology issues occur during testing, assist students as needed. Follow the protocol in Section 4.7.1, as applicable, if any technology issues cause a disruption.
- Assist students in logging out of TestNav as they complete the test (Section 4.8.1).
- Collect test materials as students complete testing (Section 4.8.2).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item is not functioning appropriately, refer to Section 4.7.5.

Instructions for When 10 Minutes of Test Time Remain

When 10 minutes of test time remain,

	You have 10 minutes remaining.

Continue to actively proctor while students are testing.



Instructions for Ending the Unit

When the unit time is finished, read the following optional SAY box if there are students still actively testing. If a second unit will be administered after a short break, stop the directions after exiting the unit. (Do not have students log out of TestNav.)

Say

Stop working. Testing time has now ended.

Select the “Review” drop-down menu at the top left corner of your test.

From the “Review” menu, scroll to the bottom and select “End of Section.”

Select the “Submit Final Answers” button. You will then see a message that asks “Are you sure you want to submit final answers?” Select the “Yes, Submit Final Answers” button.

I will now collect your student testing card and scratch paper.

- Circulate throughout the room to make sure all students have successfully logged off. Then, collect student test card and scratch paper.
- Ensure all students are in **Submitted** status for the test in ADAM.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

5.0 AFTER Completion of Each Day of Testing

5.1 Checklist of Tasks for Test Administrators to Complete AFTER Testing

This section describes activities Test Administrators must complete after testing.

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

5.2 Return Materials to the School Test Coordinator

The following are materials that must be returned to the School Test Coordinator:

- *Test Administrator Manual* (after all tests are completed)
- Student test card
- Mathematics and ELA reference sheets (if locally printed)
- Accommodated test materials
- Used and unused scratch paper



6.0 Accessibility Features and Accommodations

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

6.1 Test Administration of Accessibility Features and Accommodations

In Sections 2 and 3 of the *AF&A Manual*, guidance is provided for Test Coordinators and Test Administrators on before testing, during testing, and after testing activities necessary for successful administration of each accessibility feature and accommodation.

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

Accessibility Feature	Administration Guidelines
Dynamic Text-to-Speech	Before Testing: • Identification for PNP: The student's PNP must have text-to-speech selected to activate the feature on the platform. Student's accommodations will list "DTTS" in ADAM. Once a student is placed into a test session, the student will be assigned a form with embedded text-to-speech. Volume level must be determined prior to testing; once the test session begins, the volume level cannot be changed. The student will not have access to volume control in the secure TestNav environment. • Test Administrator Training: Refer to the Text-to-Speech Tutorial on bie.mypearsonsupport.com for full training on tool functionality. During Testing: The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones.

Accommodation	Administration Guidelines
Mathematics Response Options Speech-to-Text Human Scribe Human Signer Assistive Technology Device	During Testing: Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. Note: TestNav does not have embedded Speech-to-Text functionality—students must use allowable Assistive Technology or an external third party device (responses must be transcribed). After Testing: • Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • Test Administrators are responsible for collecting all paper nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

Accommodation	Administration Guidelines
Paper (ELA and Mathematics)	Before Testing: • Student's accommodations will list "Paper" for ELA and/or Math in ADAM. • <u>Materials:</u> PDF test booklet. During Testing: • Download and print the appropriate test PDF. • Allow the student to test, marking their answers in the test booklet. For schools administering the computer-based assessments, a paper-based assessment is available for students who (1) are unable to take a computer-based assessment due to a disability; (2) recently entered the school and has very little or no prior experience or familiarity with technology; (3) attend a school providing paper-based assessments as the primary mode; or (4) are unable to access an online assessment due to religion or beliefs. After Testing: The student's responses must be transcribed verbatim from the test booklet into TestNav. After transcription, shred any responses.



6.2 Before Testing: Preparing for Accessible Test Administration

If you will be administering any accessibility features or accommodations be sure you receive the proper training and materials from your School Test Coordinator. Ask your School Test Coordinator for a list of any students in your group receiving accessibility features and/or accommodations.

If you will be administering any of the accommodations/accessibility features below, review the corresponding documentation and the Accessibly Features and Accommodations Manual found at bie.mypearsonsupport.com.

Accommodation	AF&A Manual References
Human Reader	Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments Appendix I: Audio Guidelines for ELA used to ensure consistency in how items are read Appendix J: Audio Guidelines for Mathematics used to ensure consistency in how items are read
Human Scribe	Appendix C: Protocol for the Use of the Scribe Accommodation, used to ensure consistency of scribing and transcription
Human Signer	Appendix L: Human Signer Guidelines gives guidance to signers to ensure consistency in administration.
Extended Time	Appendix E: Guidance for Selecting and Administering the Extended Time Accommodation

6.3 During Testing: Test Administration of Accessibility Features and Accommodations

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

Test Administrators may provide the following accessibility features to a student during testing:

- General Administration Directions Read Aloud, Repeated, or Clarified as needed
- Redirect Student to the Test

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

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

Test Administrators may need to provide the following accommodations to an English Learner during testing:

- Extended Time*
- Human Scribe for Mathematics*
- General Administration Directions Read Aloud, Repeated, or Clarified as needed in Student's Native Language*

Special Accommodations Circumstances During Testing

Reference the following appendices of the *AF&A Manual* for special circumstances regarding accommodations:

- **Appendix G: Emergency Accommodation Form**
 - An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the CCRS Interim Assessment window (e.g., a student breaks his or her arm and needs a scribe).
- **Appendix H: Student Accommodation Refusal Form**
 - If a student refuses the accommodation(s) listed in his or her IEP, 504 plan, or EL plan, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the test administration.

Contact your School Test Coordinator if either of these circumstances occurs.

6.4 After Testing: Completing Accessible Test Administration

Tables 1, 3, 4, and 5 in the *AF&A Manual* outline post-administration directions for each accessibility feature and accommodation.

Students who take a paper based test must have their test responses transcribed into a corresponding online form in TestNav 8. The student's responses must be transcribed verbatim, and following the submission of the responses in TestNav 8, the paper test materials should be securely destroyed.

After testing, your School Test Coordinator may ask you to assist with transcription of student responses or other after testing activities for accessibility features and accommodations. Remember, accommodated student responses (e.g., AT, scribe) are secure and must be treated as secure test materials.



Appendix A

Glossary of Terminology

Glossary of Terminology

Term	Definition
Accessibility Feature	Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the CCRS Interim Assessments. A small selection of accessibility features available to all students need to be identified in advance.
Accommodations	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student's disability or level of English proficiency. Accommodations must be listed in the student's approved IEP, 504 plan, or EL plan. More information on accommodations is available at bie.mypearsonsupport.com .
ADAM	The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the CCRS Interim Assessments.
Administration Time	Administration time is the total time schools should schedule for each unit, including the unit testing time and the approximate times shown in Table 2.0 for reading directions, answering questions, distributing materials, closing units, and collecting test materials.
IEP, 504 Plan, or EL Plan	IEP refers to Individualized Education Program plan. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services. The 504 plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. An English Learner (EL) plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.
Mathematics Tools for Administration	Mathematics tools for administration include rulers and protractors, mathematics reference sheets, and geometry tools. Mathematics tools for accommodations may include large print ruler, braille ruler, tactile compass, or braille protractor. See the <i>AF&A Manual</i> for more information on mathematics tools for accommodations.
Non-secure	Test materials that have been made available to the public, including manuals and user guides. The availability of non-secure materials does not compromise test security or score validity.
Secure	A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to test booklets, answer documents and any accommodated materials provided by Pearson. For both the paper-based and computer-based administrations, secure materials also refer to mathematics reference sheets written on by students and scratch paper written on by students.
PNP	The Personal Needs Profile (PNP). This is the data file for registering students for testing, including a student's testing condition, materials, or accessibility features and accommodations that are needed to take a CCRS Interim assessment.



Term	Definition
Proctor Group	In ADAM, a proctor group is the group of students registered to test a content area together (same time and location).
Testing Environment	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
TestNav	The application used to administer the computer-based CCRS Interim assessment is available at https://download.testnav.com/ .
Testing Time	Testing time is the amount of time any student who needs it must be provided to complete the test. As such, it is the amount of testing time schools must schedule for each test.

Appendix B

Security Agreement



BIE Assessment Security Agreement

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

For School Test Coordinators

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

For School Test Coordinators, Information Technology, Test Administrators, Proctors, and Authorized Observers

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

For Test Administrators and Proctors

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

I have read the Security Agreement and understand my role in this test administration.

First Name (print)

Last Name (print)

Role

☐ School Test Coordinator ☐ Technology Coordinator ☐ Test Administrator ☐ Proctor ☐ Other: _____

Signature

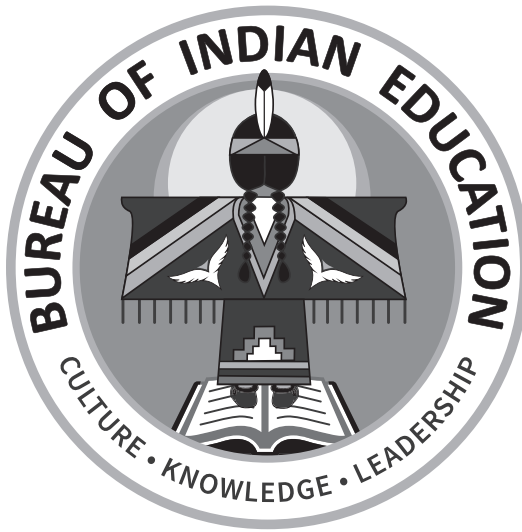
Date

Submit this form (signed) to your School Test Coordinator, and keep a copy for your records.

The signed agreement must be maintained by the school at least three years, unless otherwise directed by BIE policy.

Appendix C

Signs



TESTING

Please
Do Not Disturb

Computer-Based Testing:

Are you ready?

- ☐ Manage test sessions and review each student's status in ADAM.
- ☐ Check for an accommodation indicator to confirm accommodations (e.g., Dynamic TTS).
- ☐ Test Administrator log in.
- ☐ Resume students (as needed).
- ☐ Ensure students have submitted completed test units.

Confirming Accessibility Features and Accommodations

Before starting every session, confirm students have the correct forms. Look for the form indicator near their names in the session. Here is what you should see:

Accommodation
Paper
Dynamic Text-to-Speech

If you do not see an accessibility feature or accommodation for a student who should have one, do not let the student log in. Contact your STC.