PARCC

Partnership for Assessment of Readiness for College and Careers

DC Science

The District of Columbia Assessment of the Next Generation Science Standards

2023

TEST COORDINATOR MANUAL

2023 TEST COORDINATOR MANUAL

Computer-Based & Paper-Based Testing
PARCC Math & English Language Arts/Literacy & DC Science Assessments

OSSE

Contact Information

For Questions About	Who to Contact	Contact Information and Resources
• Technology, including PearsonAccess^{next} and TestNav • Test administration • Test materials	Support Center	**Web:** dc.mypearsonsupport.com Manuals: dc.mypearsonsupport.com/manuals Training Modules and Pearson YouTube Videos: https://dc.mypearsonsupport.com/training-modules/. **Hours:** 6:00 a.m - 7:30 p.m. EST **Telephone:** 866-688-9555 **Chat:** Log in to PearsonAccess^{next} and select **Click here for Live Chat** under **Contact Us** in the right side panel.
State Policies	OSSE	**Web:** OSSE.DC.gov/assessments **Email:** OSSE.assessment@dc.gov **Telephone:** 202-304-3269

Section	Issue	District of Columbia State Policy
Spring Key Dates	**PARCC & DC Science Testing Window**	**Online Window:** April 3, 2023 - May 26, 2023 **Paper Accommodations Window:** April 3, 2023 - May 19, 2023
	State Opens PearsonAccess^{next} to Local Education Agencies	January 2, 2023
	Local Education Agencies Load Student Registration Data and Complete Personal Needs Profile	January 2, 2023 - February 21, 2023
	Nonpublic Schools Load Student Registration Data and Complete Personal Needs Profile	January 2, 2023 - February 24, 2023
	Additional Orders Window—All Materials	March 20, 2023 - June 2, 2023
	Additional Orders Window—Ancillary Return Materials Only (e.g., Return Labels, Boxes)	March 20, 2023 - June 2, 2023 **DC Science Materials:** return with non-scorable PARCC materials
	Deadlines to Ship Secure Materials to Pearson	Paper Material: May 26, 2023 Online Materials: June 2, 2023

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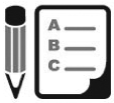
1.0 Overview

The PARCC & DC Science assessments will be administered in either computer-based (CBT) or paper-based (PBT) format. PARCC English language arts/literacy (ELA/L) assessments will focus on analyzing a text through reading and writing. PARCC 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. The DC Science Assessment presents students with tasks that are built around scientific phenomena as well as engaging design challenges to evaluate student performance in three-dimensional science learning. In all content areas, students will demonstrate their skills and knowledge through selected response, constructed response, and technology enhanced items.

Each assessment is comprised of multiple units, and additionally, one of the mathematics units is split into two sections: a non-calculator section and a calculator section (grades 6–7 and high school only). 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 PARCC & DC Science 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.

All documents referenced in this manual can be found at dc.mypearsonsupport.com.

All administration instructions for Test Administrators are included in the *Test Administrator Manuals (TAMs)*. The *TAM* also includes administration scripts. In addition to English, the PARCC scripts are translated into the following languages: Amharic, Chinese (Mandarin), French, Korean, Spanish, and Vietnamese. The translated scripts are available at dc.mypearsonsupport.com.

1.2 Roles of Individuals

All authorized personnel involved in PARCC & DC Science assessment administration are subject to all requirements, duties and sanctions in the District of Columbia Testing Integrity Act of 2013 effective October 17, 2013, including any subsequent amendments (D.C. Law 20–027; D.C. Official Code § 38–771.01 et. seq.) ("Test Integrity Act") and any associated regulations.

Detailed guidance on test security requirements for the Office of the State Superintendent of Education (OSSE), Local Education Agencies (LEAs), and schools are included in the OSSE 2022-23 Test Security Guidelines. All individuals involved in test security, including but not limited to LEA Test Integrity Coordinators and LEA/school authorized personnel shall follow the requirements posted in the Guidelines.

All authorized personnel involved in PARCC & DC Science testing should refer to the DC Test Integrity and Security Notification Statement.

All authorized personnel are required to attend Test Security Training delivered by their LEA or School Test Integrity Coordinator.

The Local Education Agency (LEA) Assessment Manager is the individual responsible for overseeing the coordination of all statewide assessments taken by students in their LEA. This manager is responsible for representing the LEA, ensuring statewide assessments are administered in compliance with OSSE's policies, and liaising with OSSE and LEA staff. The LEA Assessment Manager is also responsible for liaising with Nonpublic School Test Coordinators or other LEA designees in charge of direct communication with nonpublic schools. The LEA Assessment Manager may also serve as the LEA Test Coordinator or may designate a different individual to serve as the LEA Test Coordinator.

The Local Education Agency (LEA) Test Coordinator (LTC) is the individual at the LEA/district level who is responsible for overall coordination of test administration, ensuring test administration adheres to OSSE policies. The LEA Test Coordinator may also serve as the LEA Assessment Manager or may be a separate individual.

A School Test Coordinator (STC) is the individual at the school level who is responsible for the overall coordination of test administration, ensuring test administration adheres to OSSE policies. The role may be taken on by the Principal or Designee based on established criteria. This individual is responsible for coordinating test administration, obtaining OSSE approval of test security plans before testing, and resolving testing issues at their school, with the support of the Technology Coordinator, if applicable. This individual is also responsible for all post testing procedures (e.g. stopping all online test sessions).

A Test Administrator (TA) is an individual at the school who is responsible for administering the assessment.

The following individuals may serve as a Test Administrator:

- Individuals employed by the LEA as teachers
- LEA- and school-level administrators
- Other school-level or LEA-level employees

Test Administrators must NOT have been sanctioned for test integrity violations in the previous year. In addition, student teachers may NOT serve as Test Administrators.

A Proctor is an individual who may assist 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. Proctors do not need to be school personnel, but all proctors must be trained in test administration procedures by authorized LEA personnel, adhere to these Test Integrity Act requirements for authorized personnel and work under the direction of a Test administrator. See OSSE 2022-23 Test Security Guidelines for requirements for proctors.

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

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
- Configuring TestNav in PearsonAccess^{next}
- Helping with the Student Registration/Personal Needs Profile (SR/PNP) 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 PARCC & DC Science assessments are secure testing events. 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 certain specified materials after testing as described throughout Section 5.0 (refer to Sections 5.1.2 and 5.2.3 for directions on securely destroying).

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 OSSE Chain of Custody Form or tracking log of secure materials for at least four years. Copies of the OSSE Chain of Custody Form for testing can be found on dc.mypearsonsupport.com and in Appendix H of this manual. Each school's test material shipment will contain a Secure Material Inventory, which School Test Coordinators will use to ensure all needed materials have been shipped. The Secure Material Inventory will contain the security barcode/serial number(s) of all shipped secure materials, and School Test Coordinators are required to document those numbers on the OSSE Chain of Custody Form when distributing test materials. 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 and braille 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)

Assessment administration monitors (also called auditors or observers) from the school, LEA, sector representatives or OSSE may conduct in-person visits during testing. OSSE will also be conducting virtual desktop monitoring during testing. OSSE may request pre-scheduled meetings with LEA and/or School Test Coordinators to discuss testing during test administration. These meetings may include the following processes: adherence to test plans, test administration, test environment, handling and distribution of test materials, collection of test materials, and test materials packaging and shipment.

It is required for the purposes of any future monitoring or investigation that LEAs maintain (in hard-copy form) the following documents for four years:

- All test irregularity and security breach reports and any investigation documentation,
- School Test Security Plans,
- Signed Test Integrity Affidavits,
- Record of who received the Test Integrity and Security Notification Statement and when the Notification on Statement was provided, and
- Test Materials Chain of Custody documentation

The following additional materials are highly recommended:

- Fact-Finding Inquiry and Plan to Improve documents,
- Inventory, shipping and receiving documents,
- Test administrator training records and attendance, and
- Verification of parent letters outlining student accommodations

2.1.1 School Test Coordinator Responsibilities for Maintaining Security

- Develop and submit a school test security plan to OSSE no later than 15 business days before the first planned day of PARCC & DC Science administration in your school.
- Authorize specific personnel to serve as Test Administrators and train them to properly administer tests. Designate other school personnel as necessary to maintain a secure test administration and train them in test security requirements.
- Keep secure testing materials in locked central storage when 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^{next} to ensure that students in their school have only been logged in to TestNav on days they were expected to be testing. LEA and School Test Coordinators should refer to the DC Testing Integrity Act and associated guidance and regulations for required test security procedures, as well as directions on DC test integrity forms.

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 the statewide 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 their 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 is a testing irregularity that must be reported to the STC and to OSSE.
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 their 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 their 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 PARCC or DC Science testing in an approved IEP or a 504 plan, or an EL plan.
   - Follow guidelines on proper administration of accommodations or accessibility features as prescribed in the *PARCC & DC Science 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 (Appendix H)
- Test Integrity and Test Security Notification Statement (Appendix B)
- Statewide Test Security Incident Reporting Form (Appendix D)
- Form to Report Contaminated, Damaged, or Missing Materials (Appendix E)
- Test Integrity and Test Security Affidavit (Appendix G)
- Form to Return Secure Materials (Appendix I)

For your convenience, copies of the test security forms are included as appendices in this manual, and templates are available at dc.mypearsonsupport.com.

All authorized personnel must receive the Testing Integrity and Security Notification Statement (refer to Appendix B) prior to administration.

Within 10 business days of the conclusion of the last statewide assessment of the school year, LEAs must obtain Test Integrity Affidavits from the LEA's test integrity coordinator and each of the LEA's School Test Coordinators. LEAs must submit signed Test Integrity Affidavits to OSSE within 15 business days after testing, as per the Test Integrity Act. Individuals may also maintain a copy of these documents for their records.

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.

Any person who witnesses a test security breach or believes one has occurred must report the incident immediately. Reports may be made directly to the School Test Coordinator, LEA Test Coordinator, or OSSE. Reports may be made anonymously online. LEA Test Coordinators should immediately report any breach of security, loss of materials, failure to account for materials, or any other deviation from the test security plan to OSSE, and should submit a written report of a breach or irregularity **within 24 hours** in the OSSE Support Tool in Quickbase and complete the incident report form.

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 their 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.
    - Exception: Certain electronic devices may be allowed for medical or audiological purposes during testing. These devices may require prior approval for this exception.
- **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)

- 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
- Deviating from testing time procedures as outlined in Section 2.4
- Allowing cheating of any kind
- Providing unauthorized persons with access to secure materials
- Unlocking a test in PearsonAccess^{next} during non-testing times without state approval
- Allowing students to test before or after the state test administration window without state 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 locked storage for any purpose other than administering the test or removing them from the school building

- **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 state assessment office monitors, LEA monitors, and state-authorized observers are allowed, 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 Appendix D. Incidents must be reported. To report an incident, follow the protocol outlined below:

- The incident should be reported to the School Test Coordinator immediately.
- The School Test Coordinator or LEA Test Coordinator will submit incident reports to OSSE, when appropriate.

- The incident report must be completed and submitted online within 24 hours of the incident.
- If follow-up documentation is required by your LEA Test Coordinator or OSSE, complete any additional documentation.
- Occasionally, individuals will contact OSSE with allegations of testing irregularities or security breaches. In these instances, OSSE may contact the School Test Coordinator or LEA Test Coordinator and ask the individual to investigate the allegations and report back.
- Anyone can report an incident to OSSE. Please visit https://osse.dc.gov/service/test-security-and-incident-forms for directions and documents related to incident reporting.

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.
- 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 should be removed or covered.

Administration Considerations for Students

The STC 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 and the administrative consideration is documented in the PNP. Accordingly, STCs 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 *PARCC & DC Science Accessibility Features and Accommodations Manual* (AF&A Manual) found at dc.mypearsonsupport.com.

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 their 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 exceptions)
  - 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, PARCC-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 their possession upon arrival for testing, the Test Administrator must instruct the student to hand in the materials or follow school policy. As a reminder, if a student is found to have prohibited materials (including cell phones) during live testing, an incident report must be submitted to OSSE and the test may be invalidated.

After a student has checked and submitted their work, the Test Administrator may dismiss the student or the student may sit quietly and use allowable materials. Books and materials not related to the tested subject may be permitted ONLY AFTER a student has submitted their test and after ALL secure materials have been collected. No materials in the testing environment before or after testing should compromise test validity and integrity. Test materials must be collected by the Test Administrator prior to the students having any other materials. Any blank paper used after testing should be collected by the Test Administrator before students leave the testing environment.

Allowable materials after test submission include:

- Recreational books (subject matter of recreational books to be unrelated to content being assessed).
- Pens or colored pencils and blank paper.
- Non-content related recreational activities including a crossword puzzle after a mathematics unit or a Sudoku puzzle after an ELA unit.

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, 504 or EL plan.

2.4 Scheduling and Testing Time

Administration Dates

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

Testing Time

PARCC & DC Science tests are strictly timed, and no additional time may be permitted (with the exception of an extended time accommodation as noted in Section 3.6.3). 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 unit testing times vary by content area, unit, and grade/course). In planning the school's assessment administration schedule, STCs 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
	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 grades 6 and 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.

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
ELA/Literacy Grade 4	Unit 1		90
	Unit 2		90
ELA/Literacy Grade 5*	Unit 1		90
	Unit 2		90
	Unit 3		90
Science Grade 5	Unit 1		45
	Unit 2		45
	Unit 3		45
	Unit 4		45

*Contains field test unit

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/ Calculator	60
	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	Unit 1		90
	Unit 2		90
ELA/Literacy Grade 8*	Unit 1		90
	Unit 2		90
	Unit 3		90
Science Grade 8	Unit 1		45
	Unit 2		45
	Unit 3		45
	Unit 4		45

*Contains field test unit

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/ Calculator	90
	Unit 2	Calculator	90
ELA/Literacy Grade 9 (ELA I)	Unit 1		90
	Unit 2		90
ELA/Literacy Grade 10 (ELA II)*	Unit 1		90
	Unit 2		90
	Unit 3		90
Biology	Unit 1		45
	Unit 2		45
	Unit 3		45
	Unit 4		45

*Contains field test unit

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.

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 content area (ELA/L, mathematics, or science) 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 3.6.4 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 PARCC 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 TAM). 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 dc.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 3.6.2 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 3.6.2).
	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 3.6.2) and students with an extended time accommodation (refer to Section 3.6.3).

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. No test unit may be administered in more than one sitting or over a multi-day period. All testing, including make-up tests, must occur within the school's selected testing window.

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. For example, a student making up the Grade 3 ELA 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 Unit 2 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, they may be allowed to complete that unit on a different day. **Approval for continuation of the unit must be provided by OSSE, prior to the student proceeding with the unit.** 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 their original testing group when they return. 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 their original testing group. STCs 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, STCs are to 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 dc.mypearsonsuport.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 their IEP, 504 or EL plan. It is highly recommended these students be scheduled to test in a separate setting. 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, STCs should account for students with extended time accommodations.

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.

Break Policy

STCs 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. OSSE policies for breaks are below.

	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 administrative consideration. Test Administrators may not "stop the clock" for a student's frequent breaks, unless the student has an extended time

accommodation, or unless the Test Administrator chooses to give a 3-minute stretch break during testing to all students in the test environment. In addition, the clock may not be stopped for a student's behavioral issues, unless the student has an extended time accommodation.

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. Some or all tasks in this section may be applicable to the LEA Test Coordinator (LTC) depending on the procedures specific to your LEA. 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	LTC	STC	TC	Task	Reference
At Least Two Months Before Testing					
	❑	❑		Complete PearsonAccess^{next} Setup: • Register students (including PNP to ensure accommodated materials are ordered in the initial shipment). • Assign user roles.	Section 3.2 and http://pearsonaccessnext.com
	❑	❑		Develop security, training, and logistics plans for test administration.	Section 3.3
	❑	❑		Establish the test schedule.	Section 3.6

CBT/PBT	LTC	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.	dc.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. • Run Assess Testing Capacity in PearsonAccess^{next}. • Create/edit TestNav configuration in PearsonAccess^{next}. • Load and configure a supported browser or TestNav App that is compatible with the testing devices. • Conduct Infrastructure Trial (recommended). • Prepare Test Administrator devices for testing.	Section 3.5 and *Infrastructure Trial Readiness Guide*

CBT/PBT	LTC	STC	TC	At Least One Month Before Testing, continued	
		❑		Schedule and administer tutorials and practice tests (recommended). Encourage teachers to familiarize students with the ELA/Literacy scoring rubrics.	dc.mypearson support.com and Section 3.7
	❑	❑		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 PNP as needed.	dc.mypearson support.com

CBT/PBT	LTC	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 received the Test Security and Test Integrity Notification Statement.	**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	LTC	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^{next}: • Print student testing tickets. • Confirm Test Administrator accounts are active. • Check that online form assignments and PNPs 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^{next} Online 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 PNPs are correct.	Section 6.2 and *PearsonAccess^{next} Online User Guide*

CBT/PBT	LTC	STC	TC	Day of Testing	
	❑	❑	❑	Prepare sessions in PearsonAccess^{next} and confirm that online form assignments and PNPs are correct.	Section 6.2 and *PearsonAccess^{next} Online User Guide*

BEFORE Testing

CBT/PBT	LTC	STC	TC	Day of Testing	
		❑		Start test sessions in PearsonAccess^{next} and unlock the first test unit.	*PearsonAccess^{next} Online User Guide*

3.2 PearsonAccess^{next} Setup

LTCs and STCs must ensure all data and information for the LEA and school are properly configured in PearsonAccess^{next} (pearsonaccessnext.com), the management system for online and paper testing. The following sections provide guidance on the tasks for the setup of PearsonAccess^{next}. For each of these tasks, there are step-by-step instructions available in the PearsonAccess^{next} training modules (available at dc.mypearsonsupport.com).

3.2.1 Student Registration and PNP

Review the Student Registration/Personal Needs Profile (SR/PNP) training module and guidance documents before registering your students to ensure that the student registration data load successfully. Test Coordinators or their designee should complete the SR/PNP training module (available at dc.mypearsonsupport.com) and carefully review the *Student Registration & PNP Field Definitions* document (available at http://pearsonaccessnext.com/ under "Support").

	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 SR/PNP by the initial order deadline or place an additional order after the receipt of initial shipment of test materials.
	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^{next} by the initial order deadline.

OSSE will upload the initial Student Registration Import/Personal Needs Profile for PARCC & DC Science. The import will include registration for students in grades 3-8. LEAs are responsible for registering high school students, completing all Personal Needs Profile information, and editing and verifying registrations.

3.2.2 Assign and Update User Roles

Staff administering the test or who need to make updates in PearsonAccess^{next} will need to be provided with user accounts for PearsonAccess^{next}. Refer to the User Roles Training Module and 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 they are assigned. If you cannot access the site, contact your LEA Test Coordinator. LTCs requiring access should contact OSSE by emailing OSSE.Assessment@dc.gov.

Returning users may need to reset their passwords in PearsonAccess^{next}; after 180 days of inactivity, passwords are no longer valid.

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. Test Administrators are the staff members conducting the administration of the assessment. Use the following naming convention for the session name and Test Administrator in PearsonAccess^{next}.

SR/PNP Column	SR/PNP Field	Naming Convention	Sample Code
AS	Session Name	SUBJECT.grade/course.TAinitials.regular(R)/makeup (M)	ELA.04.AB.R
AU	Test Administrator	Lastname.Firstname	Doe.Jane

If one school has two Test Administrators with the same initials, the naming convention for the session name will also include a numeral after their initials to differentiate between Test Administrators at that school (e.g. SCI.05.JD1.R, ELA.03.JD2.R, MATH.ALG1.JD3.M, etc.).

For high school math courses use “MATH” followed by “ALG1” for Algebra I, “ALG2” for Algebra II, and “GEO” for Geometry in place of the grade level. For high school science, use “SCI.BIO...” as the beginning of the naming convention for Biology test sessions. All ELA assessments, including high school assessments, will be coded “ELA” followed by the grade of the assessment.

In PearsonAccess^{next} test sessions, STCs 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^{next} is intended for planning purposes and is not required. 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.

Note: Human Reader test sessions must be set up separately from other test sessions. Refer to the PearsonAccess^{next} Students in Sessions Training Module available at dc.mypearsonsupport.com for more information.

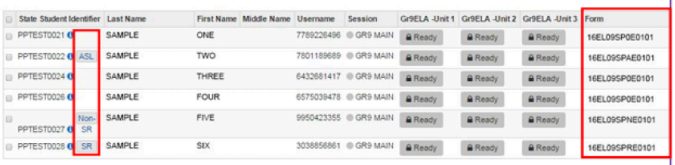
3.2.4 Verify Test Form Assignments (Accommodated Computer-Based Testing)

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 SR/PNP Import or User Interface.
   - All PNP information must be included in the upload for students needing accessibility features and accommodations.
2. Run the PNP/Accommodations for Student Tests operational report and review with appropriate staff to make sure students are identified correctly with the appropriate accessibility features and accommodations.
3. Confirm test session setup and add students to test sessions.
4. Prepare test sessions.
5. Verify form assignments (for form-supported accommodations).
   - In PearsonAccess^{next}, select **Testing** > **Students in Sessions**.
   - On the **Students in Sessions** screen, add test sessions to the **Sessions List** by typing the test session name in the **Add** text field.
   - Check for an accommodation indicator next to the State Student ID (SSID).

Figure 1.0 Sample Accommodation Indicator

Accommodation	Indicator		Form Code	Screen Shot/Directions
American Sign Language	ASL	ASL	SPAE	
Assistive Technology – Screen Reader	SR	SR	SPRE	
Assistive Technology – Non-Screen Reader	Non-SR	Non-SR	SPNE	
Closed Captioning	CC	CC	SPCE	
Text-to-Speech	TTS	TTS	SPTE	
Spanish Text-to-Speech	STTS	STTS	SPTS	
Spanish	S	S	SPOS	
Human Reader (English)	None		SPHE	
Human Reader (Spanish)	None		SPHS	



State Student Identifier	Last Name	First Name	Middle Name	Username	Session	Gr9ELA -Unit 1	Gr9ELA -Unit 2	Gr9ELA -Unit 3	Form
PPTEST0021	SAMPLE	ONE		7789226496	GR9 MAIN	Ready	Ready	Ready	16EL09SPOE0101
PPTEST0022 ASL	SAMPLE	TWO		7801189689	GR9 MAIN	Ready	Ready	Ready	16EL09SPAE0101
PPTEST0024	SAMPLE	THREE		6432681417	GR9 MAIN	Ready	Ready	Ready	16EL09SPOE0101
PPTEST0026	SAMPLE	FOUR		6575039478	GR9 MAIN	Ready	Ready	Ready	16EL09SPOE0101
PPTEST0027 Non-SR	SAMPLE	FIVE		9950423355	GR9 MAIN	Ready	Ready	Ready	16EL09SPNE0101
PPTEST0028 SR	SAMPLE	SIX		3038856861	GR9 MAIN	Ready	Ready	Ready	16EL09SPRE0101

Prior to testing, it is a best practice to review your school's student registration/PNP data loaded in PearsonAccess^{next} and form assignment within test sessions. Once a student starts a test with the incorrect PNP form assignment, the task of correcting the PNP form assignment requires actions that can only be taken by OSSE. 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 *Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* document and SR/PNP Field Definitions guide available at dc.mypearsonsupport.com.

3.2.5 Managing Testing for Students Who Transfer Schools

During testing, it is possible students will transfer between schools or districts. In the event of a student transfer, student registration information in PearsonAccess^{next} must be updated. This can be done via the user interface, the data file upload process, or by submitting a Work Request. Step-by-step directions for these processes can be found in the *Transfer Student Guidance CBT* document posted at dc.mypearsonsupport.com. All transfers will require the student's original school/district and new school/district to complete tasks before they are finalized.

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

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

Test Coordinators should contact OSSE 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

STCs are responsible for training all School Technology Coordinators, Test Administrators, Proctors, and all other staff with access to secure materials. Training attendance must be documented and kept in the school test security file. An effective training plan will familiarize all school staff with their individual responsibilities and OSSE Test Security policies listed under Section 2.0. The STC 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 dc.mypearsonsupport.com/manuals.
    - 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 dc.mypearsonsupport.com/manuals.
- Show and discuss the Test Administrator training modules found at dc.mypearsonsupport.com/training-modules or direct them to this location for viewing at their convenience.
- Ensure applicable staff receive administration and technical updates on dc.mypearsonsupport.com/technology-setup.

☐ Ensure Technology Coordinators are trained on the technology setup resources at dc.mypearsonsupport.com/technology-setup.

☐ Ensure all relevant staff understand their user roles in PearsonAccess^{next} and how to complete tasks (as applicable).

☐ Ensure all relevant staff are familiar with tutorials 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

STCs 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.
- 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 dc.mypearsonsupport.com and in **Appendix H**.
- 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 PARCC & DC Science 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., LEA Test Coordinators, STCs, Test Administrators, Proctors, observers) with access to secure test materials or testing environments should receive the Test Integrity and Test Security Notification Statement. Schools are required to maintain a list of individuals who received the Test Security and Test Integrity Notification Statement in their test security file for at least 4 years.

3.3.3 Prepare the Testing Environment

When choosing testing locations, STCs 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.

When preparing testing environments, make sure to follow your school/LEA's health and safety protocols.

To maintain security in a computer-based testing environment, OSSE 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

Meet with your school's Technology Coordinator to explain the procedures for the PARCC & DC Science assessments, 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 dc.mypearsonsupport.com.
- 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 dc.mypearsonsupport.com.
- Discuss the tasks for completing technology set-up (refer to Section 3.5) and timeline for completion.
- Create PearsonAccess^{next} user accounts for technology coordinators.
- Schedule and plan an Infrastructure Trial. Show and discuss the Infrastructure Trial training module or direct them to its location online (dc.mypearsonsupport.com) for viewing at their convenience.

- 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 Test Integrity and Test Security Notification Statement.

3.5 Complete Technology Setup

3.5.1 Plan an Infrastructure Trial - Recommended

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^{next}.

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 dc.mypearsonsupport.com.

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

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^{next} to verify that the school has the appropriate amount of bandwidth for online testing.

Note: Refer to the technology set-up page on dc.mypearsonsupport.com for more information.

3.5.3 Prepare Test Administrator Testing Devices

Test Administrators will require a computer or device that meets the PearsonAccess^{next} system requirements in the testing environment to start, monitor, and manage test sessions in PearsonAccess^{next}.

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^{next} is available.

Note: Cellular devices may not be used as testing devices.

3.6 Establish a Testing Schedule

Refer to Section 2.4 for guidance on scheduling sessions. If applicable, check with your LEA Test Coordinator to determine whether the LEA has more specific requirements for testing dates and times. Units must be administered in order, with the exception of make-up testing.

3.7 Schedule Tutorials and Practice Tests

Administering the tutorials and practice tests is an important preparation step for both administration staff and students. It is highly recommended that STCs develop a plan to provide students with an opportunity to become familiar with the assessments using the tutorials and practice tests available online at dc.mypearsonsupport.com. Tutorials familiarize students and educators with the items types, testing tools, accessibility features, accommodations, and test format and/or navigation of TestNav that will be used for the 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 dc.mypearsonsupport.com and via an infrastructure trial in PearsonAccess^{next}.

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 tutorials and practice tests. LEAs and schools may set their own schedules, but the tutorials and practice tests should be administered on a separate day before the assessments are administered. Note, there may be changes in TestNav from year-to-year. Therefore, it is important to administer the current tutorials 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/L assessments will be scored. These scoring rubrics can be found at dc.mypearsonsupport.com.

3.8 Meet with Test Administrators and Proctors

To prepare Test Administrators and Proctors for the PARCC & DC Science assessments, 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
  - How to report testing irregularities and security breaches
  - When to unlock test units in PearsonAccess^{next}
  - 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 PARCC & DC Science policies and procedures, 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 PARCC & DC Science assessments 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 PARCC & DC Science 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 their 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 Test Integrity and Test Security Notification Statement.
- Ensure that PearsonAccess^{next} user accounts for Test Administrators have been created before testing and review tasks for PearsonAccess^{next} as needed. Refer to the PearsonAccess^{next} training module for task-based modules on how to start, monitor, and end test sessions.
- Review common TestNav errors and how to resolve them.

3.9 Organize Test Materials for Computer-Based Testing

LTCs and STCs 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. All secure test materials should be handled according to the DC Testing Integrity Act. Secure materials may be removed from shrink wrap up to 5 business days prior to the beginning of testing to inventory materials and apply ID labels. Sign in and out of all secure test materials using the OSSE chain of custody form is required.

3.9.1 Secure and Nonsecure Computer-Based Test Materials

The STC 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:

- **PARCC & DC Science-supplied materials (printed from PearsonAccess^{next} at the LEA or school)**
  - Student testing tickets
- **PARCC & DC Science-supplied materials (shipped by vendor):**
  - *TAMs* - This is optional at the LEA level.
  - Accommodated Paper-Based Forms
- **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 (**Note:** A student should NOT supply their own device for testing.)
  - Headphones (see Headphones section for more information)
  - Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, 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

Calculators are permitted on some units and sections of the grades 6-8 and high school PARCC mathematics assessments.

- For PARCC 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 PARCC grades 6–7, students may only use four-function calculators with square root and percentage functions for all calculator sections.
- For PARCC grade 8, students may only use scientific calculators for all calculator sections.

- For PARCC 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 DC Science, students are allowed to use a four-function calculator with square root and percentage functions.

For PARCC Mathematics & DC Science 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.

LEAs or schools may provide students with hand-held calculators during calculator sections of mathematics units. LEAs or schools should make this determination based on what is regularly used during instruction. If LEAs or schools choose this option, LEAs 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 PARCC & DC Science 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 LEAs or schools permit students to bring their own hand-held calculators for PARCC & DC Science assessment purposes, STCs or Test Administrators must confirm that the calculators meet PARCC & DC Science 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 PARCC 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 their own, provided it is specified in their 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 dc.mypearsonsupport.com/manuals.

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 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 PARCC-approved mathematics reference sheets, available at dc.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 and Geometry 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)	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	–	• 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 STC 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 dc.mypearsonsupport.com/manuals.

Headphones

Headphones are needed for students who receive the text-to-speech accommodation for ELA/L assessments or the text-to-speech accessibility feature for PARCC mathematics or DC Science assessments. Headphones are also required for ELA/L multimedia passages.

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.

Note: Students can adjust the volume level within TestNav at any point in the unit. Music programs on all testing devices should be closed prior to student login and not running in the background.

Human Reader Scripts

Schools will receive paper copies of Human Reader scripts for students registered to take mathematics or science assessments with the Human Reader accessibility feature. These secure documents are required to be used when providing a Human Reader accessibility feature for mathematics or science. 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

LTCs and STCs 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 through the SR/PNP, provided the state deadline for completion of this document is met. Secure materials should be kept in a centrally located, locked storage with limited access. All secure test materials should be handled according to the DC Testing Integrity Act. Secure materials may be removed from shrink wrap up to five business days prior to the beginning of testing to inventory materials and apply ID labels. Sign in and out of all secure test materials using a chain of custody form is required.

3.10.1 Secure and Nonsecure Paper-based Test Materials

The STC 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:

- **PARCC & DC Science-supplied materials (shipped by vendor)**
  - 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 PARCC Assessments
  - 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.
- For DC Science, students are allowed to use a four-function calculator with square root and percentage functions.

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 PARCC 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 PARCC mathematics assessment. If a student needs a specific calculator (e.g., large key, talking), the student may also bring their own, provided it is specified in their approved IEP or 504 plan. For additional clarifications, refer to the Calculator FAQ's under the Calculator Policy at dc.mypearsonsupport.com/manuals.

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:** Required rulers and protractors for paper-based assessments will be provided 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 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. These materials will not be included in the shipment of 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 PARCC-approved copies available at dc.mypearsonsupport.com (recommended) or order them through PearsonAccess^{next}.
  - 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 and Geometry 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)	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)	—	• 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 STC 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 dc.mypearsonsupport.com/manuals.

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 STC.

Shrink-wrapped packages can be opened at the school level no more than five school days prior to the day of testing.

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 (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 Secure Materials Inventory from box 1.
- Remove the resealable package labeled "Test Coordinator Kit." Review the contents of this package and notify the LEA 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
  - Follow all school health and safety protocols.

- Count the materials received to verify that the quantities listed on the school packing list and Secure Materials Inventory were shipped as indicated, and also that there is an adequate number of *Test Administrator Manuals*, test booklets, answer documents (for grades 4-high school), and any needed accommodated materials for students in the school. After verifying the receipt of all secure materials, the STC must sign the Secure Materials Inventory form, and store with records. Schools will be provided a five percent overage of these testing materials. If additional materials are needed, submit an additional order through PearsonAccess^{next}. Additional orders will be approved by OSSE. Schools will receive an approval or a response within 2 business days of additional order submission on PearsonAccess^{next}.
  - One *Test Administration Manual* will be provided for every 25 students registered in PearsonAccess^{next}. Additional orders for Test Administration Manuals are not permitted. Test Administration Manuals can be found at dc.mypearsonsupport.com. If an LEA opts-out of receiving paper testing manuals, all manuals can be found at https://dc.mypearsonsupport.com/manuals/.
- Record on the Secure Materials Inventory if the secure materials are scorable or nonscorable. Sign the Secure Materials Inventory form and store with your records.
- Ensure that any missing or damaged test booklets and answer documents are replaced. If additional materials are needed, submit an additional order through PearsonAccess^{next}.
- 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 STC for secure storage immediately after testing using the Chain of Custody Form (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.
  - Shipment status can be checked on dc.pearsonaccessnext.com under Setup>Orders & Shipment Tracking.

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 OSSE.

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

Additional orders may be placed by submitting an order through the **Orders & Shipment Tracking** page in PearsonAccess^{next}. 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^{next} training module available at dc.mypearsonsupport.com/training-modules. This module describes the process for ordering additional orders through PearsonAccess^{next}.

- 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.

3.10.5 Organize Materials

Apply student ID labels to the front covers of the PARCC 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^{next}.
- 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.

Student ID labels for paper-based testing must be applied **before** testing begins and noted on a chain of custody form, in order to follow chain of custody procedures.

Figure 3.1 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 3.2 Instructions for Hand Gridding Demographic Pages (complete all fields if there is not a label)

Box	Description	Instructions
A	Student Name, School Name, District/LEA Name	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.

Box	Description	Instructions
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).

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

Before testing, STCs 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, STCs 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.
- Create computer-based test sessions in PearsonAccess^{next}.
- Verify the students needing accessibility features and/or accommodations (e.g., text-to-speech) have been assigned the correct test form.
- If needed, remind Test Administrators that there are task-based PearsonAccess^{next} training modules on how to start and stop test sessions.

For paper-based testing, STCs 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.

DC Science Paper-Based Testing

Students who will be taking the paper based assessment for DC Science will need to have their test transcribed into TestNav8. Those students requiring transcription need to be added into Transcribe test sessions in order to receive a compatible test form. Test sessions should be set up with the Form Group Type set to Transcribe.

To do so please follow the steps listed below.

1. From Testing, select Sessions.
2. Click Start and select Create / Edit Test Sessions.
3. Type/select the required details.
4. Click Create.
5. Form Group Type should be selected as Transcribe.

Following the assessment, a Test Administrator should transcribe the student's responses to this computer-based test session. See section 5.2.2 for transcription instructions.

3.12 Meet with Students

Prior to testing, it is recommended STCs 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. Some or all tasks in these sections may be applicable to the LEA Test Coordinator (LTC) depending on the procedures specific to your LEA or state.

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 4.1.2–4.1.6 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.

LTC	STC	TC	Task	Reference
			Day of Testing	
	❑	❑	Ensure that Test Administrators have a computer or tablet available.	Section 3.5
	❑		Distribute test materials to Test Administrators.	Section 3.9
	❑		Manage test sessions in PearsonAccess^{next}.	Section 4.1.2
	❑		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 state 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 3.6.2 and 4.1.5
	❑		Create make-up test sessions in PearsonAccess^{next}.	Section 4.1.5
		❑	Respond to all technology-related issues.	Section 4.1.3
	❑		Collect materials from Test Administrators.	Section 4.1.5
	❑		For each testing day, ensure that all units are locked after testing.	Section 4.1.2

4.1.2 Managing Test Sessions in PearsonAccess^{next} (Day of Testing)

Before students can begin testing, Test Coordinators or Test Administrators will need to log in to PearsonAccess^{next}, 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^{next}

Status	Description
Ready	The student has not yet started the unit.
Active	The student has logged in and started the unit.
Exited	The student has exited TestNav but has not submitted test responses
Resumed	A student in Exited status must be updated to this status in order to log back into TestNav.
Resumed-Upload	Resume Upload should only be used in rare circumstances when TestNav cannot locate the Student Response File (SRF) and an error code appears on the student testing device. Resume Upload will force the user to browse for an SRF on the testing device.
Completed	The unit has been submitted by the student through TestNav and has been processed.
Marked Complete	The Test Administrator or STC must mark a unit complete when a student has exited TestNav and will not return.

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

Refer to the *PearsonAccess^{next} Online User Guide* at dc.mypearsonsupport.com/technology-setup for instructions on logging into PearsonAccess^{next} and performing the tasks described in this section.

In addition, Test Coordinators or Test Administrators may unlock or lock units at the session level. Test Administrators may unlock or lock individual units for appropriate students. Only the unit being tested should be unlocked for a student (only one unit unlocked for each student at a time). Refer to the PearsonAccess^{next} Students in Session training module for more information.

Note: Ensure students testing in person 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.
- The Test Administrator must update the student's status in PearsonAccess^{next} to Resumed before they can log back in to TestNav.
    - 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. Technology Coordinators are permitted to have cell phones in the testing environment to contact the

Pearson Customer Support Center 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 dc.mypearsonsupport.com/technology-setup.

4.1.4 Monitor Test Activity and Maintain Test Security

The LEA Test Coordinator or the STC must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. STCs must be available during testing to answer questions from Test Administrators and Proctors. LEA Test Coordinators must monitor reports of testing irregularities and security breaches and ensure that STCs submit incident reports to OSSE in appropriate situations.

STCs 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 *Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* (available at dc.mypearsonsupport.com/technology-setup).

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)
- Any additional secure testing materials

At the end of each day of testing, ensure all materials from the PARCC & DC Science assessments have been returned to the locked storage area. Verify units have been locked for absent students during sessions and that all units for all students are locked overnight. For more information, refer to the PearsonAccess^{next} Students in Session training module.

Ensure TestNav Logout and Lock Units/Sections

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 dc.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 **Testing** > **Students in Sessions** page in PearsonAccess^{next}. 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^{next} if the student started, but will NOT complete the unit.

After all students are logged out of TestNav, the STC must ensure that all units/sections in PearsonAccess^{next} are locked. Refer to Section 3.2 for more information.

Administer Make-Up Testing

If a student is NOT tested during the regular administration, they may be moved into a new make-up test session in PearsonAccess^{next} (refer to the directions in the *PearsonAccess^{next} Online User Guide*). However, if the student will rejoin the regular administration for any remaining units, it is recommended that you leave that student in the original test session in PearsonAccess^{next}. For students taking a make-up test, unlock the appropriate unit in PearsonAccess^{next} to allow the student to log in to the missed unit. The test session should not be stopped until all students in the test session have completed testing. Refer to the *Make-Up Testing Directions for Computer-Based Testing* document available at dc.mypearsonsupport.com for additional information on make-up testing.

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

Note: Make-up test sessions must reflect the original test session (e.g., a test session with a Human Reader will need a make-up test session with a Human Reader).

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.

LTC	STC	Task	Reference
		Day of Testing	
	❑	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 state 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 3.6.2 and 4.2.4
	❑	Follow the protocol for contaminated or damaged test materials, and refer to state 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 LEA Test Coordinator, or the STC, must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. LTCs must also monitor reports of testing irregularities and security breaches and ensure that STCs follow procedures for reporting such events.

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 or science assessments, and Human Reader scripts are secure test materials.

In PearsonAccess^{next}, there are operational reports STCs may run that provide a summary of student participation statuses. For a full list of these reports and their purposes, refer to the PAN support page available at https://support.assessment.pearson.com/PAsup/reporting/operational-reports.

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 your state for further guidance if necessary.
4. After testing is complete, the STC 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.
   c. Securely destroy the contaminated test booklet or answer document according to district biohazard protocols. Do not return contaminated material to Pearson.
   d. Compile a list of contaminated test booklets and answer documents and maintain it in the school test security file.
5. The STC must notify the state and LEA Test Coordinator as soon as reasonably possible.

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 STC must immediately notify the LEA Test Coordinator and the state.
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 STC 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 in the school test security file.

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.)
- PARCC-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).
- Any additional secure testing materials

Follow all chain of custody procedures. At the end of each day of testing, ensure all materials from the assessments 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, the LTC should complete the Form to Report Contaminated, Damaged, or Missing Materials available in Appendix E and submit it to Pearson and to OSSE.

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 3.6.2.

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. If a student is disruptive during testing, STCs may relocate the student to complete the test in a location where they will not disturb others, if such a location is immediately available and meets all other testing environment requirements. Any instances of moving students during testing due to student disruption should be documented as a testing irregularity, and particular attention should be paid to testing time. Please note that testing time may not be stopped or extended due to behavioral issues unless the student has a pre-identified extended time accommodation. If a student is relocated for testing, the new testing location and name of the Test Administrator should be documented and kept in the school test security file.

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 LEA must submit an incident report to OSSE within 24 hours of the event.

If a student is dismissed, the Test Administrator must exit the student's test in TestNav and ensure the student's unit is locked in PearsonAccess^{next}.

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 dc.mypearsonsupport.com. If troubleshooting does not resolve the issue, the Test Administrator, Technology Coordinator, or STC should call the PARCC & DC Science Support Center 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 STC to complete an incident report for OSSE. 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 ensure the security of the test materials, if time permits. For computer-based testing, lock the test units in PearsonAccess^{next}, if time permits.
- 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^{next}.
- Submit an incident report to OSSE documenting the situation, noting the event, date, and time, students affected, and any other specific details regarding 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. Some or all tasks in this section may be applicable to the LEA Test Coordinator (LTC) depending on the procedures specific to your LEA. Since Section 5.1 only provides a checklist of tasks, refer to Sections 5.1.2–5.1.5 for more details.

LTC	STC	Task	Reference
		Day of Final Test Unit	
	❑	Stop all test sessions. Student tests are not submitted for scoring until the session is in Stop status.	Section 5.1.3

LTC	STC	Within One Week of Final Test Unit	
	❑	Destroy scratch paper written on by students and PARCC-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 PARCC-supplied mathematics reference sheets.	Section 5.1.2
	❑	Complete the Test Integrity and Test Security Affidavit.	Section 5.1.4
	❑	Keep records in your school test security file for four years.	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
- Student rosters containing TestNav usernames and passwords
- Any reports or other documents that contain personally identifiable student information
- All used scratch paper
- All printed mathematics sheets that have been written on during testing

Secure test materials that must be shipped back to Pearson:

- PARCC accommodated paper test booklets, if applicable. Braille and large print test booklets must be transcribed (Section 5.2.2) and returned (section 4.2.4) in order to be scored.
- DC Science accommodated test booklets, if applicable. **ALL DC Science paper test booklets and accommodated test booklets must be transcribed into TestNav8** (Section 5.2.2) **and returned** (section 4.2.4) **in order to be scored.**
- PARCC & DC Science Human Reader scripts
- Braille books

All secure materials must be noted on the Form to return Secure Materials (Appendix I) before shipping them back to Pearson. If any secure materials are contaminated or missing, complete the Form to Report Contaminated or Missing Materials (Appendix E).

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 district testing window closes.

Materials To Be Securely Destroyed

The LEA Test Coordinator must ensure that the following test materials are securely destroyed/shredded immediately after all testing is complete (either by the LEA 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 (e.g., PearsonAccess^{next} generated reports or any school rosters)
- 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 LEA Test Coordinator must ensure the following test materials are recycled immediately after all testing is complete (either by the LEA 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/district, there may not be anything that needs to be shipped to Pearson.

5.1.3 PearsonAccess^{next} Cleanup Activities for Computer-Based Testing

Stop Test Sessions

If all students have completed testing and submitted their responses, stop test sessions by clicking the **Stop** button on the **Students in Sessions** screen on PearsonAccess^{next}. Test sessions must be stopped in order to be submitted for scoring. Test sessions cannot be stopped until:

- Students in **Ready** status have been moved to a make-up test session in PearsonAccess^{next} or have been removed from the test session
- All students are in **Completed** or **Marked Complete** status

Refer to the *Stopping Test Sessions Guide* posted at dc.mypearsonsupport.com for step-by-step directions, or the training modules at dc.mypearsonsupport.com.

Remove Students in Ready Status

Students tests that have NOT been started must be removed from the test session in PearsonAccess^{next} before the test session can be stopped.

Mark Tests Complete

STCs 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^{next}. Do NOT mark a student's test complete if all units in the test are in **Ready** status.

Manage Student Tests

After test sessions have been stopped, LTCs may need to update student test registrations on the **Setup** > **Students** page in PearsonAccess^{next}, mark tests as **Not Tested**.

Not Tested

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^{next}. Students will need to be removed from sessions before they can be marked as "Not Tested".

5.1.4 Complete the Test Integrity and Test Security Affidavit

The purpose of the form is for the STC and LTC to certify that the security and integrity of the 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 Test Integrity and Test Security Affidavit and submit it to OSSE electronically. Refer to **Appendix G** for this form and submission instructions.

5.1.5 Keep Records

A hard copy of the following records must be included in each school's Test Security File for a period of four years (an electronic file may be kept in addition to the required hard copy version):

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
- Form to Return Secure Materials (refer to Section 5.1.2)
- A copy of the Test Integrity and Security Affidavit signed by the STC

If Applicable:

- Copies of attendance sheets for authorized personnel who attended test security training (refer to **Appendix B**)
- Copies of any incident reports
- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials

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. Some or all tasks in this section may be applicable to the LEA Test Coordinator (LTC) depending on the procedures specific to your LEA or state. Since Section 5.2.1 only provides a checklist of tasks, refer to Sections 5.2.2–5.2.7 for more details.

LTC	STC	Task	Reference
		Day of Final Test Unit	
	❑	Collect materials and verify that all distributed test materials have been returned using the Chain of Custody Form.	Section 5.2.2

LTC	STC	Within 48 Hours of Final Test Unit	
	❑	For DC Science, transcribe all student responses into the online system	Section 5.2.2

LTC	STC	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 PARCC-supplied mathematics reference sheets written on by students.	Section 5.2.3
	❑	Recycle *Test Administrator Manuals* and unused PARCC-supplied mathematics reference sheets.	Section 5.2.3
	❑	Return secure PARCC & DC Science materials and ensure that all return boxes have appropriate labels within five business days of the school testing end date.	Section 5.2.4
	❑	Complete the Test Integrity and Test Security Affidavit and submit to LTC or OSSE (nonpublic STCs).	Section 5.2.6
	❑	Keep records in your school test security file for four years.	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. **All secure materials must be noted on the Form to Return Secure Materials (Appendix I) before shipping them back to Pearson.** If any secure materials are contaminated or missing, complete the Form to Report Contaminated or Missing Materials.

- 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*
- PARCC-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 or LEA protocol for reporting this to the LTC and OSSE 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 STC must follow the steps in **Appendix C**. Complete the Form to Report Contaminated, Damaged, or Missing Materials.

Transcription of Student Test Responses

Transcription of student assessments is required for some paper-based and braille PARCC tests, and all paper-based DC Science tests. Transcription may also be requested by OSSE in unique situations where test booklets are damaged. If you have questions about transcription or when it is permitted, contact OSSE.

DC Science Transcription

All DC Science assessments taken as a paper-based test must be transcribed into the TestNav8 system within 48 hours of student completion.

For all student response transcriptions of the DC Science Assessment, 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 LEA Test Coordinator or STC.
2. A student testing ticket must be generated for the student in PearsonAccess^{next} and the transcriber will use this ticket to login to TestNav8 and complete the test with the student responses.
    - **The student's responses must be transcribed verbatim into TestNav8.**
3. Braille transcription: ONLY an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under their direct supervision may transcribe the student's responses into the standard, scorable test booklet or answer document included in the braille kit. The transcriber must be able to fluently read the braille code the student wrote in: Unified English Braille (UEB).
4. After transcription is complete and the test is submitted in TestNav8, the student test booklet must be shipped to Pearson as a nonscorable material.
5. 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 into the TestNav8 system in these situations will result in the student NOT receiving a score.

PARCC Transcription

Certain situations require a student's PARCC responses to be transcribed into a standard, scorable paper 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, braille).
- 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 into a PARCC paper test booklet 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 LEA Test Coordinator or STC.
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 their 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. Braille transcription: ONLY an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under their direct supervision may transcribe the student's responses into the standard, scorable test booklet or answer document included in the braille kit. The transcriber must be able to fluently read the braille code the student wrote in, either English Braille American Edition (EBAE) or Unified English Braille (UEB).
4. 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.

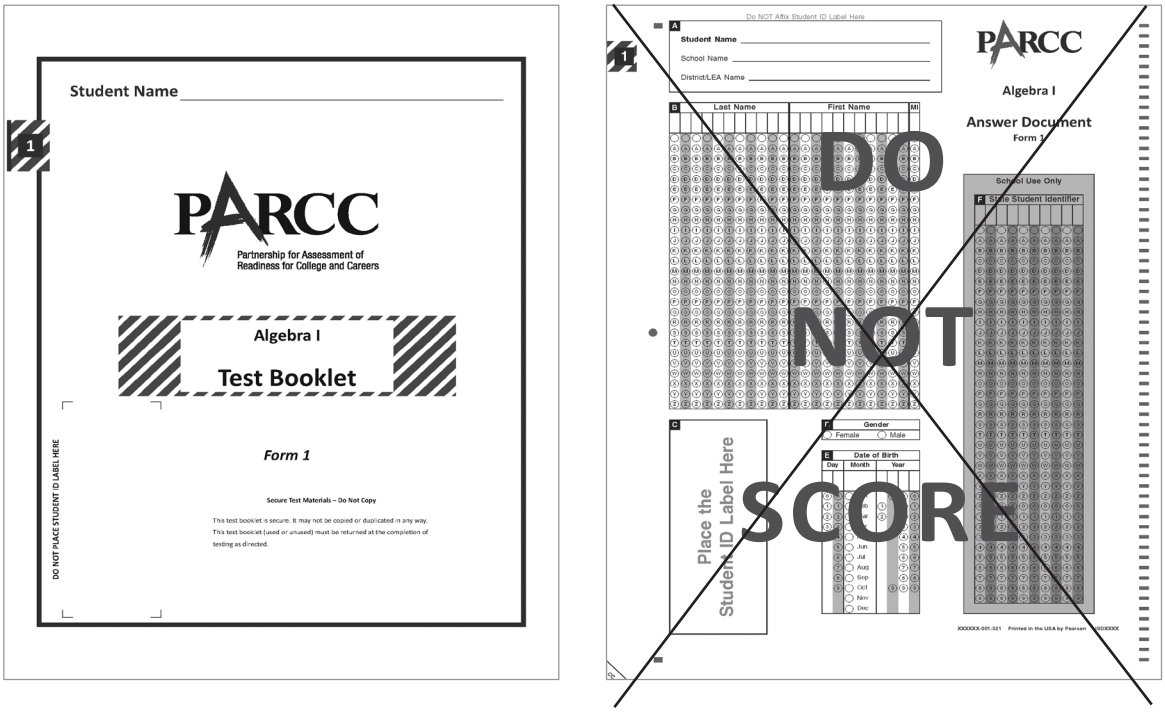
"Do Not Score" Test Materials

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 Materials To Be Securely Destroyed

The LEA Test Coordinator must ensure the following test materials are destroyed/shredded immediately after all testing is complete (either by the LEA 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 OSSE Chain of Custody Form. 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 LEA Test Coordinator must ensure the following test materials are recycled immediately after all testing is complete (either by the LEA 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

The STC must contact UPS, the vendor-designated shipper, directly to schedule “Return Service” pickup. 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, NOT the district level. Materials must be shipped no longer than 5 days after your testing window closes. All secure materials must be noted on the Form to Return Secure Materials before shipping them back to Pearson. **Materials returned late risk not receiving scores.**

- **Scorable materials**
  - Used PARCC test booklets (grade 3)
  - Used PARCC answer documents (grades 4–high school)
  - Transcribed PARCC test booklets (grade 3)
  - Transcribed PARCC answer documents (grades 4–high school)

Note: There are no scorable paper documents for DC Science. All DC Science tests taken on paper must be transcribed into TestNav8 in order to be scored.

- **Nonscorable materials**
  - Unused PARCC & DC Science test booklets (including for absent students)
  - Unused PARCC & DC Science answer documents (grades 4–high school)
  - Used PARCC & DC Science test booklets (grade 3) and answer documents (grades 4–high school) that have been marked "Do Not Score"
  - Used PARCC & DC Science 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 PARCC materials being returned, schools and districts will need the following:

- Scorable
  - Paper bands
  - Scorable Materials Return School Headers (do not photocopy)
  - Red scorable return labels
  - UPS return labels for scorable materials
- Nonscorable
  - Purple nonscorable return labels
  - UPS return labels for nonscorable materials

Note: DC Science materials may be returned in the same boxes as PARCC materials.

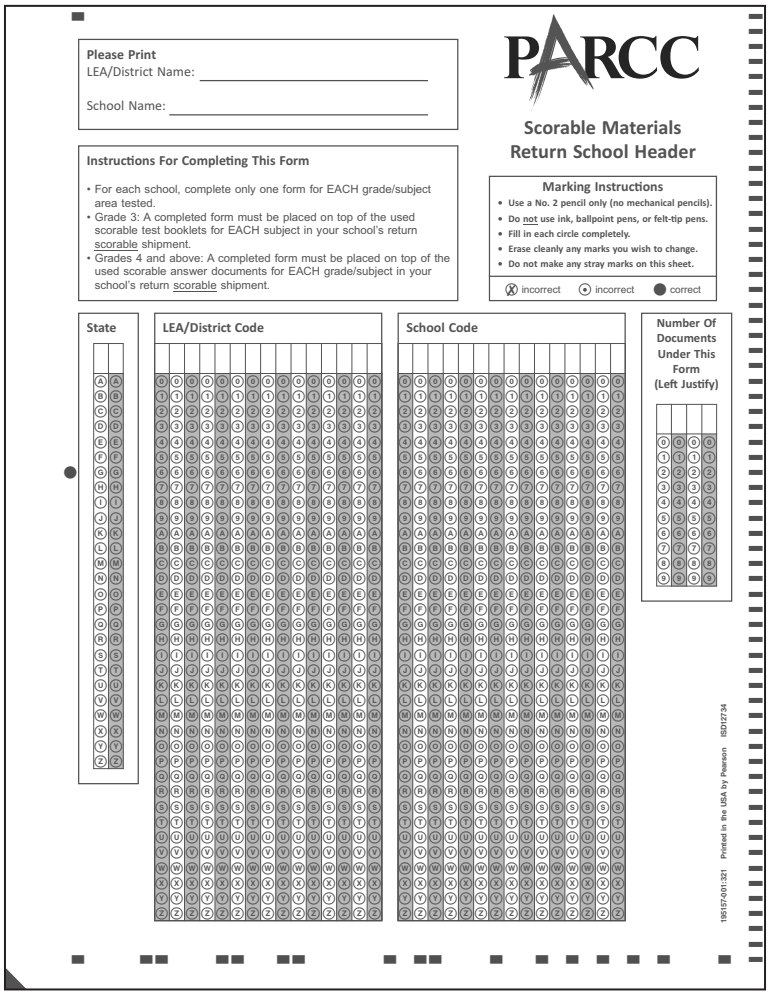
If you do not have a sufficient amount of these ancillary materials, place an additional order in PearsonAccess^{next}. Refer to Section 3.10.4 for additional information on additional orders. **If you placed additional orders for test materials, these return materials were not shipped to you automatically.**

Scorable Materials Return School Header and Paper Bands

- Complete a Scorable Materials Return School Header for each grade/course and subject.
- 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, but only complete ONE Return School Header and slip it in the first bundle. For example, Algebra 1 may have students from grades 9, 10, and 11 while grade 4 mathematics will only have students in grade 4.

Figure 5.3 Sample Scorable Materials Return School Header



Note: Do NOT photocopy any Scorable Materials Return School Header sheets. Use the original documents provided in your school's shipment.

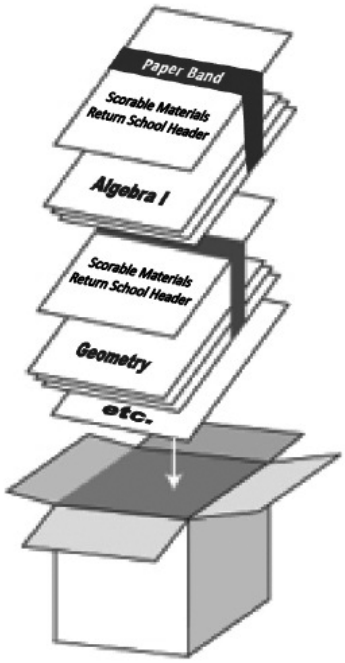
Return PARCC Scorable Materials

Use the boxes in which the PARCC test materials were delivered for return shipping. If these boxes were damaged in the original shipment, use sturdy replacement boxes or place an additional order on PARCC's PearsonAccess^{next} website at http://pearsonaccessnext.com.

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.

Note: LEAs/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.

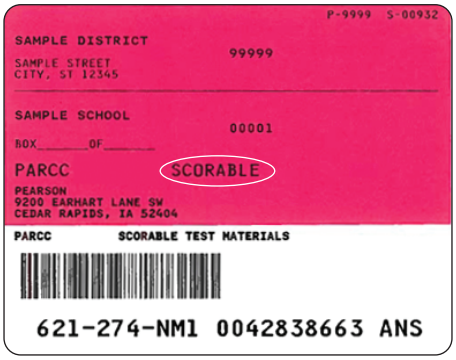
Do NOT overfill a box. If any box is not completely filled, add crumpled paper to avoid damage caused by shifting during shipment. Do NOT use packing peanuts. Seal the boxes securely with packing tape. Remove any previous labels and cover any previous markings before applying the shipping label.

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 or LEAs 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 or place an additional order on the PearsonAccess^{next} website at http://pearsonaccessnext.com.

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).

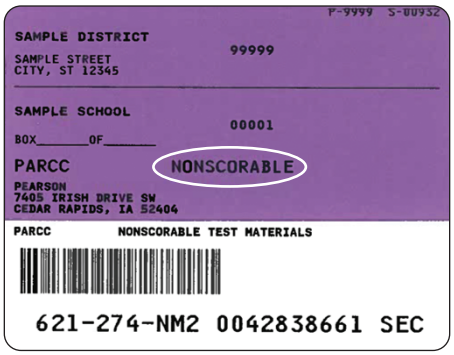
Seal the boxes securely with packing tape and remove any previous markings or labels from the boxes before applying the shipping label.

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

UPS Return Label	Pearson Nonscorable Return Label Example
	

Generic Return Labels

Generic return labels are received when an additional order for return labels is submitted through PearsonAccess^{next}; they are not included in the Test Coordinator Kit with regular materials return shipping labels. Generic return labels include blank fields where pertinent state, district, and school information is recorded prior to return to Pearson.

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.

Pick-ups must occur as soon as possible after testing is complete materials must be shipped for return within 5 days of the completion of testing in your LEA/district.

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 or LEA will receive a confirmation number from UPS. The number can be referenced in the future if questions or changes arise. All UPS tracking numbers must be noted on the Form to Return Secure Materials, found in Appendix I.

5.2.5 PearsonAccess^{next} 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^{next}.

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

Voiding of tests can only be performed by OSSE. To request the voiding of a test, contact a state representative to determine if a valid reason for voiding exists.

5.2.6 Complete the Test Integrity and Test Security Affidavit

Once materials have been shipped and materials securely destroyed or recycled, the STC must complete and sign the Test Integrity and Test Security Affidavit. This form certifies compliance with assessment policies and guidelines, including that all materials have been tracked using the Chain of Custody Form or other tracking log and were accounted for upon packing and shipping. For a copy of this form and directions regarding how to submit it electronically to OSSE, please see **Appendix G**.

5.2.7 Keep Records

A hard copy of the following records must be included in each school's Test Security File for a period of four years (an electronic file may be kept in addition to the required hard copy version):

- 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
- Copies of attendance sheets for authorized personnel who attended test security training (refer to Appendix B)
- Copies of any incident reports
- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials
- A copy of your signed Test Integrity and Test Security Affidavit
- A copy of Form to Return Secure Materials (refer to Section 5.2.4)
- UPS tracking numbers
- Security barcodes for testing document assigned to each student

6.0 Accessibility Features and Accommodations

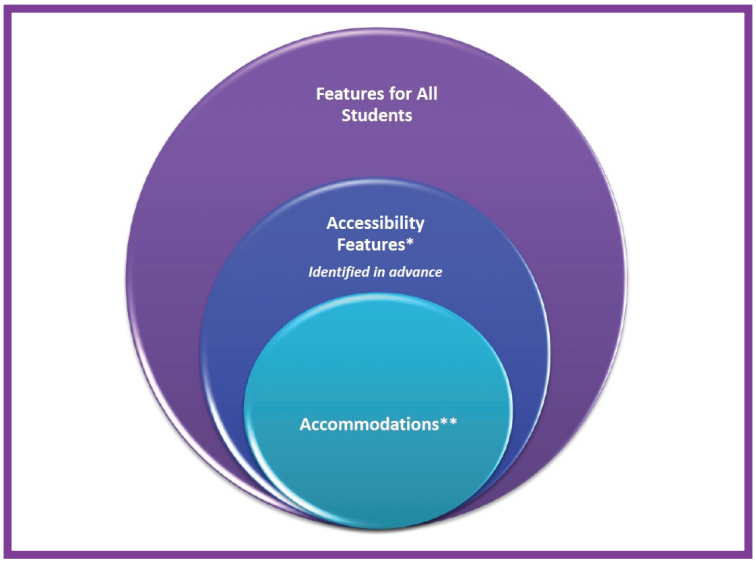
The PARCC & DC Science assessments offer a range of accessibility features and accommodations to support student needs. The PARCC consortium has developed a detailed manual for understanding these supports and how to provide them.

The *Accessibility Features and Accommodations Manual, 8th Edition (AF&A Manual)* is available online at: dc.mypearsonsupport.com/manuals. Schools/LEAs must refer to the *AF&A Manual* for full information about identifying and administering accessibility features and accommodations. Further guidance and resources on accessibility and accommodations in DC, including crosswalks from the Special Education Data System (SEDS) to PARCC & DC Science, are available at https://osse.dc.gov/service/testing-accommodations.

6.1 Accessibility Features and Accommodations

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

Figure 6.0 The PARCC 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 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, 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 and/or LEA.

All accessibility features and accommodations used on 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** *(SR/PNP Reference CD)*	**Before Testing:**
		• Identification for SR/PNP: The student's SR/PNP 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. Volume level must be determined prior to testing. 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 dc.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]
	(SR/PNP Reference BM)
		Before Testing:
		• Identification for SR/PNP: Student's SR/PNP 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 M: PARCC Assessments for Students with Visual Impairment, Including Blindness.
		  ○ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC 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 PARCC 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 an LEA or STC.
		• 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/Personal Needs Profile (SR/PNP)

The PNP portion of the SR/PNP 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 PNP.
- For *English learners*, the educators responsible for selecting accommodations (or an English learner team, if available) will identify the accessibility features in the PNP 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 PNP decisions.
- For students *without* disabilities, and who are NOT English learners, PNP 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

- Unified English Braille (UEB)
- Large Print Test Kit
- Read Aloud Test Kit
- Spanish Test Kit (mathematics only)
- Spanish Large Print Test Kit (mathematics only)
- Spanish Read Aloud Test Kit (mathematics only)

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
- Spanish (mathematics only)
- Spanish TTS (mathematics only)
- Spanish Human Reader (mathematics only)

The Spanish translation of the PARCC mathematics & DC Science assessments are available as an accommodation for English learners in DC. No other tests will be available in translation for the spring 2023 test. Refer to the *AF&A Manual* for further accommodations available to English learners. Once data on student accessibility features and accommodations are collected at the local level, follow the directions for completing and importing the SR/PNP to PearsonAccess^{next} as described in the *Student Registration/Personal Needs Profile Field Definitions* document. Once the SR/PNP has been uploaded Test Coordinators and Test Administrators can run the PNP report to 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 STC will need to stop testing the student and contact OSSE for support. Refer to step-by-step directions in the *PARCC and DC Science Personal Needs Profile (PNP) Guidance - Managing Incorrect Accessibility Features and Accommodation PNP Data* document available at dc.mypearsonsupport.com and follow protocols to contact OSSE for further guidance.

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 I**: PARCC Audio Guidelines for ELA/Literacy, used to ensure consistency in how items are read **Appendix J**: PARCC 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 L**: Human Signer Guidelines
Extended Time	**Appendix E**: Guidance for Selecting and Administering the Extended Time Accommodation
Large Print and Braille	**Appendix M**: PARCC Assessments and Students with Visual Impairment including Blindness
Assistive Technology (Screen Reader and Non-Screen Reader)	**PARCC Assistive Technology Guidance** available at dc.mypearsonsupport.com

Accommodated Materials

See a list of accommodated materials below: **Items noted with an asterisk are secure materials that must be shipped back to Pearson after testing. The remaining items, if used, may be securely destroyed locally.**

What is included in a Spanish PARCC Mathematics Test Kit?

- Spanish test booklet*
- Spanish 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)
- Spanish mathematics reference sheet (grades 5–high school, mathematics only)

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 & DC Science 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)

Note: If you order a Large Print Spanish Math or Spanish Human Reader Test Kit, you will receive Spanish versions of each item in the kit.

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 Braille Test (to support students using Assistive Technology Screen Reader)?

Grade 3 Mathematics Braille Test kit includes:	• Grade 3 mathematics Braille 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 Braille Test kit includes:	• Braille protractor • Grade 4 mathematics Braille booklet • Braille notes/special instructions (1 copy) • Braille ruler (in a zip top baggie) • Braille paper (6 blank sheets) • Duplicate pages (when appropriate)
Grades 5–8 Mathematics Braille Test kit includes:	• Braille protractor (except for Grade 8) • Braille mathematics reference sheet • Mathematics Braille 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) Braille Test kit includes:	• Braille mathematics reference sheet • Braille 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*. Requests for unique accommodations must be considered and approved by OSSE prior to use on

statewide assessments. Standard accommodations should be considered prior to requesting a unique accommodation. OSSE 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). The Unique Accommodation Request Form can be found in Appendix F of the AF&A Manual, or on OSSE's website: https://osse.dc.gov/service/testing-accommodations.

Unique accommodations requests must:

- Be individualized for each student.
- Be based on a student need as documented on the student's current IEP or 504 Plan as an accommodation for both instruction and assessment, and the plan must not expire prior to the assessment window.
- Be submitted annually.
- Be signed by the LEA Test Integrity Coordinator and LEA Special Education Director.
- Be approved by OSSE prior to testing.

Medical Exemptions

Students with a documented and valid medical inability to take the test may request a medical exemption. Medical exemption forms must be completed and signed by the student's medical provider prior to submission to OSSE. Instructions for submitting a medical exemption request are available here: https://osse.dc.gov/service/test-security-and-incident-forms. If a student has a medical condition that requires the use of an electronic device, otherwise prohibited from use during testing, please contact OSSE.

Preparing the Test Environment for Accessibility Features and Accommodations

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

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^{next})*
- Human Signer for the Mathematics Assessment *(identified in advance in PearsonAccess^{next})*

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

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
- Human Reader for the Mathematics Assessments in Spanish or other languages as needed

Special Accommodations Circumstances During Testing

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

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

Emergency Accommodation

Prior to or during testing, if the STC 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 assessment window (e.g., a student breaks their 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).

LEA staff should complete the form in **Appendix G** in the *AF&A Manual* and retain the form in the student's file. The parent/guardian must be notified that an emergency accommodation was provided.

Refusal of Accommodations

If a student refuses the accommodation(s) listed in their IEP, 504 plan, or EL plan, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the test administration. 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 STC 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 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
- Large Print Edition of the Mathematics Assessment in Spanish or other languages

Appendix A
Glossary of
Assessment Terminology

Glossary of Assessment Terminology

This glossary contains assessment terms used by this manual.

Term	Definition
Accommodations	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student's disability or level of English proficiency. Accommodations must be listed in the student's approved IEP, 504 plan, or EL plan. More information on accommodations is available at dc.mypearsonsupport.com.
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 assessments. A small selection of accessibility features available to all students need to be identified in advance.
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.
Local Education Agency (LEA)	Commonly referred to as a school district, an LEA oversees local schools.
LEA Test Coordinator	LEA Test Coordinator is the individual at the local education agency/district level responsible for the overall coordination of test administration. For the purpose of this manual, the term LEA Test Coordinator is used.
Mathematics Tools for Administration	Mathematics tools for administration include rulers and protractors, mathematics reference sheets, and geometry tools. Mathematics tools for accommodations may include large print ruler, braille ruler, tactile compass, or braille protractor. See the *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^{next}	The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the PARCC & DC Science assessments. PearsonAccess^{next} requires username and password setup. More information about setup and operation for the PARCC & DC Science assessments is available in the *PearsonAccess^{next} Online User Guide*.
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^{next}, a session is the group of students registered to test a content area together (same time and location).
SR/PNP	The Student Registration File and Personal Needs Profile have been combined into one file layout: Student Registration/Personal Need Profile (SR/PNP). This is the data file for registering students for testing, including a student's testing condition, materials, or accessibility features and accommodations that are needed to take a PARCC & DC Science assessment.
Testing Environment	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
TestNav/TestNav8	The application used to administer the computer-based PARCC & DC Science assessments.
Unit	Each content area of the 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.

Appendix B

Test Integrity and Test Security Notification Statement

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

District of Columbia Districtwide[1] Test Integrity and Test Security Notification Statement

This statement must be distributed to all authorized personnel involved in Districtwide assessment testing at LEAs, including each school site within the LEA and nonpublic special education schools.

As required by section 103 of the Testing Integrity Act, of 2013, as amended (D.C. Law 20-27; D.C. Law 21-044; and codified at D.C. Official Code § 38-771.03), all authorized personnel, defined as "an individual who has access to Districtwide assessment materials or is directly involved in the administration of a Districtwide assessment," shall:

1. Complete testing integrity training, as developed by OSSE, before the administration of a Districtwide assessment;
2. Receive the testing integrity and security notification statement distributed by OSSE the administration of a Districtwide assessment;
3. Immediately report any breach of testing security to the test monitor, LEA test integrity coordinator, or OSSE;
4. Cooperate with OSSE in any investigation concerning the administration of a Districtwide assessment;
5. Be prohibited from:
    a. Photocopying, or in any way reproducing, or disclosing secure test items or other materials related to Districtwide assessments;
    b. Reviewing, reading, or looking at test items or student responses before, during, or after administering the Districtwide assessment, unless specifically permitted in the test administrator's manual;
    c. Assisting students in any way with answers to test questions using verbal or nonverbal cues before, during, or after administering the assessment;
    d. Altering student responses in any manner;
    e. Altering the test procedures stated in the formal instructions accompanying the Districtwide assessments;
    f. Allowing students to use notes, references, or other aids, unless the test manual specifically allows;
    g. Having in one's personal possession secure test materials except during the scheduled testing date;
    h. Allowing students to view or practice secure test items before or after the scheduled testing time;
    i. Making or having in one's possession answer keys; except that it shall not be prohibited to have an answer key for a Districtwide assessment that has already been administered and released by OSSE;
    j. Leaving secure test materials in a non-secure location or unattended by authorized personnel;
    k. Using unapproved electronics during the administration of a Districtwide assessment;

[1] The terms "Districtwide" and "Statewide" with respect to assessments are interchangeable as they relate to the assessments covered under federal accountability requirements and the Test Integrity Act of 2013.

l. Making a false certification on any Districtwide assessment forms established and required by OSSE;
m. Failing to actively supervise students at all times during test sessions;
n. Allowing any form of cheating;
o. Being present in the test environment or handling the test materials for one's own family member;
p. Failing to account for all secure test materials before allowing any pupil to leave the testing room; and/or
q. Failing to observe the test material chain of custody procedures as outlined in the school test security plan,

Failure to comply with prohibitions set forth herein shall not be considered a violation of a test security plan if the action is:

a. necessary to provide for an accommodation that is explicitly identified in a student's IEP or an approved accommodation plan for a English learner student; provided, that any accommodation shall be limited to the eligible student or students; or
b. limited to supporting students to stay on task and focused, as defined and described as an acceptable action under OSSE guidance, and does not impact the content of students' answers.

An individual who knowingly and willfully violates, assists in the violation of, solicits another to violate or assist in the violation of, or fails to report a violation of the Testing Integrity Act , the OSSE Test Integrity Guidelines, the school test security plan, , or other test integrity policy or procedure, , shall be subject to sanctions, which shall include:

1. Denial, suspension, revocation, or cancellation of, or restrictions on the issuance or renewal of a teaching or administrative credential or teaching certificate issued by OSSE, or both for a period of not less than one year;
2. Payment of expenses incurred by the LEA or OSSE as a result of the violation; and/or
3. An administrative fine, not to exceed $1,000 for each violation. (*See* D.C. Code §38-771.04)

No employee of a LEA shall retaliate against any other employee, parent, or student solely because that individual reports or participates in an investigation of a potential failure of the test security plan or other testing integrity and security policy or protocol. (*See* D.C. Code §38-771.02(c).)

Appendix C

PARCC & DC Science Accommodation, Accessibility Feature and Administrative Consideration Guidance

The purpose of this appendix is to provide additional guidance for schools regarding the assignment of accommodations, accessibility features, and administrative considerations for the PARCC & DC Science assessments.

Students who take statewide assessments may use a wide array of **accessibility features**, which are tools or supports that increase access to test content and are available for use by **all students who need them**. Examples include: highlighter, answer masking, color/contrast.

Similarly, **administrative considerations** may be granted to any student who may need them, at the discretion of school leaders. Administrative considerations are decisions made about a student's testing environment (e.g., small group testing, special seating arrangements, or frequent breaks).

In addition to accessibility features and administrative consideration for all students, testing **accommodations** are available for all students with disabilities, English learners, and English learners with disabilities.

PARCC & DC Science Accommodations

The *PARCC & DC Science Accessibility Features and Accommodations Manual* provides guidance on the supports available to students while taking the PARCC & DC Science assessment. Please review this document prior to assigning accommodations, accessibility features, and administrative considerations to students.

Paper-Based Accommodations	
Accommodation	***AF&A Manual* References**
Unified English Braille (UEB)	**Appendix M**: Assessments and Students with Visual Impairment including Blindness
Large Print	**Appendix M**: Assessments and Students with Visual Impairment including Blindness
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 I:** PARCC Audio Guidelines for ELA/Literacy, used to ensure consistency in how items are read **Appendix J:** PARCC 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
Spanish	PARCC Mathematics & DC Science Only **Appendix A:** Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC & DC Science Assessments
Spanish Large Print	PARCC Mathematics Only **Appendix A:** Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC & DC Science Assessments
Spanish Read Aloud	PARCC Mathematics Only **Appendix A:** Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC & DC Science Assessments

Computer-Based Accommodations	
Accommodation	***AF&A Manual* References**
Assistive Technology - Screen Reader	**PARCC Assistive Technology Guidance** available at https://dc.mypearsonsupport.com/technology-setup/
Assistive Technology - Non-Screen Reader	**PARCC Assistive Technology Guidance** available at https://dc.mypearsonsupport.com/technology-setup/
American Sign Language (ASL)	
Closed Captioning (CC)	PARCC ELA/L Only
Text-to-Speech (TTS)	
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 I**: PARCC Audio Guidelines for ELA/Literacy, used to ensure consistency in how items are read **Appendix J**: PARCC 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
Spanish	PARCC Mathematics & DC Science Only **Appendix A:** Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC & DC Science Assessments
Spanish Text-to-Speech (TTS)	PARCC Mathematics **Appendix A:** Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC & DC Science Assessments
Spanish Human Reader	PARCC Mathematics & DC Science Only **Appendix A:** Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC & DC Science Assessments
Other Accommodations	
Human Scribe	**Appendix C**: Protocol for the Use of the Scribe Accommodation, used to ensure consistency of scribing and transcription
Human Signer	**Appendix L**: Human Signer Guidelines
Extended Time	**Appendix E**: Guidance for Selecting and Administering the Extended Time Accommodation

Appendix D

Form to Report a Testing Irregularity or Security Breach

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

District of Columbia Statewide Test Security Incident Reporting Form

Please use this form to submit test security incidents to the Office of the State Superintendent of Education (OSSE). **Local Education Agency (LEA) test coordinators should enter incident report content into a ticket via the OSSE Support Tool (OST).**

You may report test security incidents in the following ways: (1) online via the Online Incident Reporting Form, or (2) by phone at 202-304-3269. Please report within 24 hours when possible.

Submitted by (optional, please check all that apply):

__ LEA Test Coordinator __ School Test Coordinator __Test Administrator __ Test Proctor

__ Other School Staff __ Student __ Other _____

LEA (if known): _____ Date/Time of Incident: _____

School: _____ Location of Incident: _____
(i.e., room name/number)

Names and roles of staff involved (if known): _____

Names of students involved (if known): _____

Describe the incident (use the back of this form or attach additional pages if needed). Please include the following details in your description of the incident, if known:

- Assessment (ACCESS for ELLs, Alternate ACCESS, MSAA, DLM, PARCC, DC Science)
- Testing grade and subject
- Testing group name
- Test administrator and proctor names
- Number of students in room/test session

Name of person completing this form (optional): _____ Date: _____

Appendix E

Form to Report Contaminated, Damaged, or Missing Materials

PARCC DC Science The District of Columbia Assessment of the Next Generation Science Standards

2022–2023 PARCC and DC Science 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 4.2.3), or missing (Section 3.10.2).
2. Then report the incident using this form to describe the circumstances.
3. Submit the form to Pearson, OSSE, and your LEA Test Coordinator.

State _____ ❒ Fall ❒ 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 _____

Complete this form and submit the completed form to Pearson via one of the following methods:
Email PearsonDCAdminSupport@pearson.com
Mail DC Program Team
Mail Stop B044
2510 North Dodge St., Iowa City, IA 52245
Submit this form to OSSE online, via the OSSE Support Tool.

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 LEA 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 and 10 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.)
- Spanish form for mathematics & DC Science.
- Student directions read aloud in a language other than English (As a reminder, there are translated administration scripts for 12 different languages for PARCC, available at dc.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 9, Grade 10	90
Unit 2	Grade 3	75
	Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	90
	Grade 9, Grade 10	90

[1] Testing environment is defined as a room or location where secure PARCC 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 9, Grade 10	90
Unit 2	Grade 3	75
	Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	90
	Grade 9, Grade 10	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 6 & Grade 7 *(non-calculator/calculator unit)*, Grade 8	60
	Algebra I, Geometry, Algebra II *(non-calculator/calculator unit)*	90
Unit 2	Grade 3, Grade 4, Grade 5	60
	Grade 6, Grade 7, Grade 8	60
	Algebra I, Geometry, Algebra II	90
Unit 3	Grade 3, Grade 4, Grade 5	60
	Grade 6, Grade 7, Grade 8	60

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 6, Grade 7 *(non-calculator/calculator unit),* Grade 8	60
	Algebra I, Geometry, Algebra II	90
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
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

DC Science—Computer-Based Testing

Unit	Grades/Courses that May Be Grouped Together	Unit Testing Time (minutes)
Unit 1	Grade 5, Grade 8, Biology	45
Unit 2	Grade 5, Grade 8, Biology	45
Unit 3	Grade 5, Grade 8, Biology	45
Unit 4	Grade 5, Grade 8, Biology	45

Appendix G

Test Integrity and Test Security Affidavit

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

District of Columbia Districtwide[1] Test Integrity and Test Security Affidavit

Instructions: This form must be completed by the LEA Assessment Manager or LEA Test Coordinator and the School Test Coordinator (including Nonpublic School Test Coordinators) for each Districtwide assessment administered. Within **10 business days** after the close of each statewide assessment window, the LEA must collect one school-level affidavit for each OSSE-approved school test security plan. Within **15 business days** after the close of each statewide assessment window, LEAs must submit all school affidavits and one LEA-level affidavit for each assessment program (ACCESS/Alt ACCESS; MSAA/DLM; and PARCC/DC Science) to OSSE via the OSSE Support Tool (OST).

LEA/School Information

Refer to your approved school test security plan to complete the information below.

Assessment Name(s):			
LEA name and code:			
School name and code:			
Name of person completing this affidavit:			
Role:	☐ LEA Assessment Manager	☐ LEA Test Coordinator	☐ School Test Coordinator

Please check each box below to indicate compliance.

I affirm that to the best of my ability, knowledge and/or belief, my LEA (test integrity coordinator) or school (school test monitor) complied with the following, except as may be described below:

- ☐ The Testing Integrity Act of 2013, as amended[2]
- ☐ OSSE 2022-23 Test Security Guidelines;
- ☐ All applicable testing manuals and test directions;
- ☐ All required State, LEA, and school test integrity training; and
- ☐ The 2022-23 test security plan(s) of my school or schools within my LEA, as appropriate.

Please describe any instances where, to your knowledge/belief, your LEA and/or school did not comply with all applicable laws, regulations, policies and test plans. If you are unaware of any noncompliance, please state "None"

Further, I affirm that to the best of my ability, knowledge and/or belief that:

- ☐ All authorized personnel involved with testing have been provided the Statewide Test Integrity and Security Notification Statement, provided by OSSE;
- ☐ All known security breaches and testing irregularities have been properly reported;
- ☐ All secure and unsecure test materials have been returned, tracked, destroyed or securely recycled in accordance with the directions provided by the test vendor on this date _____; and
- ☐ All required school test security plan materials under my purview have been submitted and/or are attached to this Affidavit.

I hereby affirm, under penalty of perjury, that the information in this affidavit is based on my personal knowledge or belief and is truthful and accurate.

_____ _____

Signature Date

_____

[1] The terms "Districtwide" and "Statewide" with respect to assessments are interchangeable as they relate to the assessments covered under federal accountability requirements and the Test Integrity Act of 2013.
[2] D.C. Law 20-27; D.C. Law 21-044; D.C. Official Code §38-771.01 *et seq*.

Appendix H
Chain of Custody Form

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

2022-23 District of Columbia Assessment Chain of Custody Form

Test Coordinators will use this form to track the distribution, return, and destruction of secure test materials. Make as many copies of this form as needed. Keep this form in your school test security file when it is complete.

Check one assessment

	ACCESS		MSAA		DLM		PARCC		DC Science

LEA: _____ School: _____

Test Coordinator Name _____

Test Administrator Name _____

Witness of Destruction of Secure Materials Name _____

Receiving Materials	Date						
	Time						
	Testing Room (Transferring to)						
	Number of Testing Tickets						
	Number of Sheets of Scratch Paper						
	Number of Reference Sheets						
	Other Secure Material*:	Barcode:					
	Test Administrator Initials						
	Test Coordinator Initials						
Returning Materials	Date						
	Time						
	Secure Materials Location (Returning to)						
	Number of Testing Tickets						
	Number of Sheets of Scratch Paper						
	Number of Reference Sheets						
	Other Secure Material*:	Barcode:					
	Test Administrator Initials						
	Test Coordinator Initials						

** Other secure materials may include: tactile graphics, Human Reader scripts, accommodated paper-based, braille or large print booklets and answer documents.*

Destroy Secure Materials	Date					
	Time					
	Number of Testing Tickets Destroyed					
	Number of Sheets of Scratch Paper Destroyed					
	Number of Reference Sheets Destroyed[+]					
	Number of TIPs (DLM only) or DTAs (MSAA only) Destroyed					
	Test Coordinator Initials					
	Witness Initials					

[+]*A reference sheet only needs to be securely destroyed if a student wrote on it during a testing session.*

By signing below, authorized personnel verify the information on this document are accurate to the best of their knowledge. Signatures below should only occur on the last day authorized personnel uses this document.

Test Administrator Signature _____ Date _____

Test Coordinator Signature _____ Date _____

Witness Signature _____ Date _____

Notes and Additional Signatures (if needed):

Appendix I

Form to Return Secure Materials

PARCC DC Science
The District of Columbia Assessment of the Next Generation Science Standards

2022-2023 Form to Return Secure Test Materials

Instructions:

1. Follow the instructions in the *Test Coordinator Manual* to determine which secure test materials must be returned to Pearson.
   Note: All secure materials will have either a serial number or security barcode.
2. Complete all sections of this form and maintain a copy in your school records file.
3. Submit this form to your PARCC/DC Science LEA Test Coordinator.

Contact Name: Role:

School Name: School Code:

LEA Name: LEA Code:

Secure Material/Subject/Grade	Assessment	Quantity	Serial Number/Security Barcode Range	UPS Tracking Number	UPS Pickup Date
Example: Grade 5 Human Reader Script		2	12345-12346	1Z1Y12346789123	06/10/23

Computer-Based Testing: Are you ready?

- ☐ Manage test sessions and review each student's status in PearsonAccess[next].
- ☐ Check for an accommodation indicator next to the State Student ID (SSID) to confirm accommodations (e.g., TTS).
- ☐ Test Administrator log in.
- ☐ Confirm that the Test Coordinator has prepared the test sessions.
- ☐ Start test sessions and unlock the applicable unit (lock the unit for absent students).
- ☐ 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 (ELA & Math)
ASL	American Sign Language
SR	Assistive Technology—Screen Reader
Non-SR	Assistive Technology—Non-Screen Reader
CC	Closed Captioning
TTS	Text-to-Speech
STTS	Spanish Text-to-Speech
S	Spanish
Indicator	**Accommodation (Science)**
TTS	Text-to-Speech
S	Spanish

Note: Students utilizing a Human Reader must be placed in a Human Reader session.

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 PARCC 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 into TestNav8

(Braille, Large Print, and other Response Accommodations)

Return Secure materials 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

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