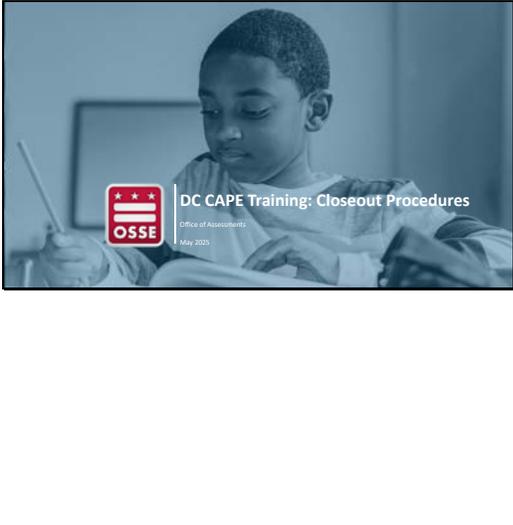
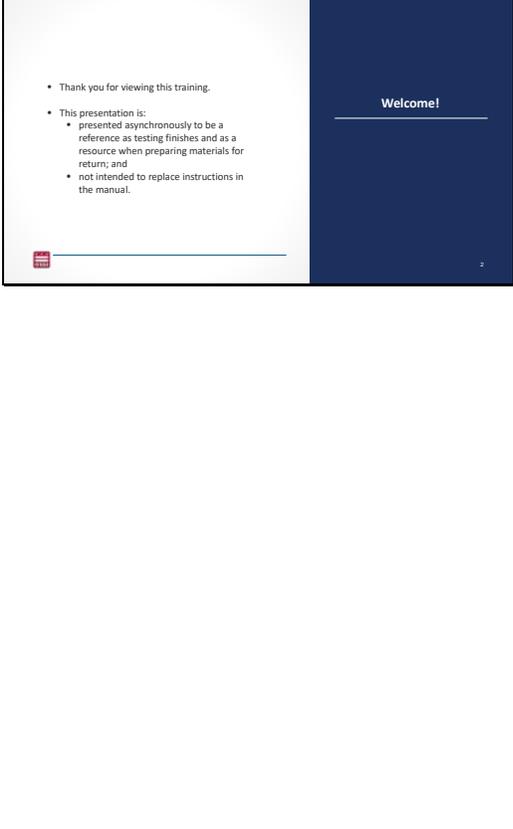
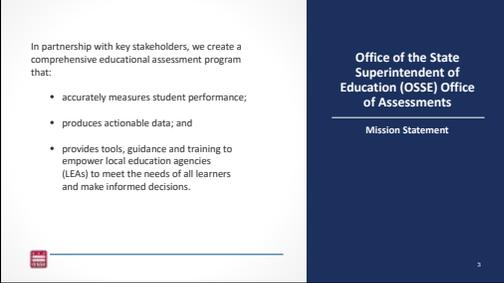


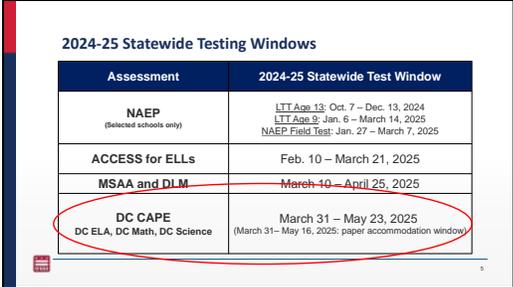
## 2024-25 DC CAPE Closeout Procedures Training Transcript

<p>Slide 1</p>		
<p>Slide 2</p>		<p>Welcome to the 2025 DC CAPE Closeout Procedures Training. Unlike previous 2025 DC CAPE trainings, this training is asynchronous. It is intended to remind, refresh, and support LEA Assessment Managers, Nonpublic Assessment Coordinators, and LEA DC CAPE Assessments Coordinators as 2025 DC CAPE Testing concludes. This training is an overview, so be sure to reference manuals and other guidance. These resources can be found on the Pearson Portal at <a href="https://dc.mypearsonsupport.com">dc.mypearsonsupport.com</a>. For additional guidance from the Office of Assessment staff, please email <a href="mailto:OSSE.Assessment@dc.gov">OSSE.Assessment@dc.gov</a>. This contact information as well as individuals' contact details will be provided at the conclusion of this training.</p>

## 2024-25 DC CAPE Closeout Procedures Training Transcript

<p>Slide 3</p>		<p>The Office of Assessments stands on its mission. We believe that a comprehensive assessment program, including summative assessments like DC CAPE: accurately measures student performance; produces actionable data; and provides tools, guidance and training to empower local education agencies (LEAs) to meet the needs of all learners and make informed decisions.</p> <p>LEAs help us achieve our mission by fastidiously administering the assessments that generate the data to make informed decisions.</p>
<p>Slide 4</p>		<p>As mentioned on the previous slide, DC CAPE is one assessment in a suite of summative statewide assessments that also includes:</p> <ul style="list-style-type: none"> <li>● The National Assessment for Educational Progress or NAEP, a definitive assessment administered to students in grades 4 and 8 throughout the country;</li> <li>● WIDA ACCESS, an English Language Proficiency exam that charts the path of multilingual learners' English language growth; and</li> <li>● The Multistate Alternate Assessment (MSAA) and Dynamic Learning Maps (DLM), the alternate summative exams for students with the most significant cognitive disabilities.</li> </ul> <p>DC CAPE measures students' progress toward academic standards in ELA, math, and science. All students in grades 3 through high school take DC CAPE ELA</p>

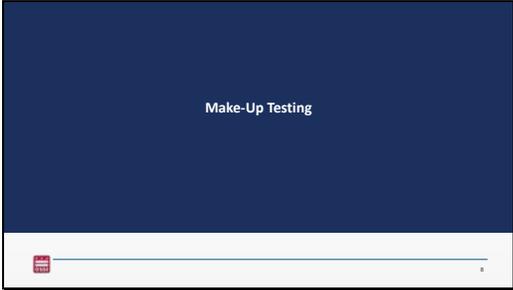
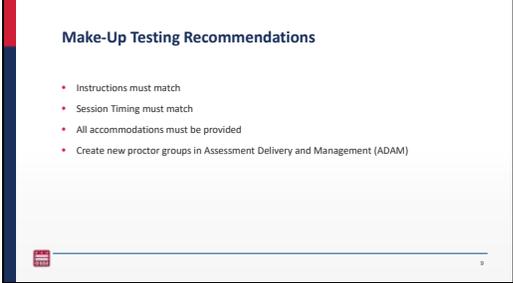
## 2024-25 DC CAPE Closeout Procedures Training Transcript

		<p>and DC CAPE Math. Students in grades 5, 8, and those enrolled in high school biology take DC CAPE Science.</p>										
<p>Slide 5</p>	 <table border="1"> <caption>2024-25 Statewide Testing Windows</caption> <thead> <tr> <th>Assessment</th> <th>2024-25 Statewide Test Window</th> </tr> </thead> <tbody> <tr> <td>NAEP <small>(Selected schools only)</small></td> <td>LTT Age 13: Oct. 7 – Dec. 13, 2024 LTT Age 9: Jan. 6 – March 14, 2025 NAEP Field Test: Jan. 27 – March 7, 2025</td> </tr> <tr> <td>ACCESS for ELLs</td> <td>Feb. 10 – March 21, 2025</td> </tr> <tr> <td>MSAA and DLM</td> <td><del>March 10 – April 25, 2025</del></td> </tr> <tr> <td>DC CAPE DC ELA, DC Math, DC Science</td> <td>March 31 – May 23, 2025 <small>(March 31 – May 16, 2025: paper accommodation window)</small></td> </tr> </tbody> </table>	Assessment	2024-25 Statewide Test Window	NAEP <small>(Selected schools only)</small>	LTT Age 13: Oct. 7 – Dec. 13, 2024 LTT Age 9: Jan. 6 – March 14, 2025 NAEP Field Test: Jan. 27 – March 7, 2025	ACCESS for ELLs	Feb. 10 – March 21, 2025	MSAA and DLM	<del>March 10 – April 25, 2025</del>	DC CAPE DC ELA, DC Math, DC Science	March 31 – May 23, 2025 <small>(March 31 – May 16, 2025: paper accommodation window)</small>	<p>We are here! DC LEAs and schools are in the final throes of DC CAPE testing and this closeout procedures training will help assure that you continue to apply standard protocols and security all the way through the end of testing.</p>
Assessment	2024-25 Statewide Test Window											
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## 2024-25 DC CAPE Closeout Procedures Training Transcript

<p>Slide 6</p>	<p><b>DC CAPE Timeline of Activities</b></p> <table border="1"> <thead> <tr> <th>Dates</th> <th>Activities</th> </tr> </thead> <tbody> <tr> <td>Jan. 7</td> <td>State opens Assessment Delivery and Management platform (ADAM) to LEAs</td> </tr> <tr> <td>Jan. 7 – March 4</td> <td>LEAs and Nonpublics load accommodations file into ADAM; Assignment tags added for high school assessment/advanced math in middle school</td> </tr> <tr> <td>March 4 – May 9</td> <td><b>NEW!</b> Materials Order Window - Test Materials (e.g., test booklets, answer documents)</td> </tr> <tr> <td>March 4 – May 16</td> <td>Materials Order Window - Human Reader Scripts</td> </tr> <tr> <td>March 4 – May 30</td> <td>Materials Order Window - Ancillary Return Materials only (e.g., return labels, boxes)</td> </tr> <tr> <td>March 31 – May 23</td> <td>DC CAPE online administration window <i>Paper administration window: March 31 – May 16</i></td> </tr> <tr> <td>May 23</td> <td>Deadline to return DC CAPE Scorable Materials</td> </tr> <tr> <td>May 30</td> <td>Deadline to return DC CAPE Non-scorable Materials <i>Complete the <a href="#">Form to Return Secure Materials</a> before returning materials to Pearson</i></td> </tr> </tbody> </table>	Dates	Activities	Jan. 7	State opens Assessment Delivery and Management platform (ADAM) to LEAs	Jan. 7 – March 4	LEAs and Nonpublics load accommodations file into ADAM; Assignment tags added for high school assessment/advanced math in middle school	March 4 – May 9	<b>NEW!</b> Materials Order Window - Test Materials (e.g., test booklets, answer documents)	March 4 – May 16	Materials Order Window - Human Reader Scripts	March 4 – May 30	Materials Order Window - Ancillary Return Materials only (e.g., return labels, boxes)	March 31 – May 23	DC CAPE online administration window <i>Paper administration window: March 31 – May 16</i>	May 23	Deadline to return DC CAPE Scorable Materials	May 30	Deadline to return DC CAPE Non-scorable Materials <i>Complete the <a href="#">Form to Return Secure Materials</a> before returning materials to Pearson</i>	<p>The DC CAPE timeline of activities is shown here. All scorable and secure materials must be returned to Pearson <b>no later than five days</b> after testing concludes. Remember to also complete the Form to Return Secure Materials available in the Test Coordinator Manual and linked in this slide. This form captures important materials information such as return shipping tracking and bar code inventory. Note that the paper-based testing window closes earlier than the computer-based testing window. Scorable paper-based testing materials like large-print need to be returned earlier than nonscorable materials to ensure enough time for scoring.</p> <p>How to return materials will be covered later in this training as well.</p>
Dates	Activities																			
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<p>Slide 7</p>	<p><b>Agenda</b></p> <ul style="list-style-type: none"> <li>• Makeup Testing</li> <li>• Accountability Codes</li> <li>• Materials Handling</li> <li>• Test Security</li> </ul>	<p>This training will cover the major responsibilities to closeout testing. The essential closeout responsibilities fall into four major categories: makeup testing, accountability codes, materials handling, and test security. This presentation will review the available reports in ADAM to assist with makeup testing and how to document scheduling changes in the Office of Assessments Portal. It will also review how to apply accountability codes in ADAM when students have completed testing. Lastly, we will review how to handle materials and what documents need to be completed, returned to Pearson, or submitted to OSSE.</p>																		

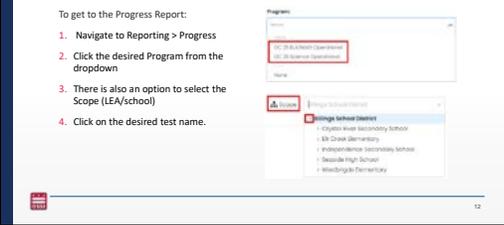
## 2024-25 DC CAPE Closeout Procedures Training Transcript

Slide 8	 <p>The slide has a dark blue background with the text 'Make-Up Testing' centered in white. At the bottom, there is a small red logo and a thin white line.</p>	<p>The Office of Assessments sets test administration windows to ensure LEAs have flexibility to set their own windows that align with local schedules and provide ample time for make-up testing. Make-up testing is critical for any assessment administration. It is a vital opportunity to test students who may have been absent during the initial window or for scheduling flexibility to accommodate for other disruptions to testing.</p>
Slide 9	 <p>The slide has a white background with a red and blue vertical bar on the left. The title 'Make-Up Testing Recommendations' is in blue. Below it is a bulleted list of four items. At the bottom, there is a small red logo and a thin white line.</p> <ul style="list-style-type: none"> <li>• Instructions must match</li> <li>• Session Timing must match</li> <li>• All accommodations must be provided</li> <li>• Create new proctor groups in Assessment Delivery and Management (ADAM)</li> </ul>	<p>Unlike regular scheduled testing, make-up testing allows for mixed group testing. Make-up testing groups may contain students in different grade levels and different subjects. If mixed make-up groups are created, they must have similar instructions, the same administration time, must use the same resources like calculators, allow for accommodations, and new proctor groups in ADAM.</p>

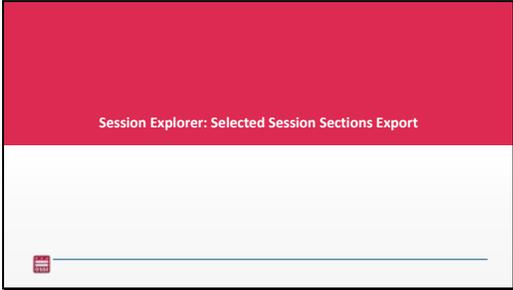
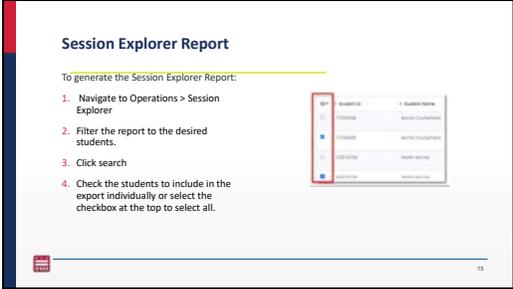
## 2024-25 DC CAPE Closeout Procedures Training Transcript

<p>Slide 10</p>		<p>In addition to LEA- or school-specific tracking records, ADAM offers reports that may assist with identifying students in need of makeup testing. The first is the Progress Report and the second is the Session Explorer report.</p>
<p>Slide 11</p>		<p>The Progress Report shows students' progress through a particular test, such as 8<sup>th</sup> grade ELA or Biology. This report can help track completion and, by proxy, make-ups for a particular subject. For example, if all of your 8<sup>th</sup> grade students take ELA at the same time, this report will help identify students whose tests are incomplete. Then, makeups can be scheduled by subject area.</p>

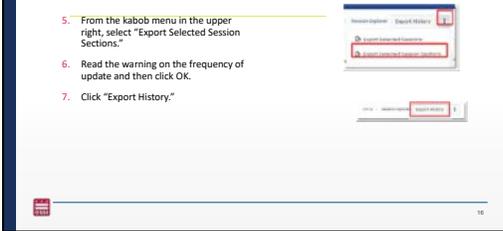
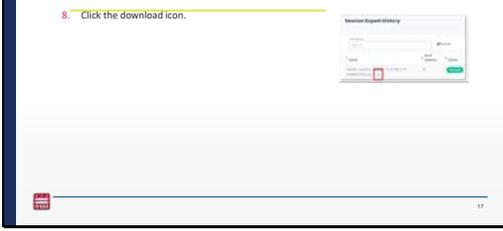
## 2024-25 DC CAPE Closeout Procedures Training Transcript

<p>Slide 12</p>	<p><b>Progress Report</b></p> <p>To get to the Progress Report:</p> <ol style="list-style-type: none"> <li>1. Navigate to Reporting &gt; Progress</li> <li>2. Click the desired Program from the dropdown</li> <li>3. There is also an option to select the Scope (LEA/School)</li> <li>4. Click on the desired test name.</li> </ol> 	<p>All LTCs and STCs have access to this report. After logging into ADAM, first find “Reporting” on the navigation panel on the left side of the screen. Then click on “Progress” in the drop-down menu. Then, select which program you want to generate the Progress Report for. If this is for an LEA with multiple schools, a dropdown menu will appear, and the appropriate school can be chosen. Click on the desired test name.</p>
<p>Slide 13</p>	<p><b>Progress Report</b></p> <ol style="list-style-type: none"> <li>5. Click on the Progress by Sections tab</li> <li>6. Then on the right side of the screen, click on Export Report and the spreadsheet will download</li> </ol> 	<p>Once the screen for the test name appears, click on the “Progress by Sections” tab. The report can be exported by clicking on “Export Report” and a spreadsheet will be downloaded.</p> <p>Since you are generating a Progress Report for individual tests or subject areas and can identify whether a student completed a section, this report can help prepare a make-up schedule if resources are available to schedule make-ups by subject area.</p>

## 2024-25 DC CAPE Closeout Procedures Training Transcript

<p>Slide 14</p>		<p>The second report is more comprehensive and helpful for tracking both completion and identifying make-up testers. This is the Session Explorer report, specifically the Session Section Export.</p>
<p>Slide 15</p>		<p>To generate the Session Explorer Report, first find “Operations” on the left-hand navigation panel. Then, select “Session Explorer.” Then, click “Search.” Use the filters to identify the desired students and test administrations. You may select all students by clicking on the checkbox in the top left next to the column headers.</p>

## 2024-25 DC CAPE Closeout Procedures Training Transcript

<p>Slide 16</p>	<p><b>Session Explorer Report</b></p> <ol style="list-style-type: none"> <li>From the kabob menu in the upper right, select "Export Selected Session Sections."</li> <li>Read the warning on the frequency of update and then click OK.</li> <li>Click "Export History."</li> </ol> 	<p>From the kabob menu in the upper right, select "Export Selected Session Section." This is the second option from the top. A warning will appear about the frequency of the update. Read the warning and then click "Ok." A green box will appear at the bottom of the screen showing that the report is being prepared.</p> <p>Click on "Export History" to retrieve the report. Depending on the size of the report, this may take a few minutes to load.</p>
<p>Slide 17</p>	<p><b>Session Explorer Report</b></p> <ol style="list-style-type: none"> <li>Click the download icon.</li> </ol> 	<p>Finally, click the download icon.</p> <p>These reports will help track students' progress and those who need make-up testing. They will also help LEAs and schools track completion rates to ensure they are meeting the 95% participation rate goal.</p> <p>During the testing window, the Office of Assessments will email LEAs whose completion rates fall below a threshold relative to their start date. Local completion monitoring is a useful comparison, and these reports are a tool to help with that tracking.</p>

## 2024-25 DC CAPE Closeout Procedures Training Transcript

Slide 18

### Make-Up Testing Recommendations Reminders

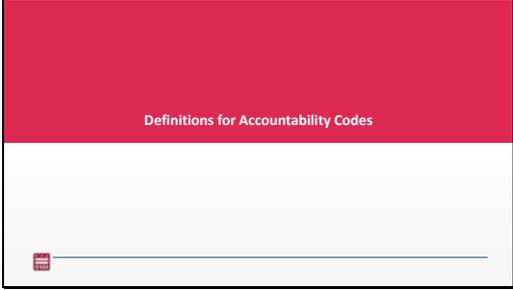
- Instructions must match
- Session Timing must match
- All accommodations must be provided
- Create new proctor groups in ADAM

As a reminder, make-up testing is critical to assessment administration. Since make-up testing may be a mix of students that do not fit easily into a grade-level group, LEAs and schools may create mixed groups to facilitate make-up testing. When creating make-up testing groups, you must be sure that the tests you are administering have identical instructions and timing, ensuring standardized administration across LEAs. Just like regular testing, all accommodations in students' IEPs and 504s must be administered too.

Think of your test administrators. Mixed group make-up testing requires Test Administrators to be keenly aware of the students and tests in their proctor groups. Communication with Test Administrators and a clear protocol for make-up testing will protect against possible irregularities. Be aware of these details throughout make-up testing.

Be aware of resources like staffing, spaces, and school day routines—like announcements and field trips—that may be disruptive to make-up scheduling and testing.

## 2024-25 DC CAPE Closeout Procedures Training Transcript

<p>Slide 19</p>		<p>Because all in-progress tests will be auto-submitted at the end of the test window, no action is required for students who were not able to complete makeup testing before the end of the test window and only completed some sections, or students who did complete all sections but appear on the Proctor Dashboard in Exited, Reseated or In Progress status.</p> <p>Not Tested Codes are referred to as Accountability Codes in ADAM. At the completion of all testing, LTCs may apply accountability codes to students testing sessions that were not completed. They are an opportunity for LEAs to explain why students did not test which may be useful during the Data Validation process.</p>
<p>Slide 20</p>		<p>What follows is a list and description of each accountability code with some discussion of their application.</p>

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Slide 21

### Accountability Codes

Accountability Code	Meaning	Use When...
StuAbs	Student Absent	Student did not start the assessment due to absence for the entire testing window.
StuNoRet	Did not Return	Student started the assessment but did not complete all sections due to absence.
StuWdrw	Student Withdrew	Student either did not start or did not complete the assessment because they were not continuously enrolled in the LEA/school during the testing window.
ME	Medical Exemption	Student has an OSSE-approved assessment medical exemption for 2024-25.

Not Tested Codes are called Accountability Codes in ADAM. LTCs can apply these codes to students. These codes are not required. However, they may be useful for LEAs during the OSSE data verification window. These codes help track reasons students did not test and if they are included in the participation count for accountability.

Students are considered part of the eligible participation universe if the student is continuously enrolled during the school's testing window and is enrolled in a grade or course with a required assessment. The Not Tested or Accountability Codes indicate an exemption or clarification to this criteria. For example, the first two codes— Student Absent and Did not Return— indicate that a student should not be considered part of the LEA's participation universe based on the first criteria of enrollment. The same explanation applies to the third code, Student Withdrawal.

The fourth code on this slide, Medical Exemption, indicates that a student has an OSSE-approved assessment medical exemption for this school year and will not be included in the numerator or denominator of the participation calculation.



## 2024-25 DC CAPE Closeout Procedures Training Transcript

Slide 22

**Accountability Codes**

Accountability Code	Meaning	Use When...
RA (ELA assessment only)	Recently Arrived EL	Student meets the definition of a Recently Arrived English Learner and is exempt from the ELA assessment for 2024-25.
ALT	Alternate Assessment Participant	Student was determined eligible for participation in alternate statewide assessments in 2024-25.
Other		Other scenarios not captured by accountability codes above.

More information about eligibility and participation requirements can be found in [the 24-25 Statewide Assessments Participation and Performance Policy](#).

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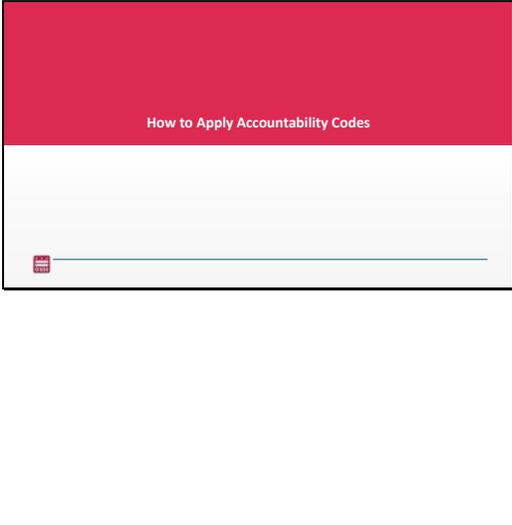
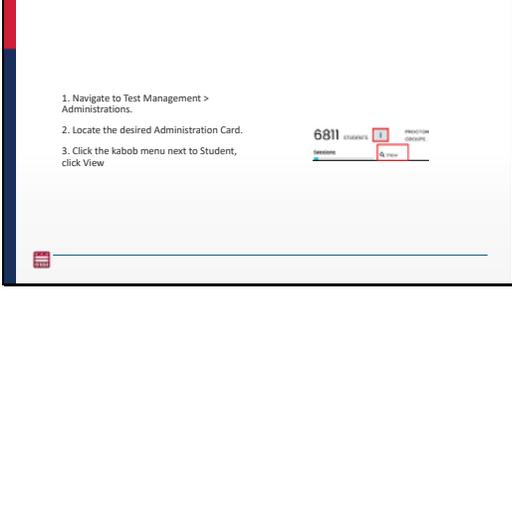
If a student is a Recently Arrived English Learner, they are exempt from the ELA assessment only. The US Department of Education defines a “recently arrived” EL as a student who has been enrolled in schools in the United States for fewer than 12 cumulative months. For statewide assessments, recently arrived EL students are defined as EL students in the current school year, per OSSE records, who have been enrolled in a school in one of the 50 states in the United States or the District of Columbia for fewer than 12 cumulative months. These months may not necessarily be consecutive.

The second code on this slide indicates that a student participated in the statewide alternative assessment. This code may be applied to students who tested with an approved alternative assessment application or those who tested off policy.

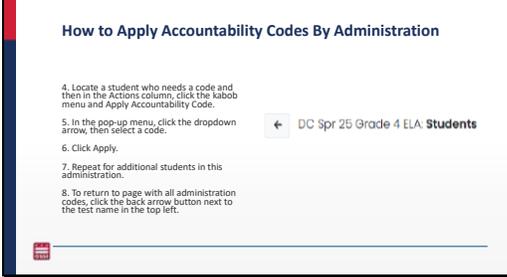
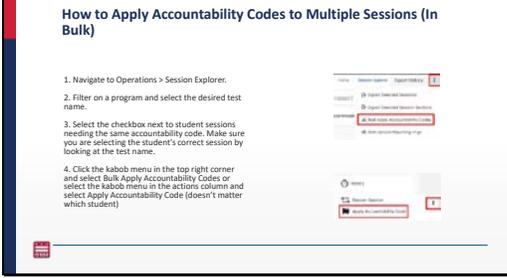
Finally, there is an accountability code to provide a reason why a student did not participate in testing other than the ones provided.

For more information about participation, please consult the [24-25 Statewide Assessments Participation and Performance Policy](#).

## 2024-25 DC CAPE Closeout Procedures Training Transcript

<p>Slide 23</p>		<p>All Accountability Codes will be applied to students' records directly in ADAM. Accountability Codes may be applied to students' individual records or in a bulk application.</p>
<p>Slide 24</p>		<p>In order to apply Accountability Codes individually, you can find the students by looking up their records by the Administration. First, navigate to Test Management and select Administrations. Locate the desired Administration Card. Click on the kabob menu next to Students, then click View.</p>

## 2024-25 DC CAPE Closeout Procedures Training Transcript

<p>Slide 25</p>	<p><b>How to Apply Accountability Codes By Administration</b></p> <ol style="list-style-type: none"> <li>4. Locate a student who needs a code and then in the Actions column, click the kabob menu and Apply Accountability Code.</li> <li>5. In the pop-up menu, click the dropdown arrow, then select a code.</li> <li>6. Click Apply.</li> <li>7. Repeat for additional students in this administration.</li> <li>8. To return to page with all administration codes, click the back arrow button next to the test name in the top left.</li> </ol> 	<p>At this point, the LTC will locate a student who needs a code and then, in the Actions column, will click on the kabob menu and Apply Accountability Code. In the menu that pops up, select the appropriate code and click Apply. This may be repeated for additional students or, to return to the page with all administration codes, click the back arrow button next to the test name in the top left.</p>
<p>Slide 26</p>	<p><b>How to Apply Accountability Codes to Multiple Sessions (In Bulk)</b></p> <ol style="list-style-type: none"> <li>1. Navigate to Operations &gt; Session Explorer.</li> <li>2. Filter on a program and select the desired test name.</li> <li>3. Select the checkbox next to student sessions needing the same accountability code. Make sure you are selecting the student's correct session by looking at the test name.</li> <li>4. Click the kabob menu in the top right corner and select Bulk Apply Accountability Codes or select the kabob menu in the actions column and select Apply Accountability Code (doesn't matter which student)</li> </ol> 	<p>Alternately, accountability codes may be assigned to several students at the same time. To do this, navigate to Operations in the left-hand menu, and select Session Explorer. Filter to the testing program and test name. Select the checkbox next to student sessions needing the same accountability code. Make sure to verify that the correct session is identified by looking at the test name. Then, click the kabob menu in the top right corner and select Bulk Apply Accountability Codes or select the kabob menu in the actions column and select Apply Accountability Code.</p>

## 2024-25 DC CAPE Closeout Procedures Training Transcript

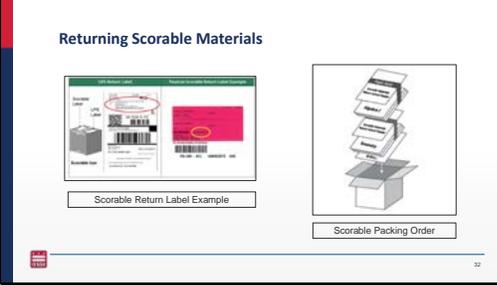
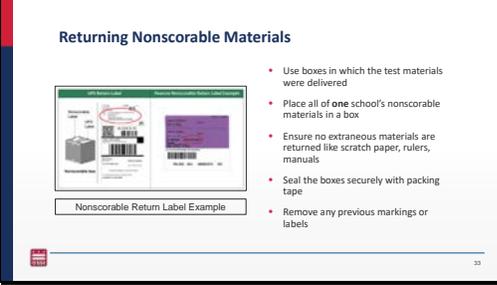
<p>Slide 27</p>	<p><b>How to Apply Accountability Codes to Multiple Sessions (In Bulk)</b></p> <p>5. In the pop-up window, choose the code to apply to the selected student sessions</p> <p>6. Click Apply. The code column will populate the accountability code from the chart for all the selected student sessions with the desired code.</p> 	<p>In the pop-up window, choose the code to apply to the selected student sessions. Click Apply. The code column will populate the accountability code from the chart for all the selected sessions with the desired code.</p>
<p>Slide 28</p>	<p><b>Accountability Codes Reminders</b></p> <ul style="list-style-type: none"> <li>Accountability codes are the only action LEA Test Coordinators (LTCs) must take to complete testing in ADAM. This must be completed by 5 p.m. on Friday, May 30.</li> <li>Accountability codes are optional.</li> <li>Accountability codes providing clarification on why students may not be counted toward participation rates.</li> <li>Accountability codes may be applied to individual students or in bulk.</li> </ul>	<p>Before the next section starts, it is worth a review of the information in this section. Accountability codes are the only action LTCs must take to complete testing in ADAM. This must be completed by 5 p.m. on Friday, May 30. This action is optional but may provide clarification about why students did not participate in testing and, therefore, may not count toward participation rates. These codes may be applied to students individually or in bulk in ADAM.</p>

## 2024-25 DC CAPE Closeout Procedures Training Transcript

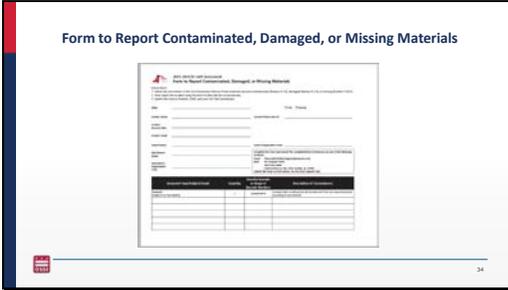
<p>Slide 29</p>		<p>This section reviews what to do with paper materials after testing. There are a range of actions related to paper materials depending on the material. More information about paper materials handling can be found in the Test Coordinator’s Manual in Sections 5.1 and 5.2.</p>																																				
<p>Slide 30</p>	<table border="1"> <thead> <tr> <th colspan="2">Handled Locally</th> <th colspan="2">Shipped</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Scorable Materials to Be Securely Destroyed</td> <td>Scratch paper written on by students during testing</td> <td rowspan="3">Scorable Materials to Be Shipped</td> <td>Used test booklets (grades 3)</td> </tr> <tr> <td>Mathematics Reference sheets written on by students during testing</td> <td>Used answer documents (grades 4 – high school)</td> </tr> <tr> <td>Any reports or other documents that contain personally identifiable student information</td> <td>Transcribed test booklets (grade 3)</td> </tr> <tr> <td rowspan="2">Nonscorable Materials to Be Recycled</td> <td>Test administrator manuals</td> <td rowspan="5">Nonscorable Materials to Be Shipped</td> <td>Transcribed answer documents (grades 4 – high school)</td> </tr> <tr> <td>Unused mathematics reference sheets</td> <td>Unused test booklets</td> </tr> <tr> <td></td> <td></td> <td>Unused answer documents (grades 4 – high school)</td> </tr> <tr> <td></td> <td></td> <td>Used test booklets and answer documents that have been marked "Do Not Score"</td> </tr> <tr> <td></td> <td></td> <td>Used test booklets (grades 4 – high school)</td> </tr> <tr> <td></td> <td></td> <td>Human Reader scripts</td> </tr> <tr> <td></td> <td></td> <td>Large print test booklets</td> </tr> <tr> <td></td> <td></td> <td>Small test booklets</td> </tr> </tbody> </table> <p><b>Scorable Materials must be shipped by May 23, 2025, and Nonscorable Materials by May 30, 2025.</b></p>	Handled Locally		Shipped		Scorable Materials to Be Securely Destroyed	Scratch paper written on by students during testing	Scorable Materials to Be Shipped	Used test booklets (grades 3)	Mathematics Reference sheets written on by students during testing	Used answer documents (grades 4 – high school)	Any reports or other documents that contain personally identifiable student information	Transcribed test booklets (grade 3)	Nonscorable Materials to Be Recycled	Test administrator manuals	Nonscorable Materials to Be Shipped	Transcribed answer documents (grades 4 – high school)	Unused mathematics reference sheets	Unused test booklets			Unused answer documents (grades 4 – high school)			Used test booklets and answer documents that have been marked "Do Not Score"			Used test booklets (grades 4 – high school)			Human Reader scripts			Large print test booklets			Small test booklets	<p>This chart provides an overview of what to do with different types of materials. The materials in grey can be handled locally by either secure or nonsecure destruction. The materials in the pink and purple are materials that must be shipped. They are further categorized by Scorable and Nonscorable Materials. Take a moment to review this chart.</p> <p>Immediately after the final section is administered, collect all test materials from Test Administrators. Some materials are nonsecure—such as manuals and unused reference sheets—and may be recycled.</p> <p>Some materials can be locally, securely destroyed. These include:</p> <ul style="list-style-type: none"> <li>● Scratch paper written on by students during testing</li> <li>● Printed mathematics reference sheets written on by students during testing</li> <li>● Printed student testing tickets</li> </ul>
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<p>Slide 32</p>	<p><b>Returning Scorable Materials</b></p>  <p>Scorable Return Label Example</p> <p>Scorable Packing Order</p>	<p>Secure materials being returned to Pearson are further divided into Scorable and Nonscorable categories.</p> <p>Scorable materials include used test booklets and transcribed test booklets for grade 3. They also include used answer documents and transcribed answer documents for grades 4 through high school.</p> <p>Scorable materials have a prescribed packing order and the red label must be completed and placed on the box.</p>
<p>Slide 33</p>	<p><b>Returning Nonscorable Materials</b></p>  <ul style="list-style-type: none"> <li>• Use boxes in which the test materials were delivered</li> <li>• Place all of one school's nonscorable materials in a box</li> <li>• Ensure no extraneous materials are returned like scratch paper, rulers, manuals</li> <li>• Seal the boxes securely with packing tape</li> <li>• Remove any previous markings or labels</li> </ul> <p>Nonscorable Return Label Example</p>	<p>Nonscorable Materials include unused booklets, answer documents, used test booklets for grades 4 through high school, human reader scripts, large print booklets, and Braille test booklets. Nonscorable materials use a purple label for shipping. It is best to use the boxes in which materials were delivered, ensuring all materials are in one box and do not include any extraneous materials.</p> <p>Both Scorable and Nonscorable materials may require additional materials for return such as paper bands and Scorable Materials Return School Headers. For more information on these ancillary materials, review section 5.2 in the Test Coordinator's manual.</p>

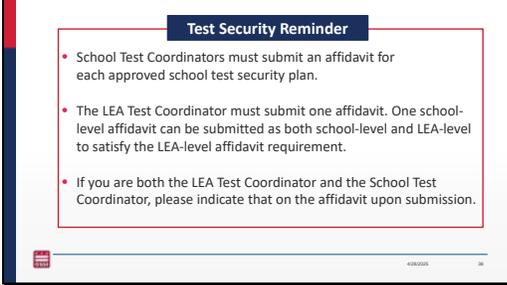
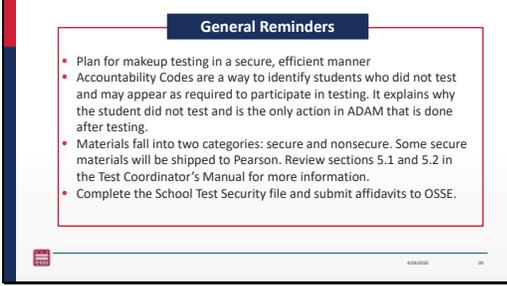
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<p>Slide 34</p>		<p>Schools must investigate any report of missing test materials. If, after a thorough investigation, the missing materials are not found, the School Test Coordinator (STC) must follow the steps in Appendix E.</p> <p>In addition to applying Accountability Codes and Managing Materials, closeout procedures require reporting information to OSSE.</p>
<p>Slide 35</p>		<p>Finally, OSSE ensures the security of testing all the way through its completion. OSSE requires that the STC ensure all required information is printed and in the School Test Security File for four years. The STCs and LTCs must also submit Test Integrity and Test Security Affidavits to OSSE.</p>

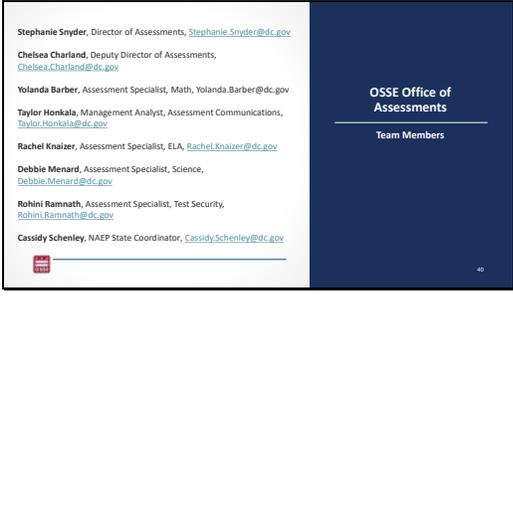
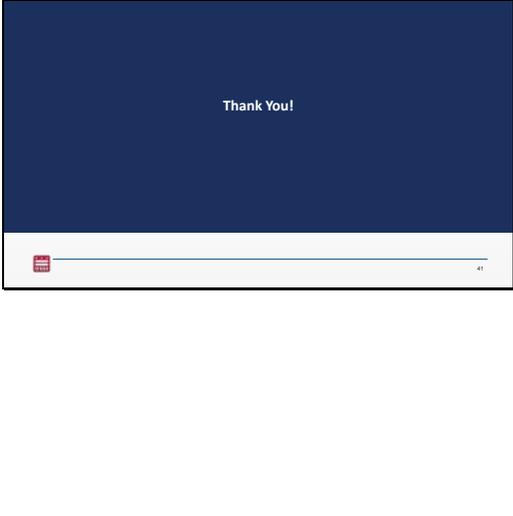
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<p>Slide 36</p>	<p><b>Submit Test Security Affidavit to OSSE</b></p> <ul style="list-style-type: none"> <li>• Within <b>10 business days</b> after the close of each statewide assessment window, the LEA Test Integrity Coordinator must obtain signed affidavits from the School Test Coordinator for each approved test security plan.</li> <li>• Within <b>15 business days</b> after the close of each statewide assessment window, LEAs must submit all school affidavits and one LEA-level affidavit to OSSE via the <a href="#">OSSE Assessment Portal</a>.</li> <li>• Nonpublic School Test Coordinators must sign affidavits and submit them directly to OSSE via the <a href="#">OSSE Assessment Portal</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Within <b>10 business days</b>, the LTC must obtain signed affidavits from the STC for each approved test security plan.</li> <li>• Within <b>15 business days</b>, LTCs must submit all school affidavits and LEA-level affidavit</li> <li>• Nonpublic School Test Coordinators must sign affidavits and submit them to OSSE via the OSSE Assessment Portal</li> </ul>																
<p>Slide 37</p>	<p><b>Test Security Affidavits - Due Dates</b></p> <table border="1"> <thead> <tr> <th>Assessment</th> <th>Assessment End Date</th> <th>10 Days from Assessment End Date</th> <th>Due to OSSE via OSSE Assessment Portal</th> </tr> </thead> <tbody> <tr> <td>ACCESS for ELLs</td> <td>March 21, 2024</td> <td>April 4, 2024</td> <td>April 11, 2024</td> </tr> <tr> <td>MSAA and DLM</td> <td>April 25, 2024</td> <td>May 9, 2024</td> <td>May 16, 2024</td> </tr> <tr> <td>DC CAPE</td> <td>May 23, 2024</td> <td>June 6, 2024</td> <td>June 13, 2024</td> </tr> </tbody> </table>	Assessment	Assessment End Date	10 Days from Assessment End Date	Due to OSSE via OSSE Assessment Portal	ACCESS for ELLs	March 21, 2024	April 4, 2024	April 11, 2024	MSAA and DLM	April 25, 2024	May 9, 2024	May 16, 2024	DC CAPE	May 23, 2024	June 6, 2024	June 13, 2024	<p>All school-based affidavits are due to LEA Test Coordinators no later than June 6, and LEA level affidavits due to OSSE no later than June 13.</p>
Assessment	Assessment End Date	10 Days from Assessment End Date	Due to OSSE via OSSE Assessment Portal															
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<p>Slide 38</p>		<p>Remember that the LTC must submit one affidavit and STCs must submit an affidavit for each approved school test security plan. If you are both the LTC and STC, please indicate that on the affidavit upon submission.</p>
<p>Slide 39</p>		<p>The following are general reminders for DC CAPE closing procedures:</p> <ul style="list-style-type: none"> <li>● Plan for makeup testing in a secure, efficient manner</li> <li>● Accountability Codes are a way to identify students who did not test and may appear as required to participate in testing. They explain why the student did not test and is the only action in ADAM that is done after testing.</li> <li>● Materials fall into two categories: secure and nonsecure. Some secure materials will be shipped to Pearson. Review sections 5.1 and 5.2 in the Test Coordinator's Manual for more information.</li> <li>● Complete the School Test Security file and submit affidavits to OSSE.</li> </ul>

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<p>Slide 40</p>		<p>For additional questions or information, please contact one of the Assessment Team members, or email the general inbox at <a href="mailto:OSSE.Assessments@dc.gov">OSSE.Assessments@dc.gov</a>.</p>
<p>Slide 41</p>		<p>We sincerely appreciate your time and efforts. Thank you!</p>