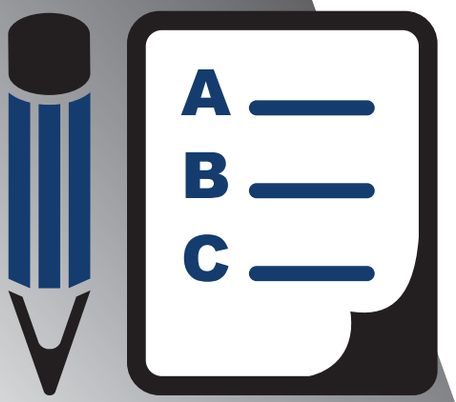
2023

TEST COORDINATOR MANUAL





2023 TEST COORDINATOR MANUAL

Computer-Based & Paper-Based Testing
Math & English Language Arts/Literacy

BIE Contact Information

For Questions About	Who to Contact	Contact Information and Resources
• Technology, including PearsonAccess and TestNav • Test administration • Test materials	BIE Customer Support	**Web:** bie.mypearsonsupport.com Manuals: https://bie.mypearsonsupport.com/training-resources/ **Hours:** 4:30 a.m.–5:30 p.m. Mountain Time **Telephone:** 1-833-302-9587 **Chat:** Log in to PearsonAccess and select **Click here for Live Chat** under **Contact Us** in the right side panel.
• State-specific policies • Test security	BIE Contact	Follow BIE policies on who to contact available in **Appendix C**.

Section	Issue	BIE Policy
Spring Key Dates	**Testing Window**	March 20–April 28, 2023
	Receive Materials	March 6, 2023
	Additional Orders Window—Testing Materials	March 6–April 27, 2023
	Return Materials	No later than May 12, 2023

Table of Contents

1.0 Overview 1

1.1 About this Manual 1

1.2 Roles of Individuals 1

2.0 Test Security and Administration Policies 3

2.1 Maintaining the Security of Test Materials and Content 3

2.1.1 Test Coordinator Responsibilities for Maintaining Security 3

2.1.2 Test Administrator Responsibilities for Maintaining Security 4

2.1.3 Security Forms 5

2.2 Testing Irregularities and Security Breaches 5

2.2.1 Examples of Testing Irregularities and Security Breaches 5

2.2.2 Reporting Testing Irregularities and Security Breaches 6

2.3 Testing Environment 7

Administration Considerations for Students 7

Materials Prohibited in the Testing Environment 7

Exceptions for Test Accommodations 8

2.4 Scheduling and Testing Time 9

Administration Dates 9

Testing Time 9

2.4.1 Guidelines for Scheduling 10

2.4.2 Make-Up Testing 11

2.4.3 Extended Time 12

2.4.4 Breaks Between Testing 12

Break Policy 12

3.0 BEFORE Testing 14

3.1 Checklist of Tasks for Test Coordinators and Technology Coordinators to Complete BEFORE Testing 14

3.2 PearsonAccess Setup 16

3.2.1 Student Registration and Student Accommodations 16

3.2.2 Assign and Update User Roles 16

3.2.3 Create and Manage Test Sessions (For Computer-Based Testing Only) 16

3.2.4 Verify Test Form Assignments (Accommodated Computer-Based Testing) 16

3.2.5 Managing Testing for Students Who Transfer Schools 17

3.3 Develop a Test Administration Plan 17

3.3.1 Training Plan 17

3.3.2 Security Plan 18

Security Agreement 18

3.3.3 Prepare the Testing Environment 18

3.4 Meet with Technology Coordinators (For Computer-Based Testing Only) 20

3.5 Complete Technology Setup (For Computer-Based Testing Only) 20

3.5.1 Plan an Infrastructure Trial 20

3.5.2 Prepare Student Testing Devices 20

3.5.3 Prepare Test Administrator Testing Devices and a Proctor Caching Computer 21

3.6 Establish a Testing Schedule 21

3.7 Schedule Student Readiness Tool and Practice Tests 21
3.8 Meet with Test Administrators and Proctors 22
3.9 Organize Test Materials for Computer-Based Testing 23
3.9.1 Secure and Nonsecure Test Materials 23
Calculators 24
Mathematics Tools for Administration 24
Headphones 25
Human Reader Scripts 26
3.10 Organize Test Materials for Paper-Based Testing 26
3.10.1 Secure and Nonsecure Test Materials 26
Calculators 27
Mathematics Tools for Administration 27
3.10.2 Receive, Document, and Store Materials 28
3.10.3 Account for Damaged Test Booklets and Answer Documents (For Paper-Based Testing Only) 30
3.10.4 Additional Orders 30
3.11 Finalize Preparations for Computer-Based and Paper-Based Testing 31
3.12 Meet with Students 31
4.0 DURING Testing 32
4.1 Computer-Based Testing 32
4.1.1 Checklist of Tasks for Test Coordinators to Complete DURING Computer-Based Testing 32
4.1.2 Managing Test Sessions in PearsonAccess (Day of Testing) 32
4.1.3 Technology Tasks DURING Testing 33
Troubleshooting Computer-Based Testing 33
4.1.4 Monitor Test Activity and Maintain Test Security 34
4.1.5 End-of-Unit Tasks 34
Collect Materials 34
Ensure TestNav Logout 34
Administer Make-Up Testing 35
4.2 Paper-Based Testing 36
4.2.1 Checklist of Tasks for Test Coordinators to Complete DURING Paper-Based Testing 36
4.2.2 Monitor Test Activity and Maintain Test Security 36
4.2.3 Procedures for Contaminated, Torn, or Damaged Materials 36
Contaminated Test Materials 36
Torn or Damaged Test Materials 37
4.2.4 End-of-Unit Tasks 38
Collect Materials 38
Administer Make-Up Testing 38
4.3 Procedures for Testing Irregularities (Day of Testing) 39
4.3.1 Dismissing Students for Misconduct 39
4.3.2 Item Irregularities During Testing 39
4.3.3 Procedures for Safety Threats and Severe Weather 39
5.0 AFTER Completion of ALL Testing 41
5.1 Computer-Based Testing 41
5.1.1 Checklist of Tasks for Test Coordinators and Technology Coordinators AFTER Testing 41

5.1.2 Collect and Organize Materials 41
Secure Materials 41
Materials To Be Securely Destroyed 41
Nonsecure Materials To Be Recycled 42
5.1.3 PearsonAccess Cleanup Activities for Computer-Based Testing 42
Mark Tests Complete 42
Not Tested and Voided Tests 42
5.1.4 Complete the Post-Test Certification Form 42
5.1.5 Keep Records 43
5.2 Paper-Based Testing 44
5.2.1 Checklist of Tasks for Test Coordinators AFTER Testing 44
5.2.2 Collect and Organize Materials 44
Report Contaminated and Damaged Test Materials 44
Report Missing Test Materials 45
Transcription of Student Test Responses 45
"Do Not Score" Test Materials 45
5.2.3 Organize Materials 46
Hand Grid Demographic Pages 47
Materials To Be Securely Destroyed 48
Nonsecure Materials To Be Recycled 48
5.2.4 Package Materials for Return Shipping 49
Required Ancillary Materials for Return 49
Scorable Materials Return Paper Bands 49
Return Scorable Materials 50
Return Nonscorable Materials 51
Generic Return Labels 52
Contact UPS to Schedule Pickup 52
5.2.5 PearsonAccess Cleanup Activities for Paper-Based Testing 53
Not Tested and Voided Tests 53
5.2.6 Complete the Post-Test Certification Form 53
5.2.7 Keep Records 53
6.0 Accessibility Features and Accommodations 54
6.1 Accessibility Features and Accommodations 54
Administration Guidance in the *AF&A Manual* 54
6.2 Before Testing: Preparing for Accessible Test Administration 56
Identification of Accessibility Features and Accommodations in the Student Registration/Accommodation Layout File 56
Training for Test Administrator Delivered Accessibility Features and Accommodations 57
Accommodated Materials 58
Unique Accommodations Guidance 59
Preparing the Test Environment for Accessibility Features and Accommodations 59
6.3 During Testing: Test Administration of Accessibility Features and Accommodations 59
Special Accommodations Circumstances During Testing 60
Emergency Accommodation 60
Refusal of Accommodations 60

6.4 After Testing: Completing Accessible Test Administration as a Test Coordinator 61
Appendix A – Glossary of Terminology 63
Appendix B – Security Agreement 67
Appendix C – BIE Policy Addendum 69
Bureau of Indian Education 70
Appendix D – Form to Report a Testing Irregularity or Security Breach 73
Appendix E – Form to Report Contaminated, Damaged, or Missing Materials 75
Appendix F – Guidance on Testing Multiple Grades/Courses Concurrently in the Same Testing Environment 77

1.0 Overview

The BIE assessments will be administered in either computer-based (CBT) or paper-based (PBT) format. English language arts/literacy (ELA/L) 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.

Each assessment comprises multiple units, and additionally, one of the mathematics units is split into two sections: a non-calculator section and a calculator section. Refer to Section 2.4 for additional information about the number of units for each assessment.

1.1 About this Manual

This manual provides instructions applicable to Test Coordinators and Technology Coordinators for the administration of the computer-based and paper-based versions of the BIE assessments, as well as the procedures and protocols to complete before, during, and after administration. Definitions for terms used in this manual can be found in **Appendix A**.

	Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only to computer-based tests.
	Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only to paper-based tests.

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

All administration instructions for Test Administrators are included in the *Test Administrator Manuals (TAMs)*. The *TAM* also includes administration scripts, which are also available as separate documents 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. This individual is responsible for coordinating test administration at his or her school. This individual is also responsible for all post testing procedures (e.g., stopping all online test sessions, returning of all secure materials). When testing issues arise, the School Test Coordinator is the main point of contact with BIE and BIE Customer Support.

Test Administrator (TA) is an individual at the school who is responsible for administering the assessment. Refer to **Appendix C** for BIE's qualifications. Schools may also have roles such as Test Examiner or Test Proctor, but for the purpose of this manual, the term Test Administrator is used.

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

- Individuals employed by BIE as teachers
- BIE and school-level administrators
- Other certified educational professionals

Parents or legal guardians may NOT serve as a Test Administrator for their own child. In addition, student teachers may NOT serve as Test Administrators.

Proctor is an individual who may be called on to help a Test Administrator monitor a test unit under the supervision of the Test Administrator. A Test Administrator must be in the room at all times during testing if a Proctor is used. Student teachers may serve as Proctors who assist the Test Administrators. Refer to **Appendix C** for more information about BIE's policy.

	A Proctor is recommended for all test sessions due to the nature of computer-based testing.
	A Proctor is recommended for all test sessions with more than 25 students.

Technology Coordinator (TC) is an individual at the school 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.

Technology Coordinator responsibilities include but are not limited to:

- Ensuring each testing device meets technology requirements
- Ensuring the infrastructure (e.g., wireless access points, bandwidth) is adequate
- Installing the TestNav application
- Helping with the Student Registration/Student Accommodation File
- 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 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. School Test Coordinators are responsible for ensuring that all personnel with authorized access to secure materials are trained in and subsequently act in accordance with all security requirements.

School Test Coordinators must implement chain-of-custody requirements for materials as described in this section. School Test Coordinators are responsible for distributing materials to Test Administrators, collecting materials from Test Administrators, returning secure test materials, and securely destroying (refer to Sections 5.1.2 and 5.2.3 for directions on securely destroying) certain specified materials after testing as described throughout Section 5.0.

School Test Coordinators are required to maintain a tracking log to account for collecting and securely destroying secure test materials, including mathematics reference sheets written on by students and scratch paper written on by students. Schools must maintain the Chain-of-Custody Form or tracking log of secure materials for at least three years unless otherwise directed by BIE policy (refer to **Appendix C**). Copies of the Chain-of-Custody Form for computer-based testing can be found on bie.mypearsonsupport.com.

Test Administrators are NOT to have extended access to test materials before or after administration. Test Administrators must document the receipt and return of all secure test materials (used and unused) to the School Test Coordinator immediately after testing.

	The following test materials are secure: • Student testing tickets • Mathematics reference sheets written on by students • Scratch paper written on by students • Human Reader scripts for mathematics (if applicable) • Tactile graphics (if applicable)
	The following test materials are secure: • Test booklets • Answer documents (grades 4–high school) • Large print test booklets • Mathematics reference sheets written on by students • Scratch paper written on by students • Human Reader scripts for mathematics (if applicable) • Tactile graphics (if applicable)

2.1.1 Test Coordinator Responsibilities for Maintaining Security

- Before testing, develop a security plan that aligns with school and BIE policy.
- Authorize specific personnel to serve as Test Administrators and train them to properly administer BIE tests. Designate other school personnel as necessary to maintain a secure test administration and train them in BIE security requirements.
- Keep secure testing materials in locked central storage when BIE tests are not being administered.
- Monitor the receipt and distribution of all test materials.



To ensure the integrity of the test administration, School Test Coordinators may wish to periodically check student login records in PearsonAccess to ensure that students in their school have only been logged in to TestNav on days they were expected to be testing.

2.1.2 Test Administrator Responsibilities for Maintaining Security

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

2. **Administer all tests according to appropriate protocols.**
   - Administer tests during BIE's testing window and in the prescribed order.
   - Follow the directions and read the scripts in the *TAM* verbatim to students.
   - Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (refer to Section 2.3).
   - Provide students with all required test materials listed in the *TAM*.
   - Prevent the use of prohibited materials (refer to Section 2.3) during testing units. Note that results may be invalidated for students who use cell phones or other prohibited electronic devices during a test unit, including after a student turns in his or her test materials, or during a break (See exception listed in Section 2.2.1).

3. **Focus full attention on the testing environment at all times during testing.**
   - Monitor the testing process by continually moving unobtrusively about the room. While monitoring the classroom, for paper-based testing, **a Test Administrator may view students' test booklets and answer documents for the sole purpose of confirming that students are working in the correct unit**. A Test Administrator may not review test booklets and answer documents and/or confirm whether a student has responded to all test items.
   - Ensure that students are supervised during testing, including during breaks.
   - Ensure students are working only on the unit being administered. If a Test Administrator observes a student working in the incorrect unit of the test or reviewing the incorrect unit of the test, this can be a testing irregularity that must be reported to the STC. See **Appendix C** for BIE's policy on how to handle these situations.

4. **Ensure that students do NOT participate in any form of cheating.**
   - Ensure that students do not consult notes, textbooks, or other teaching materials; do not share test questions with other students; and do not consult other students, school personnel, or anyone else during testing. Test Administrators are responsible for ensuring that students are not able to see content on other students' test materials or on students' testing devices.

5. **Do NOT provide unauthorized assistance to a student that could impact his or her answers.**
   - At any time during a test session, a Test Administrator may repeat a portion of the *TAM* 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 passages, 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

6. **Follow proper test security procedures for providing accessibility features or accommodations.**
    - Ensure that students are ONLY provided accommodations that are listed specifically for use during BIE testing in an approved IEP or a 504 plan, or an EL plan.
    - Follow guidelines on proper administration of accommodations or accessibility feature as prescribed in the *BIE Accessibility Features and Accommodations (AF&A) Manual*.

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

2.1.3 Security Forms

To document proper test administration and security procedures, the following forms may be used:

- Chain-of-Custody Form
- Security Agreement
- Form to Report a Testing Irregularity or Security Breach
- Form to Report Contaminated, Damaged, or Missing Materials
- Post-Test Certification Form

For your convenience, copies of the security forms are included as appendices in this manual, and templates are available at bie.mypearsonsupport.com. Refer to BIE policy in **Appendix C** for further instructions.

2.2 Testing Irregularities and Security Breaches

Any action that compromises test security or score validity is prohibited. These may be classified as testing irregularities or security breaches. Section 2.2.1 contains examples of activities that compromise test security or score validity (note that these lists are not exhaustive). It is 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 Examples of Testing Irregularities and Security Breaches

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

- **Electronic Devices Irregularities**
    - Using a cell phone or other prohibited 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: Test Coordinators, Technology Coordinators, Test Administrators, and Proctors are permitted to use cell phones in the testing environment ONLY in cases of emergencies or when timely administration assistance is needed.
        - Exception: Certain electronic devices may be allowed for medical or audiological purposes during testing. BIE may require prior approval for this exception. Refer to **Appendix C**.
- **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 (Proctors must be supervised by a Test Administrator at all times)
- Deviating from testing time procedures as outlined in Section 2.4
- Allowing cheating of any kind
- Providing unauthorized persons with access to secure materials
- Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
- Allowing students to test before or after BIE's test administration window without BIE approval

- **Test Materials Irregularities**
  - Losing a student testing ticket
  - Losing a student test booklet or answer document
  - Losing Human Reader scripts
  - Leaving test materials unattended or failing to keep test materials secure at all times
  - Reading or viewing the passages or test items before, during, or after testing
    - Exception: Administration of a Human Reader/Signer accessibility feature for mathematics or accommodation for ELA/L which requires a Test Administrator to access passages or test items
  - Copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials or 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 building or removing them from locked storage for any purpose other than administering the test

- **Testing Environment Irregularities**
  - Failing to follow administration directions exactly as specified in the *TAM*
  - 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 BIE assessment office monitors and BIE-authorized observers are allowed based on BIE policy, as long as these individuals do not disturb the testing process.

2.2.2 Reporting Testing Irregularities and Security Breaches

For a list of security breaches and irregularities that must be reported and documented, refer to BIE policy in **Appendix C**. If an incident must be reported according to BIE policy, follow the protocol outlined below:

- The incident must be reported to the School Test Coordinator immediately.
- The School Test Coordinator contacts BIE.
- The Form to Report a Testing Irregularity or Security Breach (available at bie.mypearsonsupport.com or refer to **Appendix D**) must be completed and submitted within two school days of the incident, unless otherwise directed by BIE.
- If follow-up documentation is required by BIE, complete any additional documentation.
- Occasionally, individuals will contact BIE offices with allegations of testing irregularities or security breaches. In these instances, BIE's designee may contact the School Test Coordinator and ask the individual to investigate the allegations and report back to the appropriate BIE-level organization.

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 established in advance of the testing day. Refer to **Appendix C** for BIE's policy on what students may do after testing.
- Unauthorized visitors are prohibited from entering the testing environment as described in Section 2.2.1.
- The testing sign in **Appendix C** in the *Test Administrator Manual* should be posted on the outside of the room door.
- Prohibited classroom resources (on the next page) should be removed or covered.

Administration Considerations for Students

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
- Separate or alternate location
- Specified area or seating
- Adaptive and specialized equipment or furniture

For more information on administrative considerations that are available for ALL students, refer to Table 2 of the *BIE Accessibility Features and Accommodations Manual*.

Materials Prohibited in the Testing Environment

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

The following materials may NOT be used at any time during a unit, including after a student has completed testing (e.g., turns in his or her test booklet) 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. Refer to the *AF&A Manual* for additional information on approved resources for a student with a disability or an English learner.
  - 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 Section 6.2 for more information)

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

Prior to testing, 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 or her possession upon arrival for testing, the Test Administrator must instruct the student to hand in the materials or follow your school 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 **Appendix C** for BIE's policy.

Exceptions for Test Accommodations

A student with a disability or a student who is an English learner may be allowed to use certain tools or materials that are otherwise prohibited during testing, if the accommodation is documented in the student's IEP or 504 plan (or EL plan, if required by BIE).

2.4 Scheduling and Testing Time

Administration Dates

All test units, including make-up testing (refer to **Appendix A** for definitions of session and unit), must be completed during BIE's testing window (refer to **Appendix C** for BIE's testing window).

Testing Time

BIE tests are strictly timed, and no additional time may be permitted (with the exception of an extended time accommodation as noted in Section 2.4.3). Test Administrators are responsible for keeping time during testing.

Administration Time is the total time that schools should schedule for each unit. It includes the unit testing time and the approximate times for administrative tasks such as reading instructions to students, answering questions, distributing test materials, closing units, and collecting test materials (shown in Table 2.0 below).

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

Test administration times are shown in Table 2.0 (note that times vary by content area, unit, and grade/course). In planning the school's BIE assessment administration schedule, School Test Coordinators should plan for the entire unit testing time for each unit.

Table 2.0 Administration Time

	Task	Administration Time
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 unit	Refer to Unit Testing Times below (60–90 minutes)
	4. End-of-unit activities, including logging students out of TestNav and collecting test materials	5–15 minutes

Unit Testing Time is the amount of time that must be provided to any student who needs it to complete the unit. Tables 2.1–2.3 show the amount of time for each unit. Test Administrators are responsible for keeping track of time during testing. Please note, in grade 7 and for high school the total unit testing time for Unit 1 mathematics includes the time for both non-calculator and calculator sections.

If **all** students have completed testing before the end of the unit testing time, the unit may end. Once the unit testing time has been reached, the unit must end, except for students with extended time accommodations. Refer to **Appendix C** for information about BIE's policy about what students may do if they complete a unit prior to the end of the unit testing time.

Table 2.1 Unit Testing Times for Grades 3–5

Subject(s)	Unit	Section	Unit Testing Time (Minutes)
Mathematics Grade 3 Mathematics Grade 4 Mathematics Grade 5	Unit 1	Non-calculator	60
	Unit 2	Non-calculator	60
	Unit 3	Non-calculator	60
ELA/Literacy Grade 3	Unit 1		75
	Unit 2		75
	Unit 3		35
ELA/Literacy Grade 4 ELA/Literacy Grade 5	Unit 1		90
	Unit 2		90
	Unit 3		40

Table 2.2 Unit Testing Times for Grades 6–8

Subject(s)	Unit	Section	Unit Testing Time (Minutes)
Mathematics Grade 6 Mathematics Grade 7	Unit 1	Non-calculator	60
		Calculator	
	Unit 2	Calculator	60
	Unit 3	Calculator	60
Mathematics Grade 8	Unit 1	Non-calculator	60
	Unit 2	Calculator	60
	Unit 3	Calculator	60
ELA/Literacy Grade 6 ELA/Literacy Grade 7 ELA/Literacy Grade 8	Unit 1		90
	Unit 2		90
	Unit 3		40

Table 2.3 Unit Testing Times for High School

Subject(s)/Course(s)	Unit	Section	Unit Testing Time (Minutes)
Algebra I, Geometry, Algebra II	Unit 1	Non-calculator	90
		Calculator	
	Unit 2	Calculator	90
Integrated Mathematics I, II, III	Unit 1	Non-calculator	60
		Calculator	
	Unit 2	Calculator	60
	Unit 3	Calculator	60
ELA/Literacy Grade 11	Unit 1		90
	Unit 2		90
	Unit 3		40

2.4.1 Guidelines for Scheduling

Units may be scheduled at any time on regular school days during the student's normal school hours throughout the scheduled testing window. Contact BIE if you have any questions about your testing dates.

Schools are encouraged to schedule testing for the early part of each testing window to maximize the number of available test days in case of weather-related disruptions or other issues. Testing should be scheduled on regular school days (i.e., not early dismissal days) during the testing window to ensure students have sufficient time. A test session (ELA/L or mathematics) may be scheduled across multiple days with one or more units administered each day. It is highly recommended that schools schedule **no more than two units per day** for any given student. When scheduling multiple units for a single day, schools should account for breaks between units (refer to Section 2.4.4 for the policy on breaks).

Schools may test multiple classrooms/courses in one testing location, if desired, provided the unit is the same content area, has the same length of testing time, and uses the same administration script provided in the *Test Administrator Manual*. For example, a school may test Algebra I and Geometry courses for Unit 1 together because they are the same content area, have the same testing time (90 minutes), and use the same administration script (available in the *Test Administrator Manual*). If using this option, schools may need to arrange for additional staff members to be available at the beginning of a unit to help students log in and begin testing. For a complete list of units that may be tested together, see **Appendix F** or refer to *Guidance on Testing Multiple Grades/Courses Concurrently in the Same Testing Environment* available at bie.mypearsonsupport.com.

Each student is expected to complete a unit in a single sitting (i.e., all at once), with limited exceptions due to illness during testing (refer to Section 2.4.2 below). **Units must be administered in sequential order with the exception of make-up testing.** Schools may use their discretion in deciding which content areas are scheduled on what days, so long as units within each content area are scheduled in sequential order.

	For security purposes, each unit (e.g., Unit 1, Unit 2) should be scheduled **as close together as possible** for all students within the same grade/course—with the exception of make-up testing (refer to Section 2.4.2).
	For security purposes, each unit (e.g., Unit 1, Unit 2) must be completed by all students within the same grade/course **on the same school day**—with the exceptions of make-up testing (refer to Section 2.4.2) and students with an extended time accommodation (refer to Section 2.4.3).

2.4.2 Make-Up Testing

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

Schools should consider that units may have different testing times when scheduling make-up tests. Students who require make-up testing may not be able to test together, if they are taking different units that have different administration times, unless otherwise noted in BIE policy (refer to **Appendix C**). For example, a student making up the Grade 3 ELA/L Unit 2 test may not be able to test in the same room at the same time as a student making up the Grade 6 ELA/L Unit 3 test because the units have different unit testing times (refer to Table 2.1).

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

	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.
	Test Administrators must closely monitor make-up testing to ensure students do NOT alter any previously written responses.

For make-up testing, it is recommended that the student who missed a unit continue testing with his or her original testing group when he or she returns. The student will then complete the missed unit during make-up testing. Alternatively, if the school is able to schedule the make-up unit before the original testing group moves onto the next unit, the school may allow the student to make up the unit and then continue with his or her original testing group. School Test Coordinators should advise Test Administrators that the same test security and administration protocols must be in place for make-up tests as for the tests administered on the regularly scheduled days. When establishing a testing schedule, School Test Coordinators should identify specific make-up testing day(s).

	For make-up testing for computer-based testing, step-by-step directions are available in the *Make-Up Testing Directions for Computer-Based Testing* guidance document available at bie.mypearsonsupport.com. Make-up testing days may be used to test students who are affected by technology failures or interruptions.

2.4.3 Extended Time

A student may be allowed an extended time accommodation beyond the unit testing time up to the end of the school day to complete a unit ONLY IF this accommodation is listed in his or her IEP or 504 plan (or EL plan). It is highly recommended these students be scheduled to test in a separate setting. Refer to **Appendix C** for BIE's policy. A student may be on a different testing schedule from other students because of this accommodation, as long as testing is completed within the testing window (in addition, each unit must be completed on the day on which it begins).

	When establishing a testing schedule, School Test Coordinators should account for students with extended time accommodations and consult with the Technology Coordinator regarding proctor caching requirements for devices used in the separate setting.

2.4.4 Breaks Between Testing

If administering more than one unit back-to-back, scheduled breaks are highly recommended between units. During the break, students are permitted to go to the restroom, stretch, and get a drink, if needed. Refer to Section 2.4 for additional information regarding breaks.

Break Policy

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

Test Administrators are responsible for ensuring that students are not able to see content on other students' test materials or on students' testing devices. BIE policies for breaks are below. Refer to BIE policy in **Appendix C** for additional requirements regarding breaks.

	During short breaks, visual blocks should be applied to students' computer screens (e.g., turn off the monitor, tape folders to the screen) instead of having students use computer functions to exit and resume the test. The Test Administrator should also ensure the security of students' scratch paper and mathematics reference sheets (if locally printed).
	The Test Administrator should ensure the security of students' test booklets, answer documents, scratch paper, and mathematics reference sheets.

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

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

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

Frequent breaks: Frequent breaks may be offered as an administration consideration. Refer to BIE policy in **Appendix C**.

3.0 BEFORE Testing

This section describes activities the School Test Coordinator (STC) and Technology Coordinator (TC) must complete before the first day of testing. Since Section 3.1 only provides a checklist of tasks, refer to Sections 3.2–3.12 for more details.

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

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

CBT/PBT	STC	TC	Task	Reference
At Least Two Months Before Testing				
	❑		Complete PearsonAccess Setup: • Register students (including the Student Accommodation File to ensure accommodated materials are ordered in the initial shipment). • Assign user roles.	Section 3.2 and https://assessment1.pearsonaccess.com/
	❑		Develop security, training, and logistics plans for test administration.	Section 3.3
	❑		Establish the test schedule.	Section 3.6

CBT/PBT	STC	TC	At Least One Month Before Testing	
	❑		Review student accommodations/accessibility features list and develop a plan to track accommodations use.	*AF&A Manual*
	❑	❑	Meet with Technology Coordinators: • Discuss test security and administration protocols and plans. • Plan technology setup. • Review test day activities.	Section 3.4
	❑	❑	Complete relevant training modules.	bie.mypearsonsupport.com and Section 3.3.1
		❑	Complete Technology Setup: • Check every device and inventory software applications—some applications will need to be closed/disabled on all testing devices on test days. • Verify content filter/firewalls and allow the appropriate sites. • Configure common applications (e.g., anti-virus, email notification, pop-up blockers, automatic updates) to NOT launch on test-taking devices during testing. • Run App Check. • Install the TestNav App • Conduct Infrastructure Trial (recommended). • Prepare TA devices for testing.	Section 3.5 and *Infrastructure Trial Readiness Guide*
	❑		Schedule and administer the Student Readiness Tool and practice tests (recommended). Encourage teachers to familiarize students with the ELA/Literacy scoring rubrics.	bie.mypearsonsupport.com and Section 3.7

CBT/PBT	STC	TC	At Least One Month Before Testing, continued	
	❑		Review security, training, and logistics plans for test administration.	Section 3.3
	❑		Schedule and conduct trainings for Test Administrators and Proctors, including accommodations training.	Section 3.3.1
	❑		Meet with students to review test day procedures.	Section 3.12
	❑		Update student registration and student accommodation file as needed.	bie.mypearsonsupport.com

CBT/PBT	STC	TC	At least Two Weeks Before Testing	
	❑		Finalize the testing locations and assign Test Administrators and Proctors to student testing groups.	Section 3.11
	❑		Ensure all staff have reviewed and signed a security agreement if required by BIE.	**Appendix B**
	❑		Meet with Test Administrators and Proctors: • Discuss test security and administration protocols and plans. • Review day of test activities.	Section 3.8

CBT/PBT	STC	TC	At Least One Week Before Testing	
	❑		Receive, document, and store materials: • Ensure each test booklet has a corresponding answer document with the appropriate grade/course (grades 4–high school). • Account for damaged test materials. • Submit Additional Orders, as needed.	Sections 3.10.2–3.10.4
	❑	❑	Set up test sessions in PearsonAccess: • Print student testing tickets. • Confirm Test Administrator accounts are active. • Check that online form assignments and student accommodations are correct. • Ensure students are in the correct test sessions, including students requiring Human Reader test sessions.	Section 3.2.3, Section 6.2, and *PearsonAccess User Guide*
	❑	❑	Confirm results of the Infrastructure Trial have been resolved, then freeze the environment for testing.	*Infrastructure Trial Readiness Guide*
	❑	❑	Prepare test sessions and confirm that online form assignments and student accommodations are correct.	Section 6.2 and *PearsonAcces User Guide*

CBT/PBT	STC	TC	Day of Testing	
	❑		Check that online form assignments and student accommodations are correct.	*PearsonAccess User Guide*

3.2 PearsonAccess Setup

School Test Coordinators must ensure all data and information for the district and school are properly configured in PearsonAccess, the management system for online and paper testing. The following sections provide guidance on the tasks for the setup of PearsonAccess.

3.2.1 Student Registration and Student Accommodations

Review the Student Registration/Accommodations guidance documents before registering your students to ensure that the student registration data load successfully. Test Coordinators or their designee should carefully review the Student Registration and Accommodations Field Definitions document (available at https://bie.mypearsonsupport.com).

	In order to receive test materials, including paper-based accommodated test materials tactile graphics for computer-based testing, and Human Reader Scripts, Test Coordinators must note any paper accommodations in the Student Accommodation Layout File by the initial order deadline or place an additional order after the receipt of initial shipment of test materials.
	**Spring administration only:** In order to receive student ID labels and the correct amount of test materials, Test Coordinators must ensure student registration data are uploaded to PearsonAccess by BIE's deadline.

Refer to **Appendix C** for BIE policies regarding Student Registration/Student Accommodation files. Guidance for accessing, navigating, and using PearsonAccess is available in the *PearsonAccess User Guide*.

3.2.2 Assign and Update User Roles

Staff administering the test or who need to make updates in PearsonAccess will need to be provided with user accounts for PearsonAccess. Refer to the *User Role Matrix* document for detailed information about user roles and creating accounts. Users will have different levels of access depending on the user roles (and additional add-on roles) they are assigned. If you cannot access the site, contact BIE.

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

Test sessions are groupings of students who will take the same test at the same time and place. Use an easily identifiable naming convention (e.g., Mrs. Smith's Algebra I Classroom) for the session name in PearsonAccess. In PearsonAccess test sessions, School Test Coordinators may need to view or edit test session details (e.g., add, remove, or move students) and add or change the test form assigned to students. Test sessions will also be used to generate and print student testing tickets.

Scheduling a date and time for a test session in PearsonAccess is intended for planning purposes. A test session will NOT start until the Test Administrator clicks **Start** on the **Students in Sessions** screen, regardless of the scheduled start date and time. You can update the details (e.g., date, time, location) of each test session any time before a session is started.

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

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

1. Register students for testing using the Student Registration and Accommodation Layout File Import or User Interface.
   - All accommodation information must be included in the upload for students needing accessibility features and accommodations.

2. Confirm test session setup and add students to test sessions.
3. Verify form assignments (for form-supported accommodations). In PearsonAccess, select the session. On the session detail screen, under the Student List, check the Accom column to confirm.

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

For additional information and step-by-step directions, refer to the Pearson Access Support Page: https://support.assessment.pearson.com/pearsonaccess.

3.2.5 Managing Testing for Students Who Transfer Schools

During testing, it is possible students will transfer between schools. In the event of a student transfer, student registration information in PearsonAccess must be updated.

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

Students will resume their tests in TestNav at the new school.

Test Coordinators must review BIE policy for procedures on securely transferring test booklets and answer documents or testing using a new test booklet and answer document.

3.3 Develop a Test Administration Plan

3.3.1 Training Plan

School Test Coordinators are responsible for training all School Technology Coordinators, Test Administrators, Proctors, and all other staff with access to secure materials. Training attendance should be documented and kept on file according to BIE policy (refer to **Appendix C**). An effective training plan will familiarize all school staff with their individual responsibilities and BIE Test Security policies listed under Section 2.0. The School Test Coordinator will:

- Explain chain-of-custody requirements.
- Distribute and/or provide links to the *Test Administrator Manuals* to Test Administrators before this meeting.
  - Manuals are available at https://bie.mypearsonsupport.com.
  - Test Administrators will read scripts and other instructions from the *Test Administrator Manual*. A script-only document, as well as translated scripts, are available at bie.mypearsonsupport.com.
- Show and discuss the Test Administrator training found at https://bie.mypearsonsupport.com or direct them to this location for viewing at their convenience.
- Ensure applicable staff receive administration and technical updates on bie.mypearsonsupport.com.

Ensure Technology support staff are trained on the technology setup resources at bie.mypearsonsupport.com.

- Ensure all relevant staff understand their user roles in PearsonAccess and how to complete tasks (as applicable).
- Ensure all relevant staff are familiar with the Student Readiness Tool and practice tests.
- Indicate how Test Administrators can get assistance for technical issues from Technology Coordinators during testing, if necessary.
- Review plans for an Infrastructure Trial.

3.3.2 Security Plan

School Test Coordinators must develop a security plan for their school. An effective security plan will accomplish the following:

- Inform all individuals with access to secure materials of security protocols, prohibited activities, testing irregularities, security breaches, and sign the Security Agreement if required by BIE (refer to **Appendix C**).
- Establish and document the chain-of-custody of test materials (described in Section 2.1).
  - Ensure that test materials are accounted for at all times before, during, and after test administration.
  - Chain-of-Custody Form templates are available at bie.mypearsonsupport.com.
- Designate a central locked location with limited access for secure storage of test materials.
- Document that Technology Coordinators, Test Administrators, and Proctors have received necessary materials and training for successful, secure administration of the BIE assessments.
- Establish who is responsible for securely destroying or recycling specified test materials after administration (described in Sections 5.1.2 (CBT) and 5.2.3 (PBT)).

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

Security Agreement

Appendix B lists security protocols that all individuals with access to secure materials must follow.

Before testing, all staff (e.g., School Test Coordinators, Test Administrators, Proctors, observers) with access to secure test materials should review the security agreement and sign the security agreement, if required by BIE (refer to **Appendix C**). Schools are required to maintain signed copies (paper copies or scanned forms stored electronically) for at least 3 years.

3.3.3 Prepare the Testing Environment

When choosing testing locations, School Test Coordinators should make sure assessment settings have good lighting and ventilation, comfortable room temperatures, and are as free as possible from noise and interruptions so students can work comfortably and without disruption. 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 and working condition.

Changes to the setting, including the testing location and conditions within the testing environment can benefit students who are easily distracted in large groups or who concentrate best in small group and individual settings.

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

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

- Card stock (e.g., manila folders) that can be taped to the sides of monitors
- Flattened cardboard boxes that can be cut, folded, and taped to form a visual barrier between testing devices
- Tri-fold display boards (such as those used for science project exhibits) that can stand freely between testing devices
- Cardboard carrels
- Privacy screens that narrow the viewing angle of a computer monitor so that it is visible only to someone sitting directly in front of it. 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.

In the event that a laptop or other modular devices are used, they must be monitored and may NOT be removed from the test setting during test administration.

3.4 Meet with Technology Coordinators (For Computer-Based Testing Only)

Meet with your school's Technology Coordinator to explain the procedures for the BIE assessment, the infrastructure preparations that will need to be made at your school, and the level of technical support that your school may need from this individual during testing. These meetings should include but are not limited to the following tasks:

- Review resources available for preparing for computer-based testing, including training modules and the technology set-up page available on bie.mypearsonsupport.com/technology-setup/.
- Review the technology specifications for testing and discuss your school's technology readiness. **IMPORTANT:** Be sure to check the current specifications and requirements as these may change between administrations. Specifications and requirements can be found at bie.mypearsonsupport.com/technology-setup/.
- Discuss the tasks for completing technology set-up (refer to Section 3.5) and timeline for completion.
- Schedule and plan an Infrastructure Trial. Read and discuss the Infrastructure Trial Guide available on https://bie.mypearsonsupport.com/technology-setup/.
- Discuss a plan for logistics (including testing schedule) and how to resolve any hardware or network issues.
- Request that the Technology Coordinator remain in the school building to assist with troubleshooting during the days that students will be testing and create an escalation protocol for technical issues on or before testing day.
- Discuss your school's security plan, including creating and maintaining a secure testing environment.
- Review the Security Agreement and receive a signed copy, if required (refer to **Appendix C** for BIE's policy).

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

3.5.1 Plan an Infrastructure Trial

The Infrastructure Trial introduces students to the TestNav testing interface through the online test content and prepares Test Administrators to understand their responsibilities in PearsonAccess.

This is a dress rehearsal to confirm that:

- TestNav is configured correctly.
- Devices and assistive technology can successfully interact with TestNav.
- Your network can support school-wide testing.
- Participating staff know the proper procedures for administering computer-based tests.
- Students are familiar with the computer-based tools and format, including the use of student testing tickets.

All instructions required to run an Infrastructure Trial are included in the *Infrastructure Readiness Guide* posted on bie.mypearsonsupport.com.

The Infrastructure Trial should take approximately 60 minutes to administer. Schools are encouraged to provide any feedback on the Infrastructure Trial to STCs.

3.5.2 Prepare Student Testing Devices

Prepare testing devices to meet security needs:

- Any software that would allow secure test content on student testing devices to be viewed on another computer must be turned off.

- Any applications that can automatically launch on a testing device should be configured not to launch during testing. Common applications that can launch automatically include anti-virus software performing automatic updates, power management software on laptops (low-battery warning), screen savers, and email message notifications. These will cause TestNav to close.
- If using tablet devices, determine whether the school will use external keyboards (which are highly recommended). The decision should be generally consistent with what is used during instruction.
- Ensure headphones are available as needed (see Section 3.9.1).

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

Use the Assess Testing Capacity tool in PearsonAccess to verify that the school has the appropriate amount of bandwidth for online testing.

Note: Refer to the technology set-up page on bie.mypearsonsupport.com/technology-setup/ for more information. Schools may instead use a TestNav desktop application or Firefox 52 Extended Support Release, available at download.testnav.com.

3.5.3 Prepare Test Administrator Testing Devices and a Proctor Caching Computer

Test Administrators will require a computer or device that meets the PearsonAccess system requirements in the testing environment to start, monitor, and manage test sessions in PearsonAccess. Position the Test Administrator computer in a location where all students can be seen while monitoring student testing statuses. Set up testing computers or devices so that the URL shortcut for PearsonAccess is available.

3.6 Establish a Testing Schedule

Refer to Section 2.4 for guidance on scheduling sessions. Units must be administered in order, with the exception of make-up testing.

3.7 Schedule Student Readiness Tool and Practice Tests

Administering the Student Readiness Tool and practice tests is an important preparation step for both administration staff and students. It is highly recommended that School Test Coordinators develop a plan to provide students with an opportunity to become familiar with the BIE assessment using the BIE Student Readiness Tool and both paper and computer based practice tests available online at bie.mypearsonsupport.com. The Student Readiness Tool familiarizes students and educators with the items types, testing tools, accessibility features, accommodations, and test format and/or navigation of TestNav (CBT only) that will be used for BIE assessments. Practice tests provide a similar testing experience for each grade and content area. In addition, answer keys are available, and for the ELA/L assessments, the writing rubrics are available for each grade level. Practice Tests are available on bie.mypearsonsupport.com and via an infrastructure trial in PearsonAccess.

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 Student Readiness Tool and practice tests. Schools may set their own schedules, but the Student Readiness Tool and practice tests should be administered on a separate day before the BIE assessment is administered. Note, there may be changes in TestNav from year-to-year. Therefore, it is important to administer the current Student Readiness Tool and practice tests each year, so that students have an opportunity to practice with any new functionality.

Schools should also strongly encourage teachers to familiarize students with the ELA/L scoring rubrics prior to administration to help them understand the criteria by which their responses to prompts on ELA/Literacy assessments will be scored. These scoring rubrics can be found at bie.mypearsonsupport.com.

3.8 Meet with Test Administrators and Proctors

To prepare Test Administrators and Proctors for the BIE assessment, schedule a meeting with them prior to the administration to review their responsibilities. This meeting should include but is not limited to the following tasks:

- Discuss training as specified in Section 3.3.1.
- Discuss your school's security plan and emphasize the following:
  - Chain-of-custody requirements
  - Testing irregularities and security breaches
  - Policies on testing time
  - Active proctoring during testing (i.e., focusing full attention on students at all times to confirm that students are working independently)
- Review BIE policies and procedures, as well as any BIE-specific policies (refer to **Appendix C**), and emphasize the following:
  - Test Administrators must use timing boxes.
  - Test Administrators may post "Go On" and "Stop" signs as visual cues for students at the start of testing (a copy of the sign is available in the *TAMs*).
  - Test Administrators and Proctors shall NOT comment on any student work at any time.
  - Test Administrators and Proctors shall NOT help students in any way except to clarify the general instructions or provide directions as specified in the *TAMs*.
  - Clarify the types of questions from students Test Administrators can answer during testing.
  - Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.
  - All test items and all student responses, including student work on scratch paper, in the BIE assessment are secure and may NOT be released, copied, or duplicated in any way, or kept at the school once testing is completed.
- Review local policies for testing day, including but not limited to:
  - Procedures for breaks
  - Calculators
  - Mathematics tools
  - Procedures for students who finish early, including allowable materials for students after testing
  - Procedures for dismissing ill or disruptive students
  - Escalation protocol for technical issues on testing day
- Review accessibility features and accommodations that will be available in the BIE assessments.
- Ensure that Test Administrators who will administer accessibility features or accommodations that require Test Administrator interaction (e.g., Human Reader/Human Signer) have specific training so that they know what is allowed during the assessment.
- Provide Test Administrators and Proctors with his or her assigned group of students for testing.
- Provide a copy of the testing schedule to Test Administrators and Proctors, and explain how it will be implemented for your school.
- Explain that some mathematics units include a non-calculator and a calculator section and that testing time includes both sections.
- Inform Test Administrators and Proctors of your school's procedures for make-up testing.

- Review the security agreement and receive signed copies, if required (refer to **Appendix C** for BIE's policy).

Ensure that PearsonAccess user accounts for Test Administrators have been created before testing and review tasks for PearsonAccess as needed.

Review common TestNav errors and how to resolve them.

3.9 Organize Test Materials for Computer-Based Testing

School Test Coordinators are responsible for ensuring the school has all necessary testing materials and tools available and organized prior to the start of testing. Secure materials should be kept in a centrally located, locked storage with limited access.

3.9.1 Secure and Nonsecure Test Materials

The School Test Coordinator must distribute test materials to and collect materials from the Test Administrators each test administration day. To maintain their security, test materials must NOT be stored in classrooms prior to or following the day of administration.

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

- **BIE-supplied materials (printed from PearsonAccess at the school)**
  - Student testing tickets
  - Seal Codes
- **BIE-supplied materials (shipped by Pearson):**
  - *TAMs*
- **School-supplied materials**
  - Wooden No. 2 pencils 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 unit, if needed.
    - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units.
    - 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 calculators; see Calculators section for more information)
  - Mathematics tools (see Mathematics Tools for Administration section for more information)
  - Mathematics reference sheets (may be printed locally; see Mathematics Tools for Administration section for more information)
  - Testing devices that meet the minimum technology specifications set forth by BIE (**Note:** A student should NOT supply his or her own device for testing.)
  - Headphones (see Headphones in section 3.9.1 for more information)
  - Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, see Section 6.2.)
  - Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
  - "Testing — Please Do Not Disturb" sign to post on the doors of the testing rooms (a copy of the sign is available in the *TAMs*)

- Computer or tablet for Test Administrators if they are managing test sessions

Calculators

- For grades 3–5, calculators are allowed for accommodation use only. Students with a calculator accommodation may only use a four-function calculator with square root and percentage functions.
- For grades 6–7, students may only use four-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.

For computer-based testing, the calculator will be available through the testing platform. In order to provide comparability across schools, students must only use calculators that are allowable for their grade/course assessment. Allowing the use of a calculator that is designated for a lower or higher grade level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Only students with a specific calculator accommodation may use calculators outside of their grade level.

Schools may provide students with hand-held calculators during calculator sections of mathematics units. Schools should make this determination based on what is regularly used during instruction. If schools choose this option, they will determine who is responsible for providing hand-held calculators (e.g., school, student).

Additionally, schools must adhere to the following additional 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 BIE assessments.
- Students are NOT allowed to share calculators with another student during a test unit.
- 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 BIE assessment purposes, School Test Coordinators or Test Administrators must confirm that the calculators meet BIE requirements as defined above.

For students who meet the guidelines in the *AF&A Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator sections of any BIE mathematics assessment. If a student needs a calculator as part of an accommodation in a non-calculator section, 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. For more clarifications and complete guidance, refer to Section 3 (4D and 4E) of the *AF&A Manual* and the Calculator FAQ's under the Calculator Policy at bie.mypearsonsupport.com.

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 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 3.0).

- **Paper Copies of Mathematics Reference Sheets:** For computer-based testing, mathematics reference sheets are available to students in grades 5–8 and high school through the testing platform. However, schools may choose to locally print and provide copies to students during testing. If providing students with printed copies of the mathematics reference sheets, the following protocols must be followed:
  - The printed copies must be 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 that unit.
- **Geometry Tools:** Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 mathematics, Geometry, and Integrated Mathematics I, II, and III assessments. Geometry tools are NOT allowed for grades 3–7, Algebra I, and Algebra II.

Table 3.0 Rulers and Protractors for Computer-Based Testing

Grade(s)/Course(s)	BIE (Provided)	Allowable (Not Provided)
Grade 3	• Ruler (¼ inch)	–
Grades 4–7	• Ruler (⅛ inch) • Protractor	–
Grades 8	• Ruler (⅛ inch)	• Protractor
Algebra I, Geometry, Algebra II, Integrated Mathematics I, II, III	–	• 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). For more Mathematics Tools clarifications, please see the Mathematics Tools policy at bie.mypearsonsupport.com.

Headphones

Headphones are needed for all ELA/L units, as well as for students who receive the text-to-speech accommodation for ELA/L assessments or the text-to-speech accessibility feature for mathematics assessments.

Stand-alone headphones (i.e., headphones not connected to a device) are also an accessibility feature; therefore, some students may use headphones as noise buffers to minimize distractions or filter external noise during testing. If students use headphones for this purpose, Test Administrators are responsible for ensuring that the headphones are NOT plugged into any device.

Schools have several options for ensuring they have a sufficient number of headphones. First, schools can instruct students to bring their own headphones. Second, if schools have a smaller number of headphones than students testing at the same time, schools can separate classes into a smaller number of students for administration. Third, schools can purchase additional device-compatible headphones.

Note: Music programs on all testing devices should be closed and not running in the background.

Human Reader Scripts
Schools will receive paper copies of Human Reader scripts for students registered to take mathematics assessments with the Human Reader accessibility feature or accommodation. These secure documents are required to be used when providing a Human Reader accessibility feature for mathematics. Human Reader scripts must be returned to Pearson at the end of testing.

These scripts are necessary for the completion of testing and are considered secure materials. If students were not properly registered prior to the deadline, Test Coordinators must place an additional order for these materials. Refer to Section 3.10.4 for guidance on placing an additional order. Be sure to select "CBT Reader Scripts" from the materials drop-down on the **Edit Materials Order** screen.

Scripts are not provided for the computer-based English language arts/literacy assessments. Test Administrators will use the Proctor Authorization Ticket to read the test to all students in the session.

3.10 Organize Test Materials for Paper-Based Testing

School Test Coordinators are responsible for ensuring the school has all necessary testing materials and tools available and organized prior to the start of testing. Test materials will be automatically generated based on the student accommodations file, provided BIE's deadline is met. Secure materials should be kept in a centrally located, locked storage with limited access.

3.10.1 Secure and Nonsecure Test Materials

The School Test Coordinator must distribute test materials to and collect materials from the Test Administrators each test administration day. To maintain their security, test materials must NOT be stored in classrooms prior to or following the day of administration. BIE may have additional guidance located in their policy (refer to **Appendix C**).

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

- **BIE-supplied materials (shipped by Pearson)**
  - Test booklets
  - Answer documents (grades 4–high school)
  - Mathematics reference sheets (grades 5–8 and high school)
  - Rulers and protractors (if applicable, see Mathematics Tools for Administration section for additional information)
  - *TAMs*
- **School-supplied materials**
  - Wooden No. 2 pencils with eraser(s)
    Note: Mechanical pencils must NOT be used; students should bring No. 2 pencils on the day of the test, but a supply should also be available.
  - Blank scratch paper
    - 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 unit, if needed.
    - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units.
    - 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 (see Calculators section for additional information)

- Mathematics tools (see Mathematics Tools for Administration section for additional information)
- Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, see Section 6.2.)
- Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
- "Testing — Please Do Not Disturb," "Go On" (PBT only), and "Stop" (PBT only) signs to post on the doors of the testing rooms or the board (a copy of the sign is available in the *TAMs*)

Calculators

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

In order to provide comparability across schools, students must only use calculators that are allowable for their grade/course assessment. Allowing for the use of a calculator that is designated for a lower or higher grade level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Only students with a specific calculator accommodation may use calculators outside of their grade level.

During units that are comprised of both a non-calculator section and calculator section, students will be prompted to raise their hand to ask for a calculator if this option applies.

Additionally, schools must adhere to the following additional 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 BIE assessments.
- Students are NOT allowed to share calculators with another student during a test unit.
- 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.

For students who meet the guidelines in the *AF&A Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator sections of any BIE mathematics assessment. 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. For additional clarifications, refer to the Calculator FAQ's under the Calculator Policy at bie.mypearsonsupport.com.

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 practice tests or sample items using these tools.

- **Rulers and Protractors:** BIE will provide required rulers and protractors for paper-based assessments at certain grade levels, as outlined in Table 3.1.
  - Required tools will be included in the shipment of materials.
  - Students are not permitted to use outside rulers or protractors if these tools are provided by BIE for use on their grade level assessment.
  - Protractors are an optional tool for grade 8 and all high school mathematics courses. Rulers are an optional tool for high school mathematics courses. BIE will not provide these materials.
- **Mathematics Reference Sheets:** Mathematics reference sheets are provided in the test materials shipments for grades 5–8 and high school.
  - The copies must be free of any writing or notes. Do NOT distribute copies with student writing.
  - If additional copies are needed, schools may either locally print the BIE-approved copies available at bie.mypearsonsupport.com (recommended) or order them through PearsonAccess.
  - If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that unit.
- **Geometry Tools:** Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 mathematics, Geometry, and Integrated Mathematics I, II, and III assessments. Geometry tools are NOT allowed for grades 3–7, Algebra I, and Algebra II.

Table 3.1 Rulers and Protractors for Paper-Based Testing

Grade(s)/Course(s)	BIE (Provided)	Allowable (Not Provided)
Grade 3	• Ruler (¼ inch)	—
Grades 4–7	• Ruler (⅛ inch) • Protractor	—
Grade 8	• Ruler (⅛ inch)	• Protractor
High School (Algebra I, Geometry, Algebra II, Integrated Mathematics I, II, III)	—	• 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). For more Mathematics Tools clarifications, please see the Mathematics Tools policy at bie.mypearsonsupport.com.

3.10.2 Receive, Document, and Store Materials

Test booklets and answer documents are shrink-wrapped separately and packed in boxes, clearly labeled with the school's name, and shipped to the School Test Coordinator (refer to **Appendix C** for the dates that materials are scheduled to arrive). Refer to **Appendix C** for BIE's policy about shipments.

Shrink-wrapped packages can be opened at the school level between two to five school days prior to the day of testing, depending on BIE's policy available in **Appendix C**.

Each day before and after test administration, both scorable and nonscorable test materials must be stored in a secure location, and daily distribution and collection must be documented using the Chain-

of-Custody Form or other tracking log (refer to Section 2.1). Follow the instructions below for receiving materials and taking inventory, which should be done immediately after receiving test materials.

- Remove the packing list and School Chain-of-Custody Form from box 1.
- Remove the resealable package labeled "Test Coordinator Kit." Review the contents of this package and notify BIE if additional materials are needed. Place the Test Coordinator Kit, and all of its contents, in a secure location to be retrieved after the completion of testing. The kit contains the following items:
  - Resealable plastic bag (holds all materials)
  - Paper bands for bundling and returning scorable test booklets (grade 3) and scorable answer documents (grades 4–high school)
  - Pearson Return Labels for **scorable** materials (Scorable and nonscorable labels will be different colors.)
  - Pearson Return Labels for **nonscorable** materials (Scorable and nonscorable labels will be different colors.)
  - UPS Ground Return Labels for **scorable** materials
  - UPS Ground Return Labels for **nonscorable** materials
  - Pre-printed/pre-gridded Scorable Materials Return School Header
  - Student ID labels (one per student)
  - Student Roster
  - Pearson Return Instructions Sheet
  - Shipping Carrier Return Instructions
- Count the materials received to verify that the quantities listed on the school packing list were shipped as indicated, and also that there is an adequate number of *Test Administrator Manuals*, test booklets, and answer documents (for grades 4–high school) for students in the school. Schools will be provided a five percent overage of these testing materials. If additional materials are needed, submit an additional order through PearsonAccess. Refer to BIE policy in **Appendix C** before placing an order.
  - One *Test Administration Manual* will be provided for every 25 students registered in PearsonAccess.
- Ensure that any missing or damaged test booklets and answer documents are replaced. If additional materials are needed, submit an additional order through PearsonAccess. Refer to BIE policy in **Appendix C** before placing an order.
- Keep all test materials in centrally located, locked storage with limited access until distributing them to the Test Administrators. Test materials must be distributed only on the test administration day and must be returned to the School Test Coordinator for secure storage immediately after testing using the Chain-of-Custody Form or other equivalent (except when needed for accommodations).
- Remind Test Administrators that all test materials are secure and must be returned immediately after testing.
- Keep all boxes in which the test materials were delivered for returning materials when testing is complete.
- Report the following occurrences immediately to Pearson using the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
  - Non-receipt of any packages of test booklets or answer documents listed on the School Packing List
  - Discovery of a damaged test booklet or answer document
  - Discovery of missing or duplicate sequence numbers on any test booklets or answer documents. Barcodes for test booklets are on the front cover in the lower right-hand corner.

3.10.3 Account for Damaged Test Booklets and Answer Documents (For Paper-Based Testing Only)

Review your shipment for damaged materials. Return damaged test booklets and answer documents with all other nonscorable materials.

During testing, if a student discovers a damaged test booklet or answer document, give the student a replacement test booklet or answer document. When the student completes all units, follow the directions for transcription in Section 5.2.2. Grid all student demographic information on the replacement test booklet (grade 3) or answer document (grades 4–high school). Then follow instructions in Section 5.2.2 for "Do Not Score" booklets (grade 3) and answer documents (grades 4–high school).

3.10.4 Additional Orders

Do NOT submit additional orders prior to receiving your initial shipment of test materials. All test materials should be inventoried prior to submitting any additional orders.

Ordering additional materials is a two-step process:

1. Orders are created, edited, or canceled by a user with the Request Additional Order add-on role.
2. Orders are approved by a user with the Approve Additional Order add-on role (refer to **Appendix C** for BIE's policy).

Refer to the *User Role Matrix* document posted on the **Support** > **Documentation** page of PearsonAccess for more information.

Additional orders may be placed by submitting an order through the **Shipments** page in PearsonAccess. This page can also be used to track orders placed by your organization.

Be sure to review orders carefully. Once an additional order is approved, plan for up to five business days for orders to arrive.

For a detailed list of materials that are included in accommodated kits, see Section 6.2.

Note: If you would like detailed steps for how to place additional orders, visit the PearsonAccess training available at bie.mypearsonsupport.com/. This module describes the process for ordering additional orders through PearsonAccess.



- Additional copies of the *Test Coordinator Manual* and/or the *Test Administrator Manual* can be ordered using the additional order process.
- If you have students requiring paper-based accommodated test materials or Human Reader scripts, their student registration import must be completed by the initial order deadline to receive an initial order of accommodated materials. Otherwise, you will need to place an additional order for paper-based accommodated test materials.

3.11 Finalize Preparations for Computer-Based and Paper-Based Testing

Before testing, School Test Coordinators must confirm the following tasks have been completed:

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



For computer-based testing, School Test Coordinators must also:

- Confirm that all the testing devices meet the requirements needed to administer the computer-based tests.
- Confirm that headphones are available for every student taking computer-based tests for ELA/L or accommodations/accessibility purposes only.
- Print student testing tickets.
- Provide seal codes (e.g. write on the blackboard).
- Confirm that precaching activities are complete, if applicable.
- Create computer-based test sessions in PearsonAccess.
- Verify the students needing accessibility features and/or accommodations (e.g., text-to-speech) have been assigned the correct test form.



For paper-based testing, School Test Coordinators must also record all test materials (with security numbers listed on the secure documents) in chain-of-custody documentation in preparation for hand-off to Test Administrators on testing day.

3.12 Meet with Students

Prior to testing, it is recommended School Test Coordinators meet with students to review the following information:

- Testing schedule
- Materials students are allowed to bring with them to testing (e.g., headphones, hand-held calculators, recreational book for after testing)
- Policy that making calls, texting, taking pictures, and browsing the internet are NOT allowed in the testing environment
- Any local school procedures during testing (i.e., procedures for breaks)

4.0 DURING Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) to perform during testing days. Section 4.1 provides directions for schools administering computer-based testing and Section 4.2 provides directions for schools administering paper-based testing.

4.1 Computer-Based Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) during testing days. Section 4.1.1 contains the checklist for all activities related to computer-based testing while Sections 4.1.2–4.1.5 contain specific details for tasks during testing.

4.1.1 Checklist of Tasks for Test Coordinators to Complete DURING Computer-Based Testing

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

STC	TC	Task	Reference
❑	❑	Ensure that Test Administrators have a computer or tablet available.	Section 3.5
❑		Distribute test materials to Test Administrators.	Section 3.9
❑		Monitor each testing room to ensure that test administration and security protocols are followed, and required administration information is being documented and collected. Be available during testing to answer questions from Test Administrators.	Section 4.1.4
❑		Investigate all testing irregularities and security breaches and follow BIE policy for reporting these incidents.	Section 2.2
❑		Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features.	Section 4.1.4
❑		Schedule and supervise make-up testing.	Sections 2.4.2 and 4.1.5
	❑	Respond to all technology-related issues.	Section 4.1.3
❑		Collect materials from Test Administrators.	Section 4.1.5

4.1.2 Managing Test Sessions in PearsonAccess (Day of Testing)

Before students can begin testing, Test Coordinators or Test Administrators will need to log in to PearsonAccess, prepare each test session, start each test session, check accommodated form assignments, and unlock the appropriate unit for students. After a session is started, Test Administrators can monitor the real-time status of students by refreshing their browsers. Table 4.0 describes the possible statuses for a student during each unit.

Table 4.0 Student Statuses in PearsonAccess

Status	Description
Ready	The student has not yet started the assessment.
Active	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.)
Resumed	The student has been authorized to resume the assessment. Resume the test when a student exits a unit (either intentionally or unintentionally) before finishing the unit and you want the student to continue. Only students in **Exited** status can be resumed. Students in **Ready** or **Marked Complete** statuses cannot be resumed.
Not Attempted	The test attempt was completed but did not meet the attemptedness rule. For an online test, you can unsubmit the test attempt. Unsubmitting the attempt sets the student's status back to **Exited** or **Resumed**.
Marked Complete	The Test Administrator or School Test Coordinator must mark a test complete when a student has exited TestNav and will not return.
Submitted for Scoring	The test is complete or marked complete and is being scored.
Report Ready	The test results processed and users can access reports.

Note: If a student has been assigned a test without their proper accommodation, the test must be marked complete and the entire test must be voided. Contact your School test coordinator for information about marking a test complete or voiding a test.

Refer to the *PearsonAccess Online User Guide* at https://support.assessment.pearson.com/display/PAsup for instructions on logging into PearsonAccess and performing the tasks described in this section.

Refer to the PearsonAccess User Guide at https://support.assessment.pearson.com/pearsonaccess for instructions on logging into PearsonAccess and performing the tasks described in this section.

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.

4.1.3 Technology Tasks DURING Testing

Troubleshooting Computer-Based Testing

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

- If a student has the wrong form assignment for accommodated testing (refer to Section 4.1.4)
- If a student exits TestNav (either unintentionally or intentionally)

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

- Verify that TestNav is shut down for the student.
- Resume the student's test in PearsonAccess.
    - The student's test will resume from the point at which the test was interrupted.
    - The system will upload any test responses that the student entered after the interruption if resuming on the same testing device.

Technology Coordinators should respond as quickly as possible when technology disruptions occur. Cell phones are permitted in the testing environment to contact the BIE Customer Support when troubleshooting guidance is needed. However, Technology Coordinators must NOT take photos of error screens. Error codes for TestNav and guidance for resolving computer-based testing issues can be found in the *TestNav 8 User Guide* or at https://support.assessment.pearson.com/TN/error-codes-16908303.html.

4.1.4 Monitor Test Activity and Maintain Test Security

The School Test Coordinator must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. School Test Coordinators must be available during testing to answer questions from Test Administrators and Proctors. School Test Coordinators must monitor reports of testing irregularities and security breaches and ensure that they follow BIE procedures for reporting such events. Refer to **Appendix C** for BIE's procedures.

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

In addition, ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features. If a computer-based accommodation is not appearing for a student, refer to Pearson Access Support Page: https://support.assessment.pearson.com/pearsonaccess.

4.1.5 End-of-Unit Tasks

Collect Materials

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

- Student testing tickets
- Used and unused scratch paper (unused scratch paper may be reused)
- Accommodated test materials
- Printed mathematics reference sheets for grades 5-high school (if printed locally, refer to Section 3.9.1 for more information)

At the end of each day of testing, ensure all materials from the BIE assessment have been returned to the locked storage area.

Ensure TestNav Logout

As students complete each unit, Test Administrators will use the instructions at the end of the administration script or in the *TestNav Login and Logout Instructions* (available at bie.mypearsonsupport.com) to help students 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 Login and Logout Instructions* during testing.

Test Coordinators may check to ensure all students have logged out of TestNav by reviewing student statuses on the session detail page in PearsonAccess. Students logged in to TestNav will appear in an **Active** status. Those student testing devices should be checked to make sure TestNav has been exited after testing.

Only mark student tests complete in PearsonAccess if the student started, but will NOT complete the unit.

Administer Make-Up Testing

If a student is NOT tested during the regular administration, he or she will have an opportunity to make up the missing portion of the test as long as the make-up test is completed during the test administration.

Multiple test sessions and/or units may be tested at once according to the directions in *Testing Multiple Grades Guidance* at bie.mypearsonsupport.com as long as the testing times and administration scripts are the same.

4.2 Paper-Based Testing

This section describes activities for the School Test Coordinator (STC) during testing days. Section 4.2.1 contains the checklist for all activities related to paper-based testing while Sections 4.2.2–4.2.5 contain specific details for tasks during testing.

4.2.1 Checklist of Tasks for Test Coordinators to Complete DURING Paper-Based Testing

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

STC	TC	Task	Reference
❑		Distribute test materials to Test Administrators.	Section 3.10
❑		Monitor each testing room to ensure that test administration and security protocols are followed, and required administration information is being documented and collected. Be available during testing to answer questions from Test Administrators.	Section 4.2.2
❑		Investigate all testing irregularities and security breaches and follow BIE policy for reporting these incidents.	Section 2.2
❑		Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features.	Section 4.2.2
❑		Schedule and supervise make-up testing.	Sections 2.4.2 and 4.2.4
❑		Follow the protocol for contaminated or damaged test materials, and refer to BIE policy for reporting these incidents.	Section 4.2.3
❑		Collect materials from Test Administrators and ensure all test booklets and answer documents have a student name and/or student ID label.	Section 4.2.4

4.2.2 Monitor Test Activity and Maintain Test Security

The School Test Coordinator must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. STCs must also monitor reports of testing irregularities and security breaches and ensure that they follow BIE procedures for reporting such events. Refer to **Appendix C** for BIE's procedures.

STCs must be available during testing to answer questions from Test Administrators and Proctors. STCs must ensure that during each unit of the test, TAs and Proctors walk around the room and check that students are working in the correct unit and section (if applicable).

In addition, ensure that TAs provide students with their approved testing accommodations and pre-identified accessibility features. Remember, the Human Reader script must be used if a human reader is administering the mathematics assessment, and Human Reader scripts are secure test materials.

4.2.3 Procedures for Contaminated, Torn, or Damaged Materials

Contaminated Test Materials

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

1. The Test Administrator must immediately:
    a. Stop testing for the student or group, as needed.
    b. Record the amount of time remaining.
    c. If possible, record the item number and page number where the student stopped testing.

d. Follow your school procedure for medical emergencies.

2. Qualified school personnel must safely handle the soiled test booklet or answer document and place it in a resealable, plastic bag with the security barcode label visible from the exterior. Handling materials must be done in accordance with procedures outlined in OSHA regulations.
3. After the testing area is cleaned and the students have returned, the Test Administrator must remind students of the amount of time remaining for the test unit prior to the disruption. Testing may then resume.
    a. If the ill student returns to resume testing and the completed responses can be transcribed into a replacement test booklet (grade 3) or answer document (grades 4–high school), the Test Administrator must provide the student with a new test booklet or answer document. The Test Administrator must ensure the student's name is recorded on the front of the replacement test booklet or answer document for proper identification.
    b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement test booklet (grade 3) or answer document (grades 4–high school), the student must be given the opportunity to retake those units using a replacement test booklet and answer document during make-up testing. Contact BIE for further guidance if necessary.
4. After testing is complete, the School Test Coordinator must:
    a. Apply the student ID label to the replacement test booklet (grade 3) or answer document (grades 4–high school) prior to returning it.
    b. Record the security barcode number of the contaminated test booklet or answer document on the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
    c. Record the security barcode number of the replacement test booklet or answer document on the Chain-of-Custody Form.
    d. If applicable, transcribe the completed response from the contaminated test booklet or answer document into a replacement one.
        i. Follow the guidelines for transcribing student responses in Section 5.2.2.
        ii. Return the replacement test booklet to Pearson along with the rest of the scorable materials.
    e. Securely destroy the contaminated test booklet or answer document according to BIE biohazard protocols. Do not return contaminated material to Pearson.
    f. Compile a list of contaminated test booklets and answer documents and maintain it on file for the length of time specified for BIE in **Appendix C**.
5. The School Test Coordinator must notify BIE as soon as reasonably possible according to BIE policy found in **Appendix C**.

Torn or Damaged Test Materials

If any test materials are damaged (e.g., ripped pages, incorrectly applied labels), the following procedures must be followed.

1. The test booklet or answer document must be replaced. After testing but within the test window, the student's answers must be transcribed into a replacement test booklet or answer document.
    a. Answers must be transcribed following the guidelines for transcribing student responses in Section 5.2.2.
    b. The School Test Coordinator must immediately notify BIE according to BIE policy found in **Appendix C**.

2. The Test Administrator must ensure the student's name is recorded on the front of the replacement test booklet or answer document.
3. After testing is complete, the School Test Coordinator must:
    a. Apply the student ID label to the replacement test booklet (grade 3) or answer document (grade 4–high school) or fill out the data grid completely.
    b. Record the security barcode number of the replacement test booklet or answer document on the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
    c. Return the replacement test booklet or answer document to Pearson along with all other scorable materials.
    d. Pack the damaged test booklet or answer document with the nonscorable materials and return it to Pearson (refer to Section 5.2.2 for more information about marking test materials as Do Not Score).
    e. Compile a list of all damaged test booklets and answer documents and maintain it on file for the length of time specified for BIE in **Appendix C**.

4.2.4 End-of-Unit Tasks

Collect Materials

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

- All used and unused test booklets (Ensure all test booklets have a student name written on them.)
- All used and unused answer documents for grades 4–high school (Ensure all answer documents have a student name written on them.)
- Used and unused scratch paper (Unused scratch paper may be reused.)
- BIE-supplied mathematics reference sheets, rulers, and protractors
- Any accommodated responses provided in another format (If the response is being transcribed directly from a computer, then the computer must remain secure until the responses are transcribed. Then the responses must be totally removed from the computer).

Follow all chain-of-custody procedures. At the end of each day of testing, ensure all materials from the BIE assessment have been returned to the secure storage area. Take inventory of all secure materials to be sure that none are missing; if materials are missing, follow BIE's steps in **Appendix C**.

Administer Make-Up Testing

Students who are NOT tested on the regular administration date due to a temporary illness or other excused absence should be tested during the make-up testing period. For guidelines, refer to Section 2.4.2.

4.3 Procedures for Testing Irregularities (Day of Testing)

4.3.1 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 or STC must submit a Form to Report a Testing Irregularity or Security Breach within two school days unless otherwise directed by your School Test Coordinator or BIE Contact. BIE may have additional guidance on dismissing students for misconduct. Refer to **Appendix C**.

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. The school or STC should complete the Form to Report a Testing Irregularity or Security Breach in **Appendix D** and follow BIE policy for submitting the form.



If a student is dismissed, the Test Administrator must exit the student's test in TestNav.

4.3.2 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:

- For computer-based testing : 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 Technology Coordinator or by using troubleshooting guidance available at bie.mypearsonsupport.com. If troubleshooting does not resolve the issue, the Test Administrator, Technology Coordinator, or School Test Coordinator should call BIE 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 only), item number, test format (online or paper), 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 [Exception: Accommodations that require review of items].

4.3.3 Procedures for Safety Threats and Severe Weather

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

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

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

- If possible, note the time of the disruption so that the remaining time for the unit can be calculated.
- If leaving the test environment, take necessary steps to secure the test materials.
- Upon returning to the testing room, prepare students for the continuation of the unit:
  - Test Administrators must inform students how many minutes remain in the unit.
  - Test Administrators must write on the board the updated start time and stop time of the unit.
  - Students may need to be Resumed in PearsonAccess.
- Using the Form to Report a Testing Irregularity or Security Breach, document the situation.

5.0 AFTER Completion of ALL Testing

5.1 Computer-Based Testing

5.1.1 Checklist of Tasks for Test Coordinators and Technology Coordinators AFTER Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) to perform after testing is complete. Since Section 5.1 only provides a checklist of tasks, refer to Sections 5.1.2–5.1.5 for more details.

STC	TC	Task	Reference
❑		Stop all test sessions. Student tests are not submitted for scoring until the session is in Stop status.	Section 5.1.3

STC	TC	Within One Week of Final Test Unit	
❑		Destroy scratch paper written on by students and BIE-supplied mathematics reference sheets written on by students.	Section 5.1.2
❑		Destroy all printed student testing tickets.	Section 5.1.2
❑		Recycle *Test Administrator Manuals*, blank or unused scratch paper, and unused BIE-supplied mathematics reference sheets.	Section 5.1.2
❑		Complete the Post-Test Certification Form.	Section 5.1.4
❑		Keep records according to BIE's policy.	Section 5.1.5

5.1.2 Collect and Organize Materials

Secure Materials

Immediately after the final unit is administered, collect the test materials listed below from Test Administrators.

Secure test materials that must be securely destroyed:

- Student testing tickets
- Any reports or other documents that contain personally identifiable student information
- All scratch paper
- All printed mathematics sheets

Secure test materials that must be shipped back to Pearson:

- Accommodated paper test booklets, if applicable. Large print test booklets must be transcribed (Section 5.2.2) and returned (section 4.2.4) in order to be scored.
- Human Reader scripts
- Tactile graphics

Again, ensure all materials from the BIE assessment have been collected. Take inventory of all secure materials to be sure that none are missing. If any secure materials are missing, follow BIE steps in **Appendix C**. **Note:** All accommodated paper-based booklets and Human Reader scripts are secure materials that must be shipped back to Pearson. Ship these secure materials back to Pearson within the first 5 days after the school testing window closes.

Materials To Be Securely Destroyed

The School Test Coordinator must ensure that the following test materials are securely destroyed/shredded immediately after all testing is complete (either by the STC or school):

- Scratch paper written on by students during testing

- Printed mathematics reference sheets written on by students during testing
- Printed student testing tickets
- Any other school-generated reports or documents, which contain personally identifiable student information
- All accommodated responses (Do NOT destroy test booklets, answer documents, and Human Reader scripts.)

Shredding (or other method of securely destroying test materials) may be done at the school or by using an outside company. Once secured destruction of materials is complete, it must be documented on the Chain-of-Custody Form or other tracking log (refer to Section 2.1). Do NOT return these materials to Pearson.

Nonsecure Materials To Be Recycled
The School Test Coordinator must ensure the following test materials are recycled immediately after all testing is complete (either by the STC or school):

- *Test Administrator Manuals*
- Unused mathematics reference sheets

Once recycling is complete, it should be documented on the Chain-of-Custody Form or other tracking log. Recycling and documentation may be done at the school. Do NOT return these materials to Pearson.

Note: If no paper-based or accommodated materials were shipped to the school, there may not be anything that needs to be shipped to Pearson.

5.1.3 PearsonAccess Cleanup Activities for Computer-Based Testing

Mark Tests Complete
School Test Coordinators or their designee must manually mark student tests complete for students who exited the test and did not resume testing or exited a test instead of clicking **Submit**. The reason the test is being **Marked Complete** must be entered in PearsonAccess. Do not mark a student's test complete if it is in **Ready** status.

Not Tested and Voided Tests
Students with test registrations who did NOT participate in testing (e.g., absent for the entire testing window), but may need to be accounted for, should be marked as **Not Tested** in PearsonAccess. Refer to BIE's **Not Tested** Reasons.

Voiding a test means the test will not be scored or used for reporting purposes. Only students with a test attempt should be marked as **Void**.

Refer to the *Not Tested and Void Score Guidance* document posted at bie.mypearsonsupport.com for step-by-step directions on how to complete these tasks.

5.1.4 Complete the Post-Test Certification Form
The purpose of the form is for the Principal and STC to certify that the security and integrity of your school's test administration was maintained before, during, and after testing. Once materials have been securely destroyed or recycled, the Test Coordinator must complete and sign the Post-Test Certification Form. The Principal, if different from the Test Coordinator, must also sign the form. Refer to bie.mypearsonsupport.com for a copy of the form. Refer to BIE policy in **Appendix C** for guidance on the use and submission of this form.

5.1.5 Keep Records

The following records (physical or electronic) must be maintained by your school as noted by BIE's policy in **Appendix C**:

Required:

- Chain-of-custody documentation (refer to Section 2.1)
- If not already included in chain-of-custody documentation, test group/classroom roster records noting who administered each test session (both Test Administrator and Proctors), and noting the names of students assigned to that group

If Applicable:

- Copies of all signed Security Agreements (refer to **Appendix B**)
- Copies of any Forms to Report a Testing Irregularity or Security Breach
- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials
- A copy of your signed Post-Test Certification Form

5.2 Paper-Based Testing

5.2.1 Checklist of Tasks for Test Coordinators AFTER Testing

This section describes activities for the School Test Coordinator (STC) to perform after testing is complete. Since Section 5.2.1 only provides a checklist of tasks, refer to Sections 5.2.2–5.2.7 for more details.

AFTER Completion of ALL Paper-Based Testing

STC	TC	Task	Reference
❑		Collect materials and verify that all distributed test materials have been returned using the Chain-of-Custody Form.	Section 5.2.2

STC	TC	Within One Week of Final Test Unit	
❑		Organize and return scorable and nonscorable test materials.	Sections 5.2.2–5.2.4
❑		Destroy scratch paper written on by students and BIE-supplied mathematics reference sheets written on by students.	Section 5.2.3
❑		Recycle *Test Administrator Manuals* and unused BIE-supplied mathematics reference sheets.	Section 5.2.3
❑		Return secure materials and ensure that all return boxes have appropriate labels within five business days of the testing end date.	Section 5.2.4
❑		Complete the Post-Test Certification Form.	Section 5.2.6
❑		Keep records according to BIE's policy.	Section 5.2.7

5.2.2 Collect and Organize Materials

Immediately after the final unit is administered, collect the test materials listed below from Test Administrators. Take inventory of all secure test materials using the Chain-of-Custody Form and organize them in preparation for shipment. If any secure materials are contaminated or missing, follow BIE's steps in **Appendix C**.

- All used and unused test booklets
- All used and unused answer documents
    - Test booklets and answer documents are considered used in any instance where a student has tested, including incomplete or partially complete test booklets and answer documents.
- Human Reader Scripts
- Any reports or other documents that contain personally identifiable student information
- Used and unused scratch paper
- *Test Administrator Manual*
- BIE-supplied mathematics reference sheets

Note: Schools may keep rulers and protractors after testing for instructional use. These materials must NOT have any writing on them. Rulers and protractors containing student notes should be securely destroyed.

Report Contaminated and Damaged Test Materials

If a test booklet or answer document becomes contaminated or damaged, follow your school protocol for reporting this to BIE and complete the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**. Refer to Section 4.2.3 for how to handle contaminated or damaged test materials.

Report Missing Test Materials
Schools must investigate any report of missing test materials. If, after a thorough investigation, the missing materials are not found, the School Test Coordinator must follow BIE's steps in **Appendix C**. Complete the Form to Report Contaminated, Damaged, or Missing Materials.

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

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

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

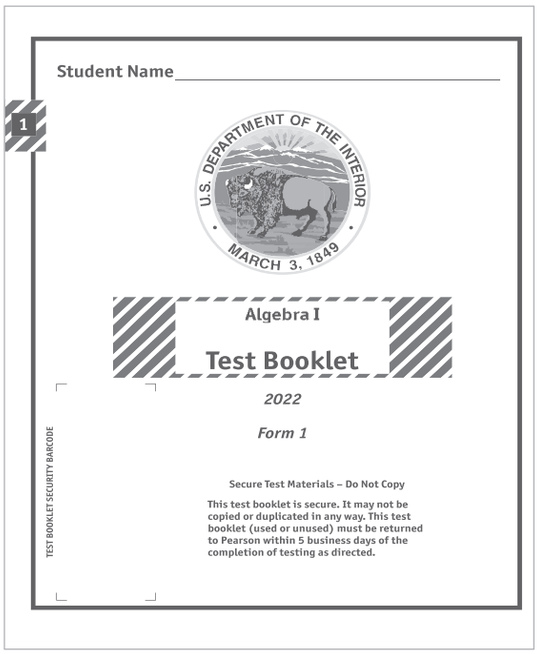
1. At least two authorized staff members must be present during any transcription of student responses. One will serve as the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized School Test Coordinator.
2. The student's responses must be transcribed verbatim into the test booklet (grade 3) or answer document (grades 4–high school). Confirm the test booklet and answer document are for the same form (e.g., main or accommodated). Refer to **Appendix C**: Protocol for the Use of the Scribe Accommodation in the *AF&A Manual* for guidance and an example.
    - Mark the original test booklet or answer document "Do Not Score" according to the directions in the following section.
    - Exception: A scribe for a student who signs his or her responses in ASL will write the student's responses in English (e.g., student signs "HOUSE WHITE LIVE THERE ME." Scribe writes "I live in the white house.").
3. Any original student responses that were printed from an assistive technology device or recorded in another accommodation document, such as blank paper, must be securely destroyed.

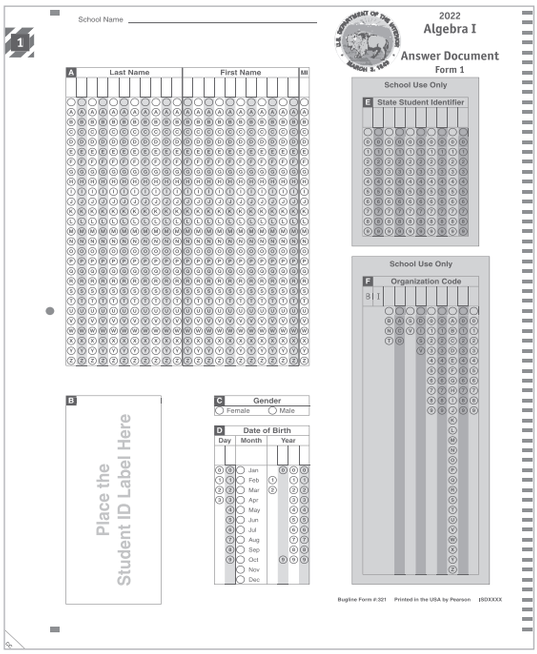
Failure to transcribe a student's test responses in these situations will result in the student NOT receiving a score.

"Do Not Score" Test Materials
If there is a test booklet (grade 3) or answer document (grades 4–high school) already assigned for a student in one of the categories below, write "DO NOT SCORE" in large letters or draw a large "X" across the front cover. Both methods are acceptable for indicating materials should not be scored.

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

Figure 5.0 Do Not Score Test Materials





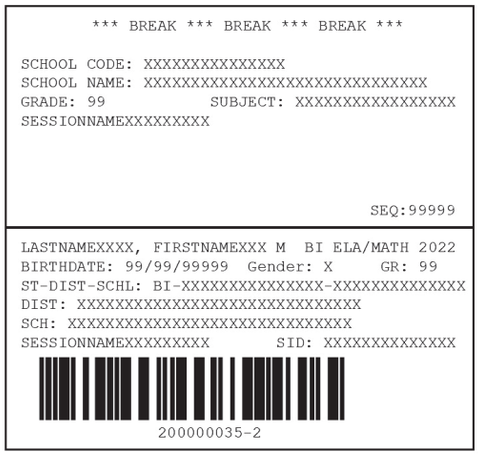
5.2.3 Organize Materials

Apply student ID labels to the front covers of the test booklet (grade 3) or answer document (grades 4–high school) in the lower left-hand corner.

- Locate the student ID labels that were shipped in the resealable package labeled "Test Coordinator Kit."
- ONLY the STC or designee may apply labels; parents/guardians and students are prohibited from doing so.
- Before applying a label on top of box C on the booklet cover, confirm that the name that has been handwritten in box A at the top of the front cover of the test booklet matches the name on the label.
- **The student ID label will override any bubbled demographic information.**
- If a student ID label includes incorrect information, apply the label to the student's test booklet (grade 3) or answer document (grades 4–high school) and update the student's information in PearsonAccess.
- Set aside student ID labels that were not used (e.g., labels for students who transferred out of the school before testing began, labels with incorrect information) to be securely destroyed/shredded.

It is recommended that schools apply the student ID labels after testing. However, schools may apply them before testing, if recommended by BIE.

Figure 5.1 Sample Student ID Label



Hand Grid Demographic Pages

If there is no student ID label available for the student, **all information** on the student demographic data grid must be marked on the test booklet (grade 3) or answer document (grades 4–high school) using a wooden No. 2 pencil. If there is a label for a student, only box A will be completed.

Table 5.0 Instructions for Hand Gridding Demographic Pages (complete all fields if there is not a label)

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

Materials To Be Securely Destroyed

The School Test Coordinator must ensure the following test materials are destroyed/shredded immediately after all testing is complete (either by the STC or school):

- Scratch paper written on by students during testing
- Mathematics reference sheets written on by students during testing
- Any reports or other documents that contain personally identifiable student information

Once shredding (or other method of securely destroying test materials) is complete, it must be documented on the Chain-of-Custody Form or other tracking log. Secured destruction of materials and documentation may be done at the school. Do NOT return these materials to Pearson.

Nonsecure Materials To Be Recycled

The School Test Coordinator must ensure the following test materials are recycled immediately after all testing is complete (either by the STC or school):

- *Test Administrator Manuals*
- Unused mathematics reference sheets

Once recycling is complete, it should be documented on the Chain-of-Custody Form or other tracking log. Recycling and documentation may be done at the school. Do NOT return these materials to Pearson.

5.2.4 Package Materials for Return Shipping

Before calling UPS, sort and package the materials according to the directions below so that you can return all materials with a single call. Refer to the Pearson Return Instruction Sheet and Shipping Carrier Return Instructions included in the Test Coordinator Kit shipped with your testing materials. Materials must be packed according to the school level. Materials must be shipped no longer than 5 days after your testing window closes. Materials returned late risk not receiving scores.

- **Scorable materials**
  - Used test booklets (grade 3)
  - Used answer documents (grades 4–high school)
  - Transcribed test booklets (grade 3)
  - Transcribed answer documents (grades 4–high school)
- **Nonscorable materials**
  - Unused test booklets (including for absent students)
  - Unused answer documents (grades 4–high school)
  - Used test booklets (grade 3) and answer documents (grades 4–high school) that have been marked "Do Not Score"
  - Used test booklets (grades 4–high school)
  - Human Reader scripts
  - Tactile graphics
  - Large print test booklets
  - Braille test booklets

Required Ancillary Materials for Return

For all materials being returned, schools will need the following:

- Scorable
  - Paper bands
  - Red scorable return labels
  - UPS return labels for scorable materials
- Nonscorable
  - Purple nonscorable return labels
  - UPS return labels for nonscorable materials

If you do not have a sufficient amount of these materials, place an additional order in PearsonAccess. Refer to Section 3.10.4 for additional information on additional orders. **If you placed additional orders for test materials, these return materials were not shipped to you automatically.**

Scorable Materials Return Paper Bands

- Place paper bands around each stack of scorable test booklets (grade 3, no more than 25 per band) or answer documents (grades 4–high school, no more than 25 per band).

- You may have more than one stack of banded documents per subject and grade/course, if necessary. For example, Algebra 1 may have students from grades 9, 10, and 11 while grade 4 mathematics will only have students in grade 4.

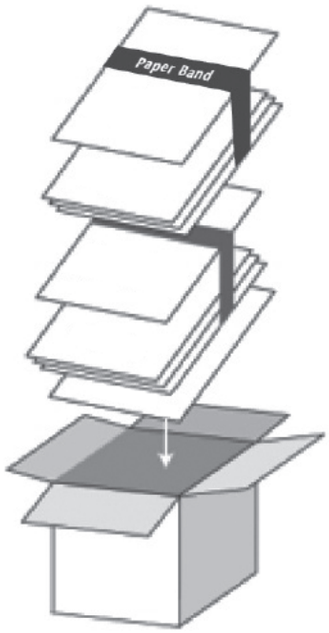
Return Scorable Materials

Use the boxes in which the test materials were delivered for return shipping. If these boxes were damaged in the original shipment, use sturdy replacement boxes.

Place all scorable materials in the shipping boxes as shown in Figure 5.4. Do NOT place more than one school's materials in a box. Within a school, materials for different grades/courses can be placed in the same box. Ensure that **NO** extraneous materials are returned (e.g., scratch paper, rulers, manuals).

Note: Schools that qualify for freight shipment will receive a freight bill (instead of UPS return materials) and freight return directions in your Test Coordinator Kit.

Figure 5.4 Packing Diagram for Scorable Test Materials



Note: Box scorable and nonscorable materials separately, as these will be shipped to different addresses.

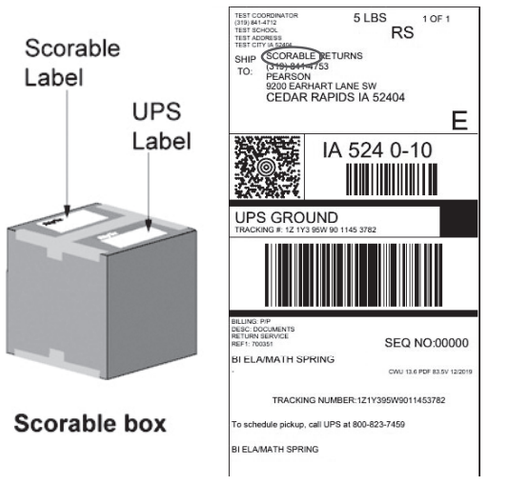
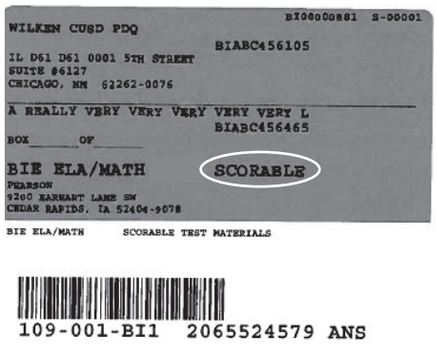
Do NOT overfill a box. If any box is not completely filled, add crumpled paper to avoid damage caused by shifting during shipment. Do NOT use packing peanuts. Seal the boxes securely with packing tape. Remove any previous labels and cover any previous markings before applying the shipping label.

Locate the resealable package labeled "Test Coordinator Kit." This package contains Pearson scorable materials return shipping labels. Refer to Figure 5.5 for sample labels.

- Place one scorable materials return shipping label on top of each box.
- Count the total number of scorable boxes.
- On the line that reads "SCH: BOX _ OF _" fill in the sequence of scorable boxes being returned for the school (e.g., indicate box 1 of 3, box 2 of 3, and box 3 of 3). Be sure to number scorable materials in a separate sequence from non-scorable.
- Do NOT write anything else on the labels.
- Do NOT include your nonscorable box count with your scorable box count.

Find a UPS scorable return label in the resealable package labeled "Test Coordinator Kit." Apply one UPS label with "SCORABLE" to the top of each box of scorable materials as shown on the left side of Figure 5.5. It is recommended that schools maintain UPS tracking numbers.

Figure 5.5 Sample Pearson Scorable Materials Return Shipping Label

UPS Return Label	Pearson Scorable Return Label Example
	

Return Nonscorable Materials

Use the boxes in which the test materials were delivered for return shipping. If these boxes were damaged in the original shipment, use sturdy replacement boxes.

Place all nonscorable materials in the shipping boxes. Do NOT place more than one school's materials in a box. Ensure that **NO** extraneous materials are returned (e.g., scratch paper, rulers, manuals).

Seal the boxes securely with packing tape and remove any previous markings or labels from the boxes before applying the shipping label.

Locate the resealable package labeled "Test Coordinator Kit." This package contains Pearson nonscorable materials return shipping labels. Refer to Figure 5.6 for sample labels.

- Place one nonscorable materials return shipping label on top of each box.
- Count the total number of nonscorable boxes.
- On the line that reads "BOX _ OF _" fill in the sequence of nonscorable boxes being returned for the school (e.g., indicate box 1 of 3, box 2 of 3, and box 3 of 3). Be sure to number nonscorable materials in a separate sequence from scorable.
- Do NOT write anything else on the labels.
- Do NOT include your scorable box count with your nonscorable box count.

Find a UPS return label in the resealable package labeled "Test Coordinator Kit." Apply one UPS label with "NONSCORABLE" to the top of each box of nonscorable materials as shown on the left side of Figure 5.6.

Figure 5.6 Sample Pearson Nonscorable Materials Return Shipping Label



Generic Return Labels

Each administration includes scorable and nonscorable generic return labels; these labels follow the same color convention as regular materials return shipping labels:

- **Red Labels**–Scorable Materials Return Shipping Label and Scorable Generic Return Label
- **Purple Labels**–Nonscorable Materials Return Shipping Label and Nonscorable Generic Return Label

Contact UPS to Schedule Pickup

Refer to the Shipping Carrier Return Instructions included in the Test Coordinator Kit for return shipping instructions. Refer to **Appendix C** for additional information on BIE's return shipping responsibilities.

Pick-ups must occur as soon as possible after testing is complete (see BIE's deadline for return in **Appendix C**). It is recommended that all materials are shipped for return within 5 days of the completion of testing.

Pick-ups must be scheduled at least 24 hours in advance. Call UPS at 800-823-7459 to schedule pickups. UPS customer service is available 24 hours a day, 7 days a week. Tell the UPS representative you are calling in a pickup request for Pearson and will be using their "Return Service." You must provide UPS with the following information:

- The physical location from where packages are to be picked up (i.e., where materials were delivered)
- The estimated number of packages to pick up
- A tracking number from any one of your UPS labels

Once the pickup is scheduled, the school will receive a confirmation number from UPS. The number can be referenced in the future if questions or changes arise. It is recommended that schools maintain UPS tracking numbers.

5.2.5 PearsonAccess Cleanup Activities for Paper-Based Testing

Not Tested and Voided Tests
Students with test registrations who did not participate in testing (e.g., absent for the entire testing window) but may need to be accounted for should be marked as **Not Tested** in PearsonAccess. Refer to your BIE State Contact for **Not Tested** Reasons.

Test booklets or answer documents that have been returned to Pearson for scanning and processing can be marked **Void** only AFTER being scanned by Pearson. Voiding a test means the test will NOT be scored or used for reporting purposes. Only students with a test attempt should be marked as Void.

Refer to the *Not Tested and Void Score Guidance* document posted at bie.mypearsonsupport.com for step-by-step directions on how to complete these tasks.

5.2.6 Complete the Post-Test Certification Form

Once materials have been shipped and materials securely destroyed or recycled, the Test Coordinator must complete and sign the Post-Test Certification Form. The Principal, if different from the Test Coordinator, must also sign the form. This form certifies that all materials have been tracked using the Chain-of-Custody Form or other tracking log and were accounted for upon packing and shipping. Refer to bie.mypearsonsupport.com for a copy of the form. Refer to BIE's policy in **Appendix C** for guidance on this form.

5.2.7 Keep Records

The following records (physical or electronic) must be maintained by your school as noted by BIE's policy in **Appendix C**:

Required:

- Chain-of-custody documentation (refer to Section 2.1)
- The security barcode for testing documents assigned to each student
- If not already included in chain-of-custody documentation, test group/classroom roster records noting who administered each test session (both Test Administrator and Proctors), names of students assigned to that group

If applicable:

- Copies of all signed Security Agreements (refer to **Appendix B**)
- Copies of any Forms to Report a Testing Irregularity or Security Breach
- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials
- A copy of your signed Post-Test Certification Form
- UPS tracking numbers

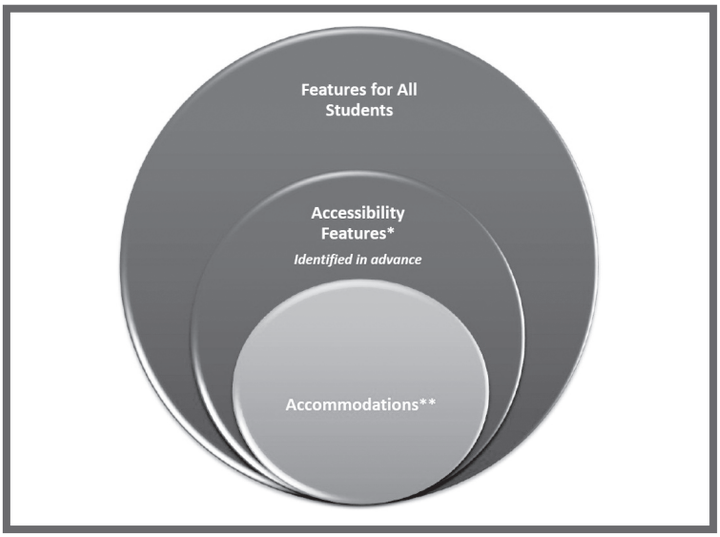
6.0 Accessibility Features and Accommodations

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 Accessibility Features and Accommodations

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

Figure 6.0 The BIE Accessibility System



** Available to all participating students*
***For students with disabilities, English learners, and English learners with disabilities*

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 BIE assessments. A small selection of **accessibility features** available to all students need to be **identified in advance**.

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

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

Administration Guidance in the *AF&A Manual*

In Sections 2, 3 and **Appendix A** 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 Example from Section 2:

	Accessibility Feature	Administration Guidelines
1r	**Text-to-Speech for the Mathematics Assessments** Accommodation Layout File	**Before Testing:** • Identification: The student's Accommodation Layout File must have text-to-speech selected to activate the feature on the platform. Once a student is placed into a test session, the student will be assigned a form with embedded text-to-speech. Proctor caching is strongly encouraged. If this content is not cached, it may present challenges for the student during testing. 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. • Differences Between Text Only and Text Plus Graphics: ◦ Text Plus Graphics—Reads all printed text and the hidden alternate text descriptions for images. ◦ Text Only—Reads printed text but does not read any alternate text descriptions for images. **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.

Accommodations Example from Section 3:

Accommodation		Administration Guidelines
3f	**Large Print Edition**[12]	**Before Testing:** • Identification: Student's Accommodation Layout File must have Large Print Edition selected. • Materials: Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, Test Administrator large print scripts, and supplementary large print mathematics materials (large print ruler & protractor), when appropriate. • Test Administrator Training: Test Administrators of students with visual impairments must review: ◦ Appendix L: BIE Assessments for Students with Visual Impairment, Including Blindness. ◦ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based BIE Assessments. **During Testing:** A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the BIE large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test Administrators should refer to the TAM Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student). **After Testing:** • Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a School Test Coordinator. • Refer to **Appendix C**: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.

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

6.2 Before Testing: Preparing for Accessible Test Administration

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

Identification of Accessibility Features and Accommodations in the Student Registration/Accommodation Layout File

The Student's Accommodation should be based on observations and stated preferences by the student or parent/guardian related to a student's testing needs that have been found to increase access during instruction and assessment. Observations based on a student's interaction with the online testing platform can be made through the practice tests. A student's testing needs should be reviewed at least annually, and revised as appropriate, to reflect current education-related needs or preferences.

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

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

Paper-Based Testing

- Large Print Test Kit
- Read Aloud Test Kit

Computer-Based Testing

- Assistive Technology - Screen Reader
- Assistive Technology - Non-Screen Reader
- American Sign Language (ASL)
- Closed Captioning (CC) - ELA/L only
- Text-to-Speech (TTS)
- Human Reader

Once the Student's Register and Accommodation File has been uploaded Test Coordinators and Test Administrators can review students' assigned accessibility features and accommodations. It is extremely important to ensure that the accommodations are correct prior to starting a test for a student. If a Test Administrator discovers that a student has an incorrect accessibility feature or accommodation during testing, the Test Administrator and/or School Test coordinator will need to correct the form assignment. Refer to the Pearson Access support page: https://support.assessment.pearson.com/pearsonaccess.

Training for Test Administrator Delivered Accessibility Features and Accommodations

Students who use embedded accessibility features and accommodations will test independently, and therefore there is no during testing role for the Test Administrator. However, there are some accessibility features and accommodations that the Test Administrator provides external to the testing platform for computer-based testing. For these features and accommodations, the *AF&A Manual* indicates where the Test Administrator must review any training documents before testing.

Accommodation	*AF&A Manual* References
Human Reader	**Appendix B**: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments **Appendix H**: BIE Audio Guidelines for ELA/Literacy, used to ensure consistency in how items are read **Appendix I**: BIE Audio Guidelines for Mathematics, used to ensure consistency in how items are read **Human reader scripts**: Secure materials (shipped with test materials) used to ensure mathematics assessments are read consistently
Human Scribe	**Appendix C**: Protocol for the Use of the Scribe Accommodation, used to ensure consistency of scribing and transcription
Human Signer	**Appendix K**: Human Signer Guidelines
Extended Time	**Appendix D**: Guidance for Selecting and Administering the Extended Time Accommodation
Large Print and Braille	**Appendix L**: BIE Assessments and Students with Visual Impairment including Blindness
Assistive Technology (Screen Reader and Non-Screen Reader)	**BIE Assistive Technology Guidance** available at bie.mypearsonsupport.com/technology-setup/

Accommodated Materials

See a list of accommodated materials below:

What is included in a Large Print Test Kit?

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

What is included in a Human Reader Test Kit?

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

What is included in a Braille Test Kit?

- Braille Test Administrator script
- Braille notes/special instructions
- Braille test booklet
- Standard test booklet
- Standard answer document (except grade 3 which will have a consumable test booklet)
- Braille mathematics reference sheet (grades 5–high school, mathematics only)
- Braille ruler (mathematics only)

- Braille protractor (mathematics only)
- Additional Braille paper
- Duplicate pages (when appropriate)

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

Grade 3 Mathematics Tactile Graphic kit includes:	• Grade 3 mathematics Tactile Graphic booklet • Braille notes/special instructions (1 copy) • Grade 3 Braille ruler (in a zip top baggie) • Braille paper (6 blank sheets) • Duplicate pages (when appropriate)
Grade 4 Mathematics Tactile Graphic kit includes:	• Braille protractor • Grade 4 mathematics Tactile Graphics booklet • Braille notes/special instructions (1 copy) • Braille ruler (in a zip top baggie) • Braille paper (6 blank sheets) • Duplicate pages (when appropriate)
Grade 5-8 Mathematics Tactile Graphic kit includes:	• Braille protractor • Braille mathematics reference sheet • Mathematics Tactile Graphics booklet • Braille notes/special instructions (1 copy) • Braille ruler (in a zip top baggie) • Braille paper (6 blank sheets) • Duplicate pages (when appropriate)
High School Mathematics (all courses) Tactile Graphic kit includes:	• Braille mathematics reference sheet • Tactile Graphics booklet • Braille notes/special instructions (1 copy) • Braille paper (6 blank sheets) • Duplicate pages (when appropriate)

Unique Accommodations Guidance

Students may require additional accommodations that are not available in the *AF&A Manual*. BIE will review requests for unique accommodations on an individual basis. Approval will be given ONLY if the requested accommodation will result in a valid score for the student (i.e., does NOT change the construct being measured by the test and does NOT violate test security requirements).

Refer to BIE's policy in **Appendix C** for guidance on how to submit a request for unique accommodations.

Preparing the Test Environment for Accessibility Features and Accommodations

Based on the needs identified in their Accommodation File, some students may require externally provided accessibility features and/or accommodations during testing. The Test Administrator must review each student's accommodation to ensure the classroom is prepared with any materials the students need. Examples include: noise buffers and word prediction external device.

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

6.3 During Testing: Test Administration of Accessibility Features and Accommodations

Tables 1, 3, 4, 5, and 7, and **Appendix A** in the *AF&A Manual* outline post-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
- Human Reader for the Mathematics Assessment *(identified in advance in PearsonAccess)*
- Human Signer for the Mathematics Assessment *(identified in advance in PearsonAccess)*

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

- Human Reader for ELA/Literacy*
- Human Signer for ELA/Literacy*
- Human Signer for Test Directions
- Human Scribe for Dictated Responses*
- Human Scribe for Signed Responses*
- Extended Time
- Monitor Test Response

*Refer to BIE's policy.

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
For special circumstances regarding the administration of accommodations, refer to the appendices of the *AF&A Manual*:

- **Appendix F**: Emergency Accommodation Form
- **Appendix G**: Student Accommodation Refusal Form

Emergency Accommodation
Prior to or during testing, if the School Test Coordinator determines that a student requires an emergency accommodation, the Emergency Accommodation Form must be completed. 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 BIE assessment window (e.g., a student breaks his or her arm and needs a scribe). An emergency accommodation should be given ONLY if the accommodation will result in a valid score for the student (i.e., does NOT change the construct being measured by the test and does NOT violate test security requirements).

This form must be completed and maintained in the student's assessment file. The parent/guardian must be notified that an emergency accommodation was provided. For additional information on where to submit your Emergency Accommodation Request Forms, refer to **Appendix F**.

Refusal of Accommodations
If a student refuses the accommodation(s) listed in his or her IEP, 504 plan, or, if required by BIE, 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. The Student Accommodation Refusal Form must be completed and placed in the student's file. Also,

on the day of the student's refusal of an accommodation, a copy of the completed form must be sent home to the parent/guardian. The School Test Coordinator should work with Test Administrators to determine who else should be informed of the student's refusal of the accommodation(s). In addition, the team involved in the student's IEP, 504 plan, or, if required by BIE, EL plan, may want to consider discussing this issue at the student's next meeting.

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

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

The Test Coordinator and Test Administrators will have no after testing activities for embedded accessibility features and accommodations, except in cases where student responses must be scribed/transcribed or in cases where the student produces secure testing material.

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

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

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

- Speech-to-Text Device
- Human Scribe



Appendices

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 BIE 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 BIE accommodations is available at bie.mypearsonsupport.com.
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. See the *AF&A Manual* 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.
PearsonAccess	The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the BIE assessments. PearsonAccess requires username and password setup. More information about setup and operation for the BIE assessments is available in the *PearsonAccess Online User Guide*.
Seal Code	A seal code is a unique four-digit number used to allow students to access a section of the online assessment.
School Test Coordinator	School Test Coordinator is the individual at the school level responsible for the overall coordination of test administration.
Section	A portion of a mathematics unit – non-calculator section and calculator section.

Term	Definition
Secure	A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to test booklets and answer documents. For both the paper-based and computer-based administrations, secure materials also refer to mathematics reference sheets written on by students and scratch paper written on by students.
Session	In PearsonAccess, a session is the group of students registered to test a content area together (same time and location).
Student Registration and Student Accommodation	The Student Registration File and Student Accommodation have been combined into one file layout: Student Registration/Student Accommodation. 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 BIE assessment.
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 BIE assessment is available at bie.testnav.com.
Unit	Each content area of the BIE assessments is comprised of units. Each unit has a set administration time within a session and is typically administered all at once. The tables in Section 2.4 of this manual provide unit details. In mathematics, certain units may be comprised of more than one section.
Unit Testing Time	Unit testing time is the amount of time any student who needs it must be provided to complete the unit. As such, it is the amount of testing time schools must schedule for each unit. A new unit cannot be started until all students in the unit are finished or until unit testing time has expired.



Appendices

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, including Technology Coordinators, or those authorized to observe administration, must sign this security agreement and agree to the statements below. Failure to abide by the terms of the agreement may result in sanctions 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.
- I will follow all security policies and test administration protocols described in the *Test Coordinator Manual* (*TCM*).

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

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

For Test Administrators and Proctors

- I will complete training necessary to understand 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

BIE Policy Addendum

Bureau of Indian Education

BIE State Contact For questions about BIE policies, contact BIE.	
Telephone	**Email**
505-274-3746	aurelia.shorty@bie.edu

Section	Issue	BIE Policy
1.2 **3.3.1**	**Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors**	School Test Coordinators (STCs) and Test Administrators (TAs) must hold professional educator licenses. Proctors usually have paraprofessional licenses. Proctors are also to be employed by the school. STCs, TAs, and Proctors are selected by their respective schools. STCs receive test security and administration training and use the BIE's training materials to provide training annually to TAs, Proctors, and others involved in testing. TAs administer the test and report directly to the STC. Proctors may assist TAs but do not administer the test. In any instance in which the student: TA ratio exceeds 25:1, a Proctor must be present.
2.1.3 **3.3.2** **4.2.4**	**Steps for Submitting Security Forms**	STCs are to use testing forms as provided by BIE. STCs are also to submit copies of all completed forms to BIE and keep the originals. For the BIE assessment, the forms should be submitted only to the BIE.
2.3	**Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected**	Students may read quietly upon completion of the test. The book must be unrelated to the testing content and must be a paper book (not an e-reader).
2.4	**Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected**	After students complete a unit, they should close the Test Booklet (PBT) or close the test unit (CBT). Then they may sit quietly and read a paper book. STCs may establish a dismissal policy in which students who complete testing before the end of the scheduled unit time may submit test materials and be dismissed from the testing environment.
2.4.3 **3.6**	**Extended Time and/or Frequent Breaks Policies**	For students with disabilities or English learners who may require frequent breaks or additional time, BIE recommends that schools use the extended time accommodation. These students' IEP or LEP plan should prescribe the length of extended time to be provided (e.g., time and a half or twice the regular time).
3.2.1	**Requirements for Completing Student Registration/Student Accommodation Import**	The BIE will import the initial Student file into PearsonAccess using NASIS data. STCs will need to edit this data and/or add additional students up until the time of online testing. Schools should update students by editing the prepopulated student information in PearsonAccess. If many students require editing, STCs may coordinate with the BIE to use Student Accommodation files to make the changes.

Section	Issue	BIE Policy
2.4.2 **3.6**	**Additional Requirements for Make-Up Testing**	Students who are absent for one or more units may complete those units during make-up testing if the test window is still open. When they return to school, these students should rejoin their peers and complete the scheduled units. After scheduled testing is complete, or if there is a convenient time while testing is underway, these students may make up the units they missed due to absence. Note that students typically do not follow the test order when taking make-up units. Occasionally, students may need to complete testing early. To the greatest possible extent, these students should not interact with their peers until all students have completed testing. All make-up and early testing must occur within the designated test windows.
3.9.1 **3.10.1**	**Additional Requirements for Paper-Based Test Materials**	Schools are expected to follow the chain of custody process using the forms included or by creating their own. For CBT, they track students for testing. Chain of custody forms must document each handoff of secure test materials and account for students testing in alternate locations, extended time, make-ups, early testers, and any other unique administrations. The BIE chain of custody form may be used for this purpose or STCs may develop their own.
3.10.2 **5.2.4**	**Shipping Procedures for Materials**	All testing materials must be returned by the STC to Pearson directly. BIE suggests that schools inventory their received testing materials and barcodes when the materials arrive and account for them when they are returned. Please be certain of whether materials are scorable or non-scorable before returning them. Schools should also track materials that cannot be returned to Pearson, including the reasons for why this determination was made.
3.10.2 **3.10.4**	**Approving Additional Orders**	Additional orders must be approved after initial submission in PearsonAccess. BIE has the Approve Additional Orders role. BIE will not approve additional orders unless absolutely necessary. All STCs should review their testing needs well in advance of testing. The BIE contract with Pearson does not include expedited shipping. Requests for expedited shipping will not be honored.
3.10.3 **4.2.3** **4.2.4** **5.1.2** **5.2.2**	**Steps for Missing, Damaged and/or Contaminated Materials**	For damaged and contaminated materials, follow BIE procedures. For missing materials, the STC should follow the same investigation protocol as with any testing irregularity. In all instances of missing, damaged, or contaminated materials, the STC must complete the BIE Form for Reporting Missing/Damaged/Contaminated Materials, which is located in Appendix E.
4.3.1	**Procedures for Dismissing Students for Misconduct**	Individual students should only be dismissed from the testing environment in cases of acute illness or disruptive behavior. In these cases, remove the student from the testing environment following school procedures, and schedule the student for make-up testing.

Section	Issue	BIE Policy
3.4 **5.1.5** **5.2.7**	**Requirements for Archiving Security Forms**	All test-related forms including confidentiality agreements, materials chain of custody forms, training materials, student accommodations and accessibility features records, testing irregularities, Post-Test Certification Form etc. must be maintained on site for three (3) years. When conducting audits, the BIE reserves the right to request materials within this time period.
6.1 **6.2** **6.3** **6.4**	**Procedures for Accessibility and Accommodations**	Schools must maintain records of all students receiving accommodations and accessibility features. When conducting on-site or virtual audits, the BIE may request copies of student records indicating the validity of administered accommodations including IEPs, 504 Plans, records of non-SWDs receiving accessibility features, records indicating LEP status, and proof that students used accommodations and accessibility features in instruction prior to the assessment. Please ensure this information is accurately captured in NASIS. Records of accommodations and accessibility features must be accurately reflected for each student's Profile in PearsonAccess.
6.3	**Steps for Unique and Emergency Accommodations**	Unique accommodations—those not listed in the *BIE Accommodations and Accessibility Features Manual*—may be requested in coordination with BIE. If a student requires last-minute accommodations due to unforeseen circumstances, schools must maintain records of an emergency 504 plan in which the decision was made to provide a student with an appropriate accommodation. These records must be made available to the BIE upon request, and preferably maintained in NASIS.
5.2.2	**Transcription Policy for Computer-Based Testing**	If a student who is taking a computer-based testing has an accommodation that required transcription, the test will need to be "un-submitted" after the student completes testing. If you need to have a student's test un-submitted for transcription purposes, contact BIE who will un-submit the student's test.

Appendix D

Form to Report a Testing Irregularity or Security Breach

BIE Assessment

Form to Report a Testing Irregularity or Security Breach

Instructions for the School Test Coordinator:

1. Call BIE to report a testing irregularity or security breach **IMMEDIATELY** upon discovering it.
2. Complete this form, if instructed to do so by your BIE Contact.
3. Submit this form **within two school days**.
4. Maintain a copy of the submitted form for your school files at least three years, unless otherwise directed by BIE policy.

Note: If the incident affects more than a single student, attach a sheet with a list of all student names and SSID numbers. Separate forms do NOT need to be completed for each student.

LEA/District Name:	
LEA/District Organization Code:	
School Name:	
Contact Name:	Role: ❒ STC
Contact Phone and Extension:	

Test Administration Information: ❒ Spring Date of Incident: _____	
Mode: ❒ Computer ❒ Paper Content Area: ❒ Math ❒ ELA/L Unit: ❒ 1 ❒ 2 ❒ 3 ❒ 4 Student Grade: ❒ 3 ❒ 4 ❒ 5 ❒ 6 ❒ 7 ❒ 8 ❒ 9 ❒ 10 ❒ 11	
Test Administrator's Name:	
Student Name:	Date of Birth: _____
State Student ID Number:	Local Student ID:
Detailed Description of Incident: Investigation Steps Taken: Actions Taken by Staff to Resolve:	
Was the incident resolved in a manner that allowed the student to continue testing? ❒ Yes ❒ No	
If incident was related to a particular item, please provide item number (note that only students can read test content):	

Appendix E

Form to Report Contaminated, Damaged, or Missing Materials

BIE Assessment

Form to Report Contaminated, Damaged, or Missing Materials

Instructions:

1. Follow the instructions in the *Test Coordinator Manual* if test materials become contaminated (Section 4.2.3), damaged (Section 3.10.3, 4.2.3), or missing (Section 3.10.2).
2. Email the completed form to Aurelia.Shorty@bie.edu.
3. Submit the form to Pearson and according to BIE's policy in **Appendix C** to your BIE Contact. The school must keep a copy of the completed form for at least three years, unless otherwise directed by BIE policy.

State _____ ❒ Spring

Contact Name _____ **Contact Phone and Ext** _____

Contact Person's Role _____

Contact Email _____

School Name _____ **School Organization Code** _____

LEA/District Name _____

LEA/District Organization Code _____

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

Appendix F

Guidance on Testing Multiple Grades/Courses Concurrently in the Same Testing Environment

The purpose of this appendix is to provide additional guidance for schools that wish to schedule multiple testing grades/courses of students in the same testing environment[1] at the same time.

Schools may schedule different grades/courses of students in the same environment at the same time, provided that the unit testing time, content area, and administration script are the same. For example, for the English Language Arts/Literacy Unit 1, students in grades 9, 10 and 11 may be combined into the same testing environment because all grades have the same unit testing time and use the same administration script. Grade 3 paper-based testing (PBT) must be separate from grades 4 and 5 because the administration directions differ due to different testing materials (i.e., grade 3 has test booklets, but grades 4 and 5 have test booklets and answer documents). However, grade 3 computer-based testing (CBT) can be in the same environment as grades 4 and 5, since the directions and materials are the same. Guidance on which grades can be combined into the same testing environment is provided on pages 2 through 3.

A **separate** testing environment is needed for:

- Paper-based and computer-based (Administration scripts are different.)
- English language arts/literacy and mathematics (Testing times and administration scripts are different.)
- Student directions read aloud in a language other than English (As a reminder, there are translated administration scripts for Navajo posted on bie.mypearsonsupport.com/.)

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

English Language Arts/Literacy—Computer-Based Testing

ELA/L Unit	Grades that May Be Grouped Together	Unit Testing Time (minutes)
Unit 1	Grade 3	75
	Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	90
	Grade 11	90
Unit 2	Grade 3	75
	Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	90
	Grade 11	90
Unit 3	Grade 3	35
	Grade 4, Grade 5	40
	Grade 6, Grade 7, Grade 8	40
	Grade 11	40

[1] Testing environment is defined as a room or location where secure BIE testing occurs (e.g., a classroom, library, media center, computer lab).

English Language Arts/Literacy—Paper-Based Testing

ELA/L Unit	Grades that May Be Grouped Together	Unit Testing Time (minutes)
Unit 1	Grade 3	75
	Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	90
	Grade 11	90
Unit 2	Grade 3	75
	Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	90
	Grade 11	90

Mathematics—Computer-Based Testing

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

Mathematics – Paper-Based Testing

Unit	Grades/Courses that May Be Grouped Together	Unit Testing Time (minutes)
Unit 1	Grade 3 (Grade 3 PBT Mathematics cannot be administered in the same environment as grades 4 and 5 due to the difference in test materials causing differences in directions.)	60
	Grade 4, Grade 5	60
	Grade 8	60
	Grade 6, Grade 7 *(non-calculator/calculator unit)*	60
	Algebra I, Geometry, Algebra II *(non-calculator/calculator unit)*	90
	Integrated I, II, III *(non-calculator/calculator unit)*	60
Unit 2	Grade 3 (Grade 3 PBT Mathematics cannot be administered in the same environment as grades 4 and 5 due to the difference in test materials causing differences in directions.)	60
	Grade 4, Grade 5	60
	Grade 6, Grade 7, Grade 8	60
	Algebra I, Geometry, Algebra II	90
	Integrated I, II, III	60
Unit 3	Grade 3 (Grade 3 PBT Mathematics cannot be administered in the same environment as grades 4 and 5 due to the difference in test materials causing differences in directions.)	60
	Grade 4, Grade 5	60
	Grade 6, Grade 7, Grade 8	60
	Integrated I, II, III	90

Computer-Based Testing: Are You Ready?

- ☐ Manage test sessions and review each student's status in PearsonAccess.
- ☐ Check for an accommodation indicator next to the State Student ID (SSID) to confirm accommodations (e.g., 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:

Indicator	Accommodation
ASL	American Sign Language
SR	Assistive Technology—Screen Reader
Non-SR	Assistive Technology—Non-Screen Reader
CC	Closed Captioning
TTS	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.

Paper-Based Testing: Are You Ready?

- ☐ Receive test materials from School Test Coordinator and track receipt using the Chain-of-Custody.
- ☐ Distribute test materials to students and administer the BIE assessment according to the directions in this manual and using the appropriate administration script.
- ☐ Monitor testing time.
- ☐ Supervise test administration and provide breaks (if applicable).
- ☐ Return all testing materials to the School Test Coordinator.
- ☐ Complete any documentation necessary for reporting any testing irregularity or security breach.

Paper-Based Testing: After You're Done

Transcribe accommodated responses

(Braille, Large Print, and other Response Accommodations)

Return Materials to the School Test Coordinator

- ☐ Test Administrator Manual
- ☐ BIE-supplied mathematics reference sheets
- ☐ Mathematics tools, if applicable (e.g., calculator, rulers, protractors)
- ☐ Used and unused scratch paper

Secure materials which must be returned to Pearson (scorable or nonscorable)

- ☐ Test booklets (all grades)
- ☐ Answer documents (Grades 4-11)
- ☐ Human Reader scripts
- ☐ Braille Test Booklets
- ☐ Large Print Test Booklets
- ☐ Tactile Graphics

BI00001223

1145250 1 2 3 4 5 A B C D E Printed in the USA ISD37205