DC CAPE
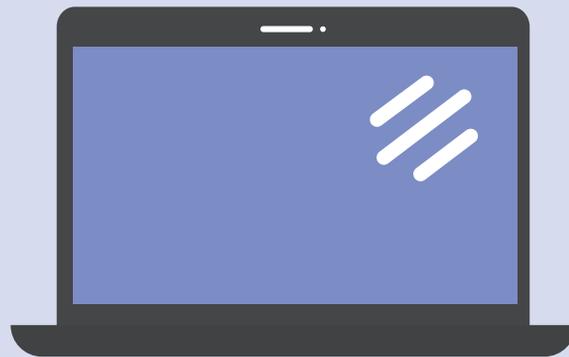
DC COMPREHENSIVE
ASSESSMENTS OF
PROGRESS IN EDUCATION

2026

TEST ADMINISTRATOR MANUAL

2026 SPRING

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

OSSE

Contact Information

For Questions About	Who to Contact	Contact Information and Resources

• Technology, including DC CAPE Assessment Management Platform and TestNav
• Test administration
• Test materials
	Support Center	**Web:** dc.mypearsonsupport.com
		    Manuals: https://dc.mypearsonsupport.com/admin-resources
		Pearson Assessment Support:
		    https://support.assessment.pearson.com/
		Hours: 6:00 a.m - 7:30 p.m. EST
		Telephone: 866-688-9555

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	**DC CAPE Testing Window**	**Online Window:** April 6, 2026 - May 22, 2026 **Paper Accommodations Window:** April 6, 2026 - May 15, 2026
	State Opens Assessment Delivery and Management Platform (ADAM) to local Education Agencies	January 5, 2026
	LEAs and non-publics load accommodations file into Assessment Delivery and Management Platform (ADAM)	January 5, 2026 - March 9, 2026
	Materials Orders Window	March 2, 2026 - June 5, 2026
	Materials Orders—Test Materials (e.g., test books, answer documents)	March 2, 2026 - May 8, 2026
	Materials Orders—Human Reader Scripts	March 2, 2026 - May 15, 2026
	Materials Orders Window— Ancillary Return Materials Only (e.g., Return Labels, Boxes)	March 2, 2026 - June 5, 2026
	Deadlines to Ship Secure Materials to Pearson	Scorable Materials: May 22, 2026 Nonscorable Materials: May 29, 2026

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1.0 Overview

The DC CAPE assessments will be administered in either computer-based (CBT) or paper-based (PBT) formats. English language arts/literacy (ELA/L) assessments will focus on writing effectively when analyzing text. Mathematics assessments will focus on applying skills and concepts, and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools. The 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 sections. Additionally, for the Grades 6 and 7 and high school mathematics assessments, one of the mathematics sections is split into two parts: a non-calculator part and calculator part. Refer to Section 2.4 for additional information about the number of sections for each assessment.

1.1 About this Manual

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

When administering the computer-based DC CAPE assessments to students, the Test Administrator should turn to the page that contains the script (i.e., student directions that are read aloud during testing) for the section they are administering. All administration instructions are contained within each script. In addition to English, the scripts are translated into Spanish. The translated script is available at dc.mypearsonsupport.com.

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

1.2 The Roles of Individuals

The **Local Education Agency (LEA) Test Coordinator (LTC)** is the individual at the LEA/district level who is responsible for the overall coordination of test administration. For the purpose of this manual, the term LEA Test Coordinator is used.

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

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.

A **Proctor** is an individual who may be called on to help a Test Administrator monitor a testing session 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.

See OSSE Test Security Guidelines for requirements for both Test Administrators and 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 STC 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:

- Configuring student testing devices
  - Ensuring each device meets minimum technology requirements
  - Installing/updating the TestNav App on each testing device; OR
- Ensuring the infrastructure (e.g., wireless access points, bandwidth) is adequate
- Configuring TestNav in Assessment Delivery and Management Platform (ADAM)
- Helping with the Accommodations Registration File (ARF)
- 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 STC and Test Administrators

2.0 Test Security and Administration Policies

2.1 Maintaining the Security of Test Materials and Content

The administration of DC CAPE 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.

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

- Student testing tickets
- Test Administrator credentials (eg. seal codes, proctor logins)
- Mathematics reference sheets written on by students (if locally printed)
- Scratch paper written on by students
- Human Reader scripts for Mathematics or Science (if applicable)

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

Follow the security plan developed by your STC and/or principal for your school. Contact your STC with any questions about your school's security plan.

Make sure to follow your school's chain-of-custody protocol at all times. Failure to follow proper chain-of-custody requirements may result in test invalidations. The handling of test materials must be documented before, during, and after test administration in order to maintain their security.

2.1.1 Test Administrator Responsibilities

1. **Receive training in administering DC CAPE assessments properly and securely.**
   - Review the *Test Administrator Manual (TAM)* and all relevant test security requirements before administering DC CAPE assessments.
   - 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. Translated scripts are available in Spanish. The translated scripts are available at dc.mypearsonsupport.com.
   - Remove or cover any displays or materials 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 as listed in the *TAM*.
   - Prevent the use of prohibited materials (refer to Section 2.3) during testing sections. Note that results may be invalidated for students who use cell phones or other electronic devices during a test section, including after a student turns in their test materials and during a break (see exception listed in Section 2.2.1).
   - Manage proctor groups in Assessment Delivery and Management Platform (ADAM).

3. **Focus full attention on the testing environment at all times during testing.**
   - Monitor the testing process by continually moving unobtrusively about the room.
   - Ensure that students are supervised during testing, including during breaks.
   - Ensure students are working only on the section being administered. If a Test Administrator observes a student working in the incorrect section, this is a testing irregularity that must be reported to the STC and 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.

5. **Do not provide unauthorized assistance to a student that could impact his/her answers.**
   - At any time during an assessment administration, a Test Administrator may repeat a portion of the *Test Administrator Manual* script if necessary for clarification.
   - However, Test Administrators must not assist a student during testing or alter or interfere with a student's response in any way that would impact their answers. Examples of unauthorized assistance include, but are not limited to:
     - Providing answers to a student
     - Indicating that a student has answered a question incorrectly or left a question blank
     - Defining words or providing synonyms
     - Spelling words
     - Influencing a student's responses by offering verbal or non-verbal hints, clues, or cues
     - Altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or multiple-choice answer option
     - Suggesting that a student write more on a question, check 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 testing in an approved Individualized Education Plan (IEP) or a 504 plan, and an English Learner (EL) plan.
   - Follow guidelines on proper administration of accommodations and/or accessibility features as prescribed in the *DC CAPE Accessibility Features and Accommodations (AF&A) Manual*.

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

2.1.2 Incident Reports

In the event of a testing irregularity or a test security breach, Test Administrators should be prepared to provide their STC or LTC with information needed to complete an OSSE incident report.

2.2 Testing Irregularities and Security Breaches

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

2.2.1 Testing Irregularities and Security Breaches

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

- **Electronic Devices Irregularities**
  - Using a cell phone or other prohibited handheld electronic device (e.g., cell phones, smartwatches with photo/or cellular functions, etc.) while secure test materials are still distributed, while students are testing, after a student turns in their test materials, or during a break.
    - Exception: During the administration of computer-based tests, LEA test integrity coordinators, school test monitors and school technology coordinators may use cell phones for the sole purpose of coordinating technical support if it is necessary for a student to complete a test.
    - Exception: Certain electronic devices may be allowed for medical or audiological purposes during testing. These devices may require prior approval for this exception unless already noted in a student's Individual Education Plan (IEP) or 504 plan.

- **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 distributed or while students are testing
  - Leaving students unattended without a Test Administrator for any period of time while secure test materials are still distributed or while students are testing (Proctors must be supervised by a Test Administrator at all times)
  - Deviating from testing time procedures as outlined in Section 2.4
  - Allowing cheating of any kind
  - Providing unauthorized persons with access to secure materials
  - Unlocking a test in Assessment Delivery and Management Platform (ADAM) during non-testing times without state approval
  - Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
  - Allowing students to test before or after test administration window without state approval

- **Test Materials Irregularities**
  - Losing a student testing ticket
  - Losing list of proctor codes
  - 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 English language arts/literacy which requires a Test Administrator to access passages or test items.
  - Copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials or online test forms

- Revealing or discussing passages or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication
- Removing secure test materials from the school's campus or removing them from locked storage for any purpose other than administering the test

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

2.2.2 Reporting Testing Irregularities and Security Breaches

For a list of testing irregularities and security breaches that must be reported and documented, refer to your STC. Incidents must be reported. To report an incident, follow the protocol outlined below.

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

2.3 Testing Environment

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

- Some students may finish testing before others and the expectations for what those students may do must be determined and established in advance of the testing day. Ask your STC for the policy on what students may do after testing.
- Unauthorized visitors are prohibited from entering the testing environment as described in the Testing Environment Irregularities section.
- A testing sign, such as the example in **Appendix C** should be posted on the outside of the room door.
- Prohibited classroom resources (see below for more information) and materials that my cause distraction or distress for students testing should be removed or covered.

Administrative Considerations for Students

With the support of the school administration, 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. Accordingly, STCs may determine that any student may require one or more of the following test administrative 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 *AF&A Manual* located 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 are materials that may not be used at any time during a section, including after a student has completed testing (e.g., submits section) 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 Sections**
    - All personal electronic equipment not related to testing (e.g., cell phones, smart watches with photo/or cellular functions, etc.; refer to Section 2.2.1 for one exception)
    - Any resource (e.g., books, posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing. Refer to the *AF&A Manual* for additional information on approved resources for a student with an IEP or an English Learner.
    - Mathematical formulas, number lines, and conversion tables other than the grade- or course- specific, DC CAPE-provided mathematics reference sheets
    - Any manipulative not approved through a unique accommodation request prior to testing (refer to your STC 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, instruct the student to hand the materials to the Test Administrator or follow your local policy. As a reminder, if a student is found to have prohibited materials (including cell phones) during live testing, the test may be invalidated.

Books and materials not related to the tested subject are permitted after a student has completed testing.

Exceptions for Test Accommodations

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

2.4 Scheduling and Testing Time

All assessment administration, including make-up testing, must be completed during your testing window. Sessions may be scheduled at any time during your testing window. Contact your STC if you have any questions about your testing dates.

Testing Time

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

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

Example: When the section testing time is 90 minutes, schools might schedule a total of 115 minutes: 15 minutes for reading directions + 90 minutes of testing + 10 minutes for closing the section.

Table 2.0 Administration Time

	Task	Time to be Allotted for Test Administration
Guidelines for Scheduling	1. Pre-administration tasks, including reading instructions to students and answering questions.	10 minutes
	2. Distribution of test materials to students.	5 minutes
	3. Administration of section.	Refer to Section Testing Time below
	4. End-of-section activities, including logging students out of TestNav and collecting test materials.	5–15 minutes

Section Testing Time is the amount of time that must be provided to any student who needs it to complete the section. A new section cannot be started until all students in the testing environment are finished or until section testing time has expired.

If all students have completed testing before the end of the section testing time, the section may end. Once the section testing time has elapsed, the section must end, except for students with extended time accommodations.

Table 2.1 Section Testing Times for Grades 3–5

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

Subject(s)	Section	Part	Section Testing Time (Minutes)
ELA/Literacy Grade 3*	Section 1		75
	Section 2		75
	Section 3		75
ELA/Literacy Grade 4*	Section 1		90
	Section 2		90
	Section 3		90
ELA/Literacy Grade 5*	Section 1		90
	Section 2		90
	Section 3		90
Science Grade 5	Section 1		45
	Section 2		45
	Section 3		45
	Section 4		45

*Includes field test section

Table 2.2 Section Testing Times for Grades 6–8

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

Subject(s)	Section	Part	Section Testing Time (Minutes)
ELA/Literacy Grade 8*	Section 1		90
	Section 2		90
	Section 3		90
Science Grade 8	Section 1		45
	Section 2		45
	Section 3		45
	Section 4		45

*Includes field test section

Table 2.3 Section Testing Times for High School

Subject(s)/Course(s)	Section	Part	Section Testing Time (Minutes)
Algebra I, Geometry, Algebra II	Section 1	Non-calculator/ Calculator	90
	Section 2	Calculator	90
ELA/Literacy ELA I and ELA II*	Section 1		90
	Section 2		90
	Section 3		90
Biology	Section 1		45
	Section 2		45
	Section 3		45
	Section 4		45

*Includes field test section

Make-Up Testing

Ensure that your STC knows who is absent on testing day, so that make-up testing can be scheduled. Students must complete all sections within the school testing window.

Breaks

Speak with your STC to clarify local procedures for breaks. For more information about breaks refer to Section 4.8.

3.0 BEFORE Testing

3.1 Checklist of Tasks for Test Administrators to Complete BEFORE Testing

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

At Least One Week Before Testing	Reference
❑ Review policies and instructions for test administration in this manual.	
❑ Complete any required training with the School Test Coordinator to review test security, administration protocols and plans, and day of test activities.	Section 3.2
❑ Complete recommended online training modules or in-person training: ○ Introduction to Training - For All User Roles ○ Assessment Delivery and Management Platform (ADAM) (if applicable) ○ Student Readiness Resources for DC CAPE ○ Administration of Computer-Based Testing for Test Administrators ○ Accessibility Features and Accommodations (if applicable)	Section 3.2 and dc.mypearsonsupport.com
❑ Read Test Integrity and Test Security Notification Statement.	**Appendix B**
❑ Review all testing accommodations to be administered for our students and develop a plan to monitor their use.	Section 3.3
❑ Strongly Recommended: Administer the Computer-Based Testing Practice Tests and Tutorial.	Section 3.4
One Day Before Testing	Reference
❑ Ensure your Assessment Delivery and Management Platform (ADAM) login works and that you have access to the correct proctor group (if applicable).	Section 4.3
❑ In the correct proctor group, check for an accommodation indicator to confirm accommodations (e.g., TTS).	Section 3.3
❑ Prepare the testing environment.	Section 3.5

3.2 Test Administrator Training and Preparation

Test Administrators must meet with the STC to prepare for test administration and review responsibilities. In addition to this document, review the training modules that provide more detailed information on specific aspects of the DC CAPE administration at dc.mypearsonsupport.com.

3.3 Preparing to Administer Accessibility Features and Accommodations During DC CAPE Assessments

The STC will provide Test Administrators with a list of all required accessibility features and accommodations for applicable students. If you are administering a test with an accessibility feature or accommodation, be sure you have received the proper training. Refer to Section 6.0 for additional information about accessibility features and accommodations. It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. If a Human Reader is administering the mathematics assessments, the Human Reader Test Script must be used and is a secure test material. The Test Administrator may check students' accessibility features and accommodations by logging into the Assessment Delivery and Management Platform (ADAM).

3.4 Administer Practice Tests and Tutorials

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

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

Your STC will provide you with instructions for administering the practice tests and tutorials. It will take up to 30 minutes to administer each tutorial. Throughout the school year, students should be provided access to the tutorials and practice tests. Students with accommodations may need additional practice time to become familiar with all computer-based testing features.

3.5 Prepare the Testing Environment

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

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

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

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

- 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.

Note: Any material used to create visual barriers must be free of writing. If a barrier is written on during an assessment, it is considered secure material and must be securely destroyed according to school policy.

Before students enter the test environment:

- Check to make sure the proctor code to Assessment Delivery and Management Platform (ADAM) works.
- Cover or remove from the testing environment all materials containing content in the subject area being tested, including any materials listed in Section 2.3.
- Post a "Testing — Please Do Not Disturb" sign (refer to **Appendix C** of this manual) on the outside of the door of the testing room.
- Display a timing box on the board or in another location that is visible to all students being tested; refer to the example in Figure 3.0.
  - Write the name of the section you are administering on the section name line in the timing box on the board.
  - Using the section testing time in Tables 2.1–2.3 of this manual for reference, write the section testing time on the correct line in the timing box on the board.
  - Do not fill in the Starting Time or Stopping Time lines until instructed to do so in the scripts.
  - Students with the extended time accommodation should not have a timing box with a stopping time.

Figure 3.1 Timing Box Example

```
Section Name: _____
Section Testing Time: _____
Starting Time: _____
Stopping Time: _____
Number of Parts: _____
```

Note: Number of Parts is only used for Section 1 of the grade 6, grade 7, Algebra I, Geometry, and Algebra II assessments.

4.0 DURING Testing

4.1 Checklist of Tasks for Test Administrators to Complete DURING Testing

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

Day of Testing	Reference
❑ Receive test materials from School Test Coordinator and track receipt using the OSSE Chain of Custody Form.	Section 4.2
❑ Manage proctor groups and review each student's status in Assessment Delivery and Management Platform (ADAM): ○ Check for an accommodation assignment (e.g., TTS). ○ Test Administrator log in. ○ Confirm proctor groups have been prepared. ○ Resume students (as needed). ○ Ensure students have submitted completed test sections.	Section 4.3
❑ Distribute test materials to students, and administer the DC CAPE assessment according to the directions in this manual and using the appropriate administration script.	Section 4.4
❑ Help students log in to TestNav.	Section 4.4
❑ Monitor testing time.	Section 4.5
❑ Supervise test administration and provide breaks (if applicable).	Sections 4.7 and 4.8
❑ Troubleshoot computer-based testing issues as needed.	Section 4.7.1
❑ Return all testing materials to the School Test Coordinator.	Section 4.9.3
❑ Complete any documentation necessary for reporting any testing irregularity or security breach.	Section 2.2.2

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

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

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

- **DC CAPE materials**
    - Student testing tickets (printed from Assessment Delivery and Management Platform (ADAM) at the school)
    - *Test Administrator Manual(s)*
    - Test Administrator credentials (eg. seal codes, proctor logins)
    - Human Reader Scripts for mathematics and science (if necessary)

- **School-supplied material**
    - Wooden No. 2 pencil(s) with eraser(s)
    - Blank scratch paper
        - Test Administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the section, if needed.
        - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics sections.
        - Test Administrators are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
    - Calculators, if using hand-held calculator (see Calculators section for more information)
    - Mathematics tools for administration (see Mathematics Tools for Administration section for more information)
    - Mathematics reference sheets (may be locally printed) (**Note:** Cannot be re-used if written on)
    - Testing devices that meet the minimum technology specifications set forth by TestNav (**Note:** 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, refer to Section 6.2.)
    - Timing device, such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room) Note: Test Administrators may not use prohibited electronic devices, such as cellular phones, as timing devices.
    - "Testing — Please Do Not Disturb" sign to post on the doors of the testing rooms or the board (a copy of the sign is available in **Appendix C** of this manual)

Calculators

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

- For grades 3–5 mathematics assessments, 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 mathematics assessments, students may only use four-function calculators with square root and percentage functions for all calculator sections.
- For grade 8 mathematics assessments, students may only use scientific calculators for all calculator sections.

- For high school mathematics assessments, students may only use graphing calculators (with functionality consistent with the TI-84 or a similar model) for all calculator sections.
- For Science, students may use four-function calculators with square root and percentage functions for all sections.

Students must only use calculators that are allowable for their grade/course assessment. Only students with a specific calculator accommodation may use calculators outside of their grade/course level. Allowing for the use of a calculator that is not designated for the grade-level/course assessment may unfairly disadvantage or advantage students and is, therefore, not allowed (except for students with an appropriate accommodation). Speak with your STC for more information about the Calculator Policies.

If a student needs a calculator in a non-calculator section as an accommodation, the student will need a hand-held calculator because an online calculator will not be available. If a student needs a specific calculator (e.g., large key, talking), the student may also bring 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.

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 assessments.
- Students are NOT allowed to share calculators with another student during a test section.
- 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 assessment purposes, STCs or Test Administrators must confirm that the calculators meet requirements as defined above.

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

For additional guidance, see the Calculator FAQ's under the Calculator Policy at dc.mypearsonsupport.com.

Mathematics Tools for Administration

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

- **Rulers and Protractors:** For computer-based assessments, required tools will be provided through the TestNav platform. Schools may not provide their own rulers and protractors in the grades where rulers and protractors are provided tools (see Table 4.0).
- **Mathematics Reference Sheets:** For computer-based testing, mathematics reference sheets are available to students for every item through the testing platform in the tab called "Exhibits." However, schools may choose to locally print and provide copies to students during testing. If providing students with printed copies of the mathematics reference sheets, the following protocols must be followed:

- The printed copies must be the 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 section.
- **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 4.0 Rulers and Protractors for Computer-Based Testing

Grade(s)/Course(s)	Provided
Grade 3	• Ruler (¼ inch)
Grades 4–7	• Ruler (⅛ inch, 1 cm) • Protractor
Grade 8	• Ruler (⅛ inch, 1 cm)
Algebra I, Geometry, Algebra II	—

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 for Administration clarifications, please see the Mathematics Tools policy at dc.mypearsonsupport.com.

Headphones

Headphones are needed for students who receive the text-to-speech accommodation for the ELA/L assessment or the text-to-speech accessibility feature for mathematics and science assessments. Headphones are also **required** for all students for ELA/L multimedia passages. A Test Audio button will appear before the start of each section. Note that any multimedia for science assessments **do not contain sound.**

For computer-based tests students using headphones should set the volume to the highest level on the device at the sign-in screen in TestNav. Students can adjust the volume level within TestNav at any point in the section.

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 just as noise buffers, Test Administrators are responsible for ensuring that the headphones are not plugged into any device.

Note: All external programs on all testing devices are to be closed prior to student login and not running in the background.

4.3 Manage Proctor Groups in Assessment Delivery and Management Platform (ADAM) (Day of Testing)

Before students can begin testing, the STC will need to validate that accommodations have been assigned as appropriate Assessment Delivery and Management Platform (ADAM). After testing has

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

Table 4.1 Student Statuses in Assessment Delivery and Management Platform (ADAM)

Status	Description
Not Started	The student has not yet signed in to the test.
In Progress	The student has signed in to the test. No action is needed by the proctor.
Paused	Not applicable for DC CAPE Assessments. Status will show on proctor dashboard progress bar, but students will not be in this status.
Exited	Student has exited the test and needs to be reseated before continuing the test.
Reseat	The proctor has reseated the student(s). The student has not yet signed back in to the session. No action is needed by the proctor.
Needs Attention	Not applicable for DC CAPE Assessments. Status will show on proctor dashboard progress bar, but students will not be in this status.
Submitted	The student has completed the test and submitted their answers.

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

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

4.4 Distribute Materials and Read Script (Day of Testing)

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

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

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

4.5 Keep Time (Day of Testing)

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

Note: A student with the extended time accommodation specified in their approved IEP, 504, or EL plan may be provided more time to complete each section.

4.6 Maintain Test Security

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

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

4.7 Supervise Test Administration

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

4.7.1 Guidance for Troubleshooting Computer-Based Testing

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

- If an assigned accommodation is not appearing correctly for a student, instruct the student to exit the test immediately and contact the STC.
- When a technology disruption affecting **a single student** occurs, Test Administrators should follow these steps:
  - Note the time of the disruption so that the remaining time for the section can be calculated.
  - Follow the procedures outlined by your school on who to contact or troubleshooting guidance.
    - Guidance for troubleshooting common errors is available on dc.mypearsonsupport.com.
    - No photos may be taken of screens, tests, or any secure materials.
  - If the issue cannot be resolved in a timely manner without disruption to the other students testing, the student should be moved to another testing device, and given time to account for any delay caused by the error and the switch in devices. Make a note of any device the student uses.
  - If no alternate device is available, the student should be dismissed from the testing environment and resume the test on a functioning device as soon as possible on the same day. The student may not alter any previously entered response and must be given the amount of time remaining in the test section when the technical problem occurred.

- Document the situation in writing. Refer to your STC for policy about reporting a testing irregularity.
- When a technology disruption affecting **multiple students** occurs, Test Administrators should follow these steps:
  - Pause testing in the room until the problem is resolved.
  - Note the time of the disruption so that the remaining time for the section can be calculated.
  - Follow the procedures outlined by your school on who to contact or troubleshooting guidance.
    - Guidance for troubleshooting common errors is available on dc.mypearsonsupport.com.
    - No photos may be taken of screens, tests, or any secure materials.
  - Once the issues are resolved, prepare students to resume testing for the continuation of the section:
    - Test Administrators must inform students how many minutes remain in the section.
    - Test Administrators must write on the board the updated start time and stop time of the section.
  - Document the situation in writing. Refer to your STC for policy about reporting a testing irregularity. During testing, Test Administrators are not permitted to help students navigate or use the functionalities within TestNav 8.

- If a student exits TestNav before completing a test:
  - Verify that TestNav is shut down for the student.
  - 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.
  - The Test Administrator will need to resume the test for the student from the proctor dashboard in ADAM.

4.7.2 Guidance for Clarifying Directions During Administration

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

If you have questions, consult your STC.

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

4.7.3 Guidance for Redirecting Students

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

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

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

4.7.4 Dismissing Students for Misconduct

The Test Administrator has the authority to dismiss any student for misconduct according to your local policy. If student misconduct warrants dismissal, collect the student's test materials. The student will then be dismissed from the testing environment. The student may be eligible to continue testing in another location (e.g., guidance counselor's office) according to local policy.

If a student is dismissed, the Test Administrator must exit the student's test in TestNav. If a student is observed with any of the items listed in Section 2.3 during testing or during breaks, the Test Administrator should collect the prohibited materials. The school or LEA should document details of the situation and submit an incident report to OSSE.

4.7.5 Item Irregularities During Testing

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

- If the issue being experienced is with a particular item, the Test Administrator should instruct the student to bookmark the item and continue testing. At the end of testing, the Test Administrator should try to troubleshoot the issue with the remaining item by contacting their 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 Pearson 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, item number, test format (online), and a brief description of the issue and provide that information to the STC to complete an incident report and share it with the STC to submit to 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).

4.7.6 Procedures for Safety Threats and Severe Weather

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

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

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

- If possible, note the time of the disruption so that the remaining time for the section 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, if time permits.
- Upon returning to the testing room, prepare students for the continuation of the section:

- Inform students how many minutes remain in the section.
- Write on the board the updated start time and stop time of the section.
- Document the situation and submit the documentation to the STC.
- Refer to your STC for the policy about reporting a testing irregularity.

4.8 Administer Breaks

During a break, 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 breaks between sections.

Test Administrators are responsible for ensuring that students are NOT able to see the content on other students' test materials or on other students' testing devices. DC CAPE policies for breaks are below. Refer to your STC for additional requirements regarding breaks.

4.8.1 Breaks During a Section

The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom is allowed during testing for each section. The end of section time can be adjusted up to 3 minutes at the end of this break.
- Individual restroom breaks are allowed. It is recommended that no more than one student at a time be allowed to use the restroom and students be supervised. Section time may NOT be adjusted for restroom breaks, and students should be encouraged to use the restroom prior to beginning section time.
- Students are NOT permitted to talk.

During these breaks, visual blocks should be applied to students' testing devices (e.g., turn off the monitor, tape folders to the screen) instead of having students use online 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).

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 assessment disruptions that may be caused by students, unless the student has an extended time accommodation.

4.8.2 Breaks Between Sections

If your STC scheduled sections back-to-back for students, breaks are highly recommended between sections to stretch, go to the restroom, or get a drink for the entire classroom. All students in the proctor group must break at the same time between sections. If students break between sections, they must first log out of TestNav. Please see section 4.9.1 for how to log students out of TestNav.

4.9 Ending Each Section

4.9.1 Log Students Out of TestNav

As students complete testing, Test Administrators will use the instructions at the end of the administration script or in the TestNav Logout Instructions (posted at dc.mypearsonsupport.com) to help them log out of TestNav. Test Administrators may provide navigational guidance as students click through the log out steps and may reference a printed copy of the TestNav Logout Instructions during testing.

Refer to Section 4.1.5 in the *Test Coordinator Manual* for more information.

4.9.2 Collect Test Materials

Collect student testing tickets and scratch paper. Count the number of items to ensure each student has returned their student testing ticket and scratch paper. If a student loses or destroys their student testing ticket, contact your STC.

Note: Follow your local chain-of-custody procedure to ensure all materials have been collected.

4.9.3 Return Materials to School Test Coordinator

The following are materials that must be returned to the STC:

- Student testing tickets
- Mathematics reference sheets, calculators, and mathematics tools for administration (if applicable)
- Accommodated test materials (inform the STC of any tests needing transcription)
- Used and unused scratch paper
- Test Administrator credentials (eg. seal codes, proctor logins)

4.10 Make-Up Testing

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

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

Multiple proctor groups and/or sections may be tested together according to the directions in *Testing Multiple Grades Guidance* at dc.mypearsonsupport.com as long as the testing time and administration script are the same.

4.11 Script for Administering Mathematics

4.11.1 Grades 3, 4, and 5 Mathematics – All Sections

The administration script under Section 4.11.1 will be used for all sections of the Grades 3-5 mathematics test.

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

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 1–3	Grades 3–5 (each section): 60 Minutes	• Student testing tickets • Pencils • Scratch paper		
End of Sections 1-3 – Students **Submit Final Answers**				

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to Section 3.3 for further instructions on how to check accessibility features and accommodations. Speak to your STC to determine who will complete these two tasks prior to testing. Test Administrators must make sure all testing devices are turned on and logged on to TestNav (follow your school/LEA instructions for accessing the **Sign-In** page. Make sure all testing devices display the **Sign-In** screen as shown under the Checking Audio Section). **If headphones are needed for accessibility purposes, make sure they are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).**
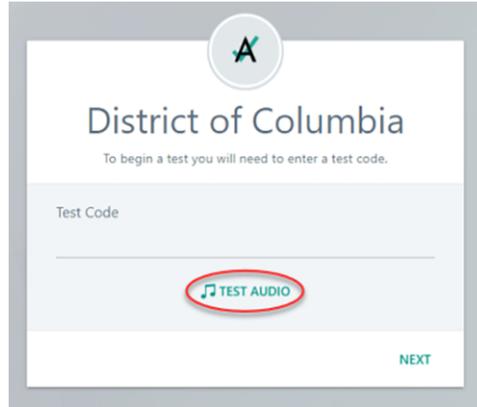
> **Say** **Today, you will take the Mathematics Assessment.**
>
> **You may not have any electronic devices at your desk, other than your testing device. Making calls, texting, taking pictures, and browsing the internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.**

If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio (for Mathematics Accessibility Features only)

> **Say** **Make sure your headphones are plugged in and put them on. On your screen below the Test Code line is a link called "Test Audio." Select the link to make sure you can hear through your headphones and adjust the volume to the highest level. You can adjust the volume in the test after you begin.**

See below for a screenshot of the **Test Audio** function. Test Administrators should assist students with audio adjustments as needed.
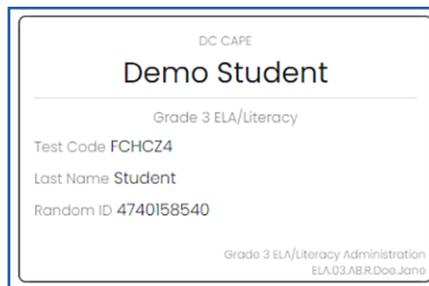

Instructions for Logging In

Say	**Please sit quietly while I distribute your student testing tickets and scratch paper.**
	Do NOT log in until I tell you to do so.

Distribute scratch paper, mathematics reference sheets (Grade 5 only, if locally printed), and student testing tickets as well as optional mathematics tools as applicable. Make sure students have pencils. If a student has a calculator accommodation in their IEP or 504 plan, make sure the student receives the appropriate device.

Say	**Now, look at your student testing ticket and make sure it has your first and last name on it. Raise your hand if you do not have <u>your</u> ticket.**

If a student has the wrong ticket, provide the correct student testing ticket to the student. If you do not have the correct student testing ticket, contact the STC.

Say	Now, enter your Test Code as shown on the top of your ticket and select "Next."
	(Pause.)
	Next, enter your Last Name as shown on your ticket.
	(Pause.)
	Next, enter your Random ID as shown on your ticket.
	(Pause.)
	Now, select the "Next" button.
	(Pause.)
	Confirm the test and your name are correct. If the name you see is not yours, please raise your hand. You should now be on the "Available Sections" screen. Select the "Start" button. You should see a "Welcome" screen.

Circulate throughout the room to make sure all students have successfully logged in. Retype the Test Code, Student Name and Random ID for a student, if necessary. If the student does not see their correct name on the login screen, sign out of TestNav, open a new TestNav window, and log the student back in with the correct student testing ticket.

Instructions for Administering All Sections

Say	Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along. Do NOT select the "Start" button until I tell you to do so.
	Today, you will take Section __ (fill in the appropriate section) **of the Grade __** (grade 3, 4, or 5 — select the appropriate grade level) **Mathematics Test. You will not be able to use a calculator.**
	Read each question. Then, follow the directions to answer each question. If a question asks you to show or explain your work, you must do so to receive full credit. Enter your response in the box provided on your screen. Only responses entered in the response box will be scored.
	If you do not know the answer to a question, you may bookmark it and go on to the next question. If you finish early, you may review your answers and any questions you may have bookmarked.

Say	This is the end of the testing directions. Do not go on until you are told to do so.
	During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test.
	If a drawing box is provided with the question, you may use it to add a drawing to help (Grade 3: **explain) (**Grades 4 & 5: **support) your answer(s). Any work or drawing that is entered in the drawing box will be scored.**

Read from OPTION A, B, or C below based on your local policy (refer to your STC).

Say	OPTION A
	After you have logged out of the test, sit quietly until the section has ended.
	OPTION B
	After you have logged out of the test, I will dismiss you.
	OPTION C
	After you have logged out of the test, you may read a book or other allowable materials until the section has ended.

| **Say** | **Do you have any questions?** |

Answer any questions.

Once all students have completed the test directions, write the assigned seal code on the board or paper where all students can see it.

Instructions for Starting the Test

Say	**Scroll to the bottom of the screen.**
	(Pause.)
	This is your seal code. Please enter it as instructed on your screen and select the "Start" button.
	(Pause.)
	You should now be in the test.

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

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

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

Actively proctor while students are testing:

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

Instructions for Taking a Break During Testing and Testing Interruptions

The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each section. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are not permitted to talk to each other during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the section:

> **Say** **Please stop and cover or turn off your screen. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, be sure students are seated and device screens are visible:

> **Say** **You may now resume testing.**

Instructions for When 10 Minutes of Section Time Remain

When 10 minutes of section time remain,

> **Say** **You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Section

When the section time is finished, read the following optional SAY box if there are students still actively testing. If a second section will be administered after a short break, stop the directions after exiting the section, but do not have students close the TestNav app.

> **Say** **Stop working. Testing time has now ended.**
>
> **Select the "Review" drop-down menu at the top left corner of your test.**
>
> **From the "Review" menu, scroll to the bottom and select "End of Section."**
>
> **Select the "Submit Final Answers" button. You will then see a message that asks "Are you sure you want to submit final answers?"**
>
> **Select the "Yes, Submit Final Answers" button.**
>
> **I will now collect your student testing ticket and scratch paper.**

- Circulate throughout the room to make sure all students have successfully logged out of TestNav. Then, collect student testing tickets and scratch paper.
- Ensure all students are in **Submitted** status for the section in Assessment Delivery and Management Platform (ADAM) at the end of the section.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

If you are administering more than one section in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Ensure all students have logged out of TestNav after each section, even if completing another section in the same day. Once students have returned and are seated, read the script to move on to the next section.

4.11.2 Grades 6, 7, and High School Mathematics – Section 1

The administration script under Section 4.11.2 will be used for Section 1 of the Grades 6, 7, and High School mathematics (Algebra I, Geometry, and Algebra II) test. Refer to Section 4.11.4 for the administration script for Section 2 and Section 3.

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

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Section 1: Non-Calculator Part	Grades 6 and 7: 60 Minutes High School: 90 Minutes	• Student testing tickets • Pencils • Scratch paper		
Students **Submit Part**				
Section 1: Calculator Part		• Calculator (if using hand-held calculators)		
End of Section 1 – Students **Submit Final Answers**				

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

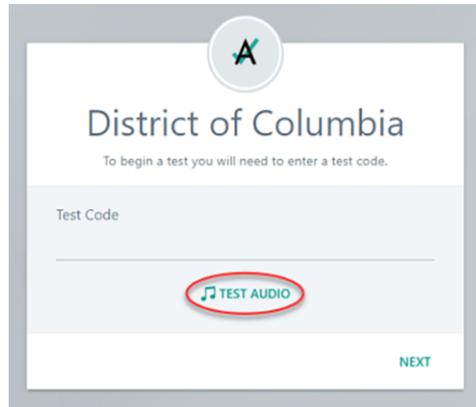| Say	**Today, you will take the Mathematics Assessment.**
	You may not have any electronic devices at your desk, other than your testing device. Making calls, texting, taking pictures, and browsing the internet are not allowed. If you have any unapproved electronic devices with you right now, including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

If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio (for Mathematics Accessibility Features only)

> **Say** Make sure your headphones are plugged in and put them on. On your screen below the Test Code line is a link called "Test Audio." Select the link to make sure you can hear through your headphones and adjust the volume to the highest level. You can adjust the volume in the test after you begin.

See below for a screenshot of the **Test Audio** function. Test Administrators should assist students with audio adjustments as needed.
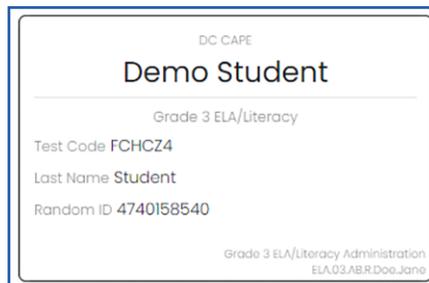

Instructions for Logging In

> **Say** Please sit quietly while I distribute your student testing tickets and scratch paper.
>
> Do NOT log in until I tell you to do so.

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

> **Say** Now, look at your student testing ticket and make sure it has your first and last name on it. Raise your hand if you do not have your ticket.

If a student has the wrong ticket, provide the correct student testing ticket to the student. If you do not have the correct student testing ticket, contact the STC.

Say	Now, enter your Test Code as shown on the top of your ticket and select "Next." (Pause.) **Next, enter your Last Name as shown on your ticket.** (Pause.) **Next, enter your Random ID as shown on your ticket.** (Pause.) **Now, select the "Next" button.** (Pause.) **Confirm the test and your name are correct. If the name you see is not yours, please raise your hand. You should now be on the "Available Sections" screen. Select the "Start" button. You should see a "Welcome" screen.**

Circulate throughout the room to make sure all students have successfully logged in. Retype the Test Code, Student Name and Random ID for a student, if necessary. If the student does not see their correct name on the login screen, close the browser, open a new browser window, and log the student back in with the correct student testing ticket.

Instructions for Administering Section 1

Say	Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along. Do NOT select the "Start" button until I tell you to do so. **Today, you will take Section 1 of the __** (grade 6, 7 or the appropriate course) **Mathematics Test. Section 1 has two parts. In Part 1, you may not use a calculator. In Part 2, you may use a calculator. You will not be allowed to return to Part 1 of the test after you start Part 2. You must complete both the non-calculator and calculator parts of Section 1 within the time allowed.** **Read each question. Then, follow the directions to answer each question.** **If a question asks you to show or explain your work, you must do so to receive full credit. Enter your response in the box provided on your screen. Only responses entered in the response box will be scored.** **If you do not know the answer to a question, you may bookmark it and go on to the next question. When you finish Part 1, you may review your answers and any questions you may have bookmarked in this part ONLY. Once you have reviewed your answers, continue to Part 2 by submitting the answers for Part 1. Raise your hand if you need assistance continuing to the calculator part.**

Say	OPTIONAL IF USING HAND-HELD CALCULATORS: Raise your hand to receive your calculator when you are ready to move onto Part 2.

> **Say** **This is the end of the directions on your screen. Do not go on until you are told to do so.**
>
> **During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test.**
>
> **Once you have checked your work in the calculator part, raise your hand and I will instruct you to log out of the test. I will then collect your student testing ticket and scratch paper.**

Read from OPTION A, B, or C below based on your local policy (refer to your STC).

> **Say** OPTION A
>
> **After you have logged out of the test, sit quietly until the section has ended.**
>
> OPTION B
>
> **After you have logged out of the test, I will dismiss you.**
>
> OPTION C
>
> **After you have logged out of the test, you may read a book or other allowable materials until the section has ended.**

> **Say** **Do you have any questions?**

Answer any questions.

Once all students have completed the test directions, write the assigned seal code on the board or paper where all students can see it.

Instructions for Starting the Test

> **Say** **Scroll to the bottom of the screen.**
>
> (Pause.)
>
> **This is your seal code. Please enter it as instructed on your screen and select the "Start" button.**
>
> (Pause.)
>
> **You should now be in the test.**

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

Say	**You will have . . .**
	
	    • Grades 6 and 7: **60 minutes**
	    • High School: **90 minutes**
	
	. . . to complete both the non-calculator and calculator parts in this section. When there are 20 minutes of testing time left, I will remind you to move on to Part 2, if you have not already done so. I will also let you know when you have 10 minutes of testing time left.
	
	You may begin working now.

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

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.7.3).
- If technology issues occur during testing, assist students as needed. Follow the protocol in Section 4.7.1, as applicable, if any technology issues cause a disruption.
- If you are assisting students and see "Submit Section" or "Start Section" on the TestNav screen, this means that the student is ready to transition into the calculator part. Ensure students are moving on to the calculator part. When the non-calculator part is complete, students will need to "Submit Section" in order to move on to the calculator part and log out of TestNav as they complete the part (Section 4.9.1).
- Distribute grade/course-appropriate/accommodation-appropriate calculators (if using hand-held calculators) when students complete the non-calculator part (refer to Section 4.2 for more information).
- Ensure students are logging out of TestNav as they complete the section (Section 4.9.1).
- Collect test materials as students complete testing (Section 4.9.2).
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item is not functioning appropriately, refer to Section 4.7.5.
- Ensure that any absent students are locked out of the section (Section 4.3).

Instructions for Taking a Break During Testing and Testing Interruptions

The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each section. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the section:

Say	**Please stop and cover or turn off your screen. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, be sure students are seated and device screens are visible:

> **Say** **You may now resume testing.**

Instructions for When 20 Minutes of Section Time Remain
When 20 minutes of section time remain,

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

Instructions for When 10 Minutes of Section Time Remain
When 10 minutes of section time remain,

> **Say** **You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Section
When the section time is finished, read the following optional SAY box if there are students still actively testing. If a second section will be administered after a short break, stop the directions after exiting the section, but do not have students close the TestNav app.

> **Say** **Stop working. Testing time has now ended.**
>
> **Select the "Review" drop-down menu at the top left corner of your test.**
>
> **From the "Review" menu, scroll to the bottom and select "End of Section."**
>
> **Select the "Submit Final Answers" button. You will then see a message that asks "Are you sure you want to submit final answers?"**
>
> **Select the "Yes, Submit Final Answers" button.**
>
> **I will now collect your student testing ticket and scratch paper.**

- Circulate throughout the room to make sure all students have successfully logged out of TestNav. Then, collect student testing tickets and scratch paper.
- Ensure all students are in **Submitted** status for the section in Assessment Delivery and Management Platform (ADAM) at the end of the section.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

If you are administering more than one section in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Ensure all students have logged out of TestNav after each section, even if completing another section in the same day. Once students have returned and are seated, read the script to move on to the next section.

4.11.3 Grade 8 Mathematics – Section 1

The administration script under Section 4.11.3 will be used for Section 1 of the Grade 8 mathematics test. Refer to Section 4.11.4 for the administration script for Section 2 and Section 3 of the Grades 6, 7, 8 and high school mathematics test.

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

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Section 1: Non-Calculator	Grade 8: 60 Minutes	• Student testing tickets • Pencils • Scratch paper		
End of Section 1 – Students **Submit Final Answers**				

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to Section 3.3 for further instructions on how to check accessibility features and accommodations. Speak to your STC to determine who will complete these two tasks prior to testing. Test Administrators must make sure all testing devices are turned on and logged on to TestNav (follow your school/LEA instructions for accessing the **Sign-In** page. Make sure all testing devices display the **Sign-In** screen as shown under the Checking Audio Section). **If headphones are needed for accessibility purposes, make sure they are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).**
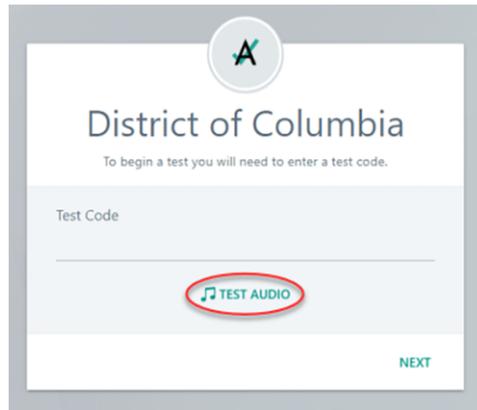
> **Say**
>
> **Today, you will take the Mathematics Assessment.**
>
> **You may not have any electronic devices at your desk, other than your testing device. Making calls, texting, taking pictures, and browsing the internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.**

If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio (for Mathematics Accessibility Features only)

> **Say**
>
> **Make sure your headphones are plugged in and put them on. On your screen below the Test Code line is a link called "Test Audio." Select the link to make sure you can hear through your headphones and adjust the volume to the highest level. You can adjust the volume in the test after you begin.**

See below for a screenshot of the **Test Audio** function. Test Administrators should assist students with audio adjustments as needed.
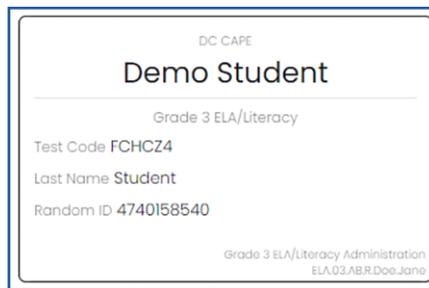
Instructions for Logging In

Say	**Please sit quietly while I distribute your student testing tickets and scratch paper.**
	Do NOT log in until I tell you to do so.

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

Say	**Now, look at your student testing ticket and make sure it has your first and last name on it. Raise your hand if you do not have your ticket.**

If a student has the wrong ticket, provide the correct student testing ticket to the student. If you do not have the correct student testing ticket, contact the STC.

Say	Now, enter your Test Code as shown on the top of your ticket and select "Next."
	(Pause.)
	Next, enter your Last Name as shown on your ticket.
	(Pause.)
	Next, enter your Random ID as shown on your ticket.
	(Pause.)
	Now, select the "Next" button.
	(Pause.)
	Confirm the test and your name are correct. If the name you see is not yours, please raise your hand. You should now be on the "Available Sections" screen. Select the "Start" button. You should see a "Welcome" screen.

Circulate throughout the room to make sure all students have successfully logged in. Retype the Test Code, Student Name and Random ID for a student, if necessary. If the student does not see their correct name on the login screen, close the browser, open a new browser window, and log the student back in with the correct student testing ticket.

Instructions for Administering Section 1

Say	Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along. Do NOT select the "Start" button until I tell you to do so.
	Today, you will take Section 1 of the Grade 8 Mathematics Test. You will not be able to use a calculator.
	Read each question. Then, follow the directions to answer each question. If a question asks you to show or explain your work, you must do so to receive full credit. Enter your response in the box provided on your screen. Only responses entered in the response box will be scored.
	If you do not know the answer to a question, you may bookmark it and go on to the next question. If you finish early, you may review your answers and any questions you may have bookmarked.

Say	This is the end of the directions on your screen. Do not go on until you are told to do so.
	During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test.
	Once you have checked your work in this section, raise your hand and I will instruct you to log out of the test. I will then collect your student testing ticket and scratch paper.

Read from OPTION A, B, or C below based on your local policy (refer to your STC).

Say	OPTION A
	After you have logged out of the test, sit quietly until the section has ended.
	OPTION B
	After you have logged out of the test, I will dismiss you.
	OPTION C
	After you have logged out of the test, you may read a book or other allowable materials until the section has ended.

Say	**Do you have any questions?**

Answer any questions.

Once all students have completed the test directions, write the assigned seal code on the board or paper where all students can see it.

Instructions for Starting the Test

Say	**Scroll to the bottom of the screen.**
	(Pause.)
	This is your seal code. Please enter it as instructed on your screen and select the "Start" button.
	(Pause.)
	You should now be in the test.

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

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

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

Actively proctor while students are testing:

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

Instructions for Taking a Break During Testing and Testing Interruptions

The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each section. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are not permitted to talk to each other during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the section:

> **Say** **Please stop and cover or turn off your screen. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, be sure students are seated and device screens are visible:

> **Say** **You may now resume testing.**

Instructions for When 10 Minutes of Section Time Remain

When 10 minutes of section time remain,

> **Say** **You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Section

When the section time is finished, read the following optional SAY box if there are students still actively testing. If a second section will be administered after a short break, stop the directions after exiting the section, but do not have students close the TestNav app.

Stop working. Testing time has now ended.

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

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

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

Select the "Yes, Submit Final Answers" button.

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

- Circulate throughout the room to make sure all students have successfully logged out of TestNav. Then, collect student testing tickets and scratch paper.
- Ensure all students are in **Submitted** status for the section in Assessment Delivery and Management Platform (ADAM) at the end of the section.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

If you are administering more than one section in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Ensure all students have logged out of TestNav after each section, even if completing another section in the same day. Once students have returned and are seated, read the script to move on to the next section.

4.11.4 Grades 6, 7, 8, and High School Mathematics – Sections 2 and 3

The administration script under Section 4.11.4 will be used for Section 2 and Section 3 of the Grades 6, 7, 8, and High School mathematics (Algebra I, Geometry, and Algebra II) test. The administration script for Section 1 of the Grades 6, 7, and high school mathematics assessments can be found in Section 4.11.2. The administration script for Section 1 of the Grades 8 mathematics assessments can be found in Section 4.11.3.

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Section 2	Grades 6–8: 60 Minutes High School: 90 Minutes	• Student testing tickets • Pencils • Scratch paper • Calculator (if using hand-held calculators)		
End of Section 2 – Students **Submit Final Answers**				
Section 3	Grades 6–8: 60 Minutes	• Student testing tickets • Pencils • Scratch paper • Calculator (if using hand-held calculators)		
End of Section 3 – Students **Submit Final Answers**				

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

Speak to your STC to determine who will complete these two tasks prior to testing. Test Administrators must make sure all testing devices are turned on and logged on to TestNav (follow your school/LEA instructions for accessing the **Sign-In** page). Make sure all testing devices display the **Sign-In** screen as shown below (under the Checking Audio Section). **If headphones are needed for accessibility purposes, make sure they are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).**
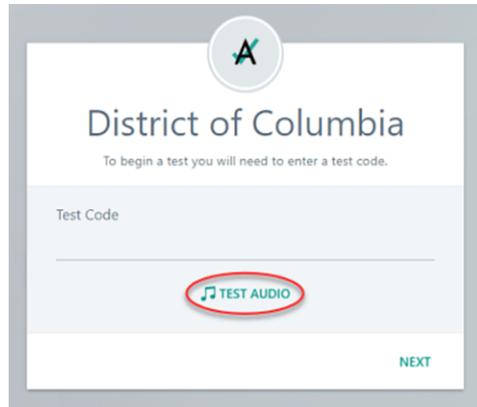
> **Say** **Today, you will take the Mathematics Assessment.**
>
> **You may not have any electronic devices at your desk, other than your testing device. Making calls, texting, taking pictures, and browsing the internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.**

If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio (for Mathematics Accessibility Features only)

> **Say** Make sure your headphones are plugged in and put them on. On your screen below the Test Code line is a link called "Test Audio." Select the link to make sure you can hear through your headphones and adjust the volume to the highest level. You can adjust the volume in the test after you begin.

See below for a screenshot of the **Test Audio** function. Test Administrators should assist students with audio adjustments as needed.
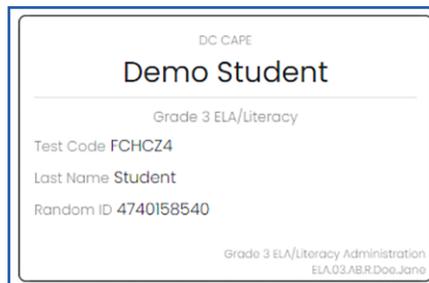
Instructions for Logging In

> **Say** Please sit quietly while I distribute your student testing tickets and scratch paper.
>
> Do NOT log in until I tell you to do so.

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

> **Say** Now, look at your student testing ticket and make sure it has your first and last name on it. Raise your hand if you do not have <u>your</u> ticket.

If a student has the wrong ticket, provide the correct student testing ticket to the student. If you do not have the correct student testing ticket, contact the STC.

Say | Now, enter your Test Code as shown on the top of your ticket and select "Next."

(Pause.)

Next, enter your Last Name as shown on your ticket.

(Pause.)

Next, enter your Random ID as shown on your ticket.

(Pause.)

Now, select the "Next" button.

(Pause.)

Confirm the test and your name are correct. If the name you see is not yours, please raise your hand. You should now be on the "Available Sections" screen. Select the "Start" button. You should see a "Welcome" screen.

Circulate throughout the room to make sure all students have successfully logged in. Retype the Test Code, Student Name and Random ID for a student, if necessary. If the student does not see their correct name on the login screen, close the browser, open a new browser window, and log the student back in with the correct student testing ticket.

Instructions for Administering Each Section

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

Today, you will take Section __ (fill in the appropriate section number) **of the __** (fill in the appropriate grade/course) **Mathematics Test. You will be able to use a calculator. A calculator is provided in the toolbar for your use.**

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

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

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

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

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

Once you have checked your work in this section, raise your hand and I will instruct you to log out of the test. I will then collect your student testing ticket and scratch paper.

Read from OPTION A, B, or C below based on your local policy (refer to your STC).

Say	OPTION A
	After you have logged out of the test, sit quietly until the section has ended.
	OPTION B
	After you have logged out of the test, I will dismiss you.
	OPTION C
	After you have logged out of the test, you may read a book or other allowable materials until the section has ended.

| **Say** | **Do you have any questions?** |

Answer any questions.

Once all students have completed the test directions, write the assigned seal code on the board or paper where all students can see it.

Instructions for Starting the Test

Say	**Scroll to the bottom of the screen.**
	(Pause.)
	This is your seal code. Please enter it as instructed on your screen and select the "Start" button.
	(Pause.)
	You should now be in the test.

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

Say	**You will have . . .**
	• Grades 6–8: **60 minutes**
	• High School: **90 minutes**
	. . . to complete this section. I will let you know when you have 10 minutes of testing time left.
	You may begin working now.

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

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.7.3).
- If technology issues occur during testing, assist students as needed. Follow the protocol in Section 4.7.1, as applicable, if any technology issues cause a disruption.
- If students have questions about an item, tell them, "Do the best you can."

- If students indicate that a test item is not functioning appropriately, refer to Section 4.7.5.
- Assist students in logging out of TestNav as they complete the section (Section 4.9.1).
- Collect test materials as students complete testing (Section 4.9.2).

Instructions for Taking a Break During Testing and Testing Interruptions
The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each section. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the section:

> **Say** **Please stop and cover or turn off your screen. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, be sure students are seated and device screens are visible:

> **Say** **You may now resume testing.**

Instructions for When 10 Minutes of Section Time Remain
When 10 minutes of section time remain,

> **Say** **You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Section

When the section time is finished, read the following optional SAY box if there are students still actively testing. If a second section will be administered after a short break, stop the directions after exiting the section, but do not have students close the TestNav app.

> **Say**
>
> **Stop working. Testing time has now ended.**
>
> **Select the "Review" drop-down menu at the top left corner of your test.**
>
> **From the "Review" menu, scroll to the bottom and select "End of Section."**
>
> **Select the "Submit Final Answers" button. You will then see a message that asks "Are you sure you want to submit final answers?" Select the "Yes, Submit Final Answers" button.**
>
> **I will now collect your student testing ticket and scratch paper.**

- Circulate throughout the room to make sure all students have successfully logged out of TestNav. Then, collect student testing tickets and scratch paper.
- Ensure all students are in **Submitted** status for the section in Assessment Delivery and Management Platform (ADAM) at the end of the section.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

If you are administering more than one section in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Ensure all students have logged out of TestNav after each section, even if completing another section in the same day. Once students have returned and are seated, read the script to move on to the next section.

4.12 Script for Administering English Language Arts/Literacy (ELA/L)

The administration script under Section 4.12.1 will be used for all sections for the ELA/L Test. On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by section and are noted within the administration script.

4.12.1 Grades 3 – High School ELA/Literacy – All Sections

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Section 1	Grade 3: 75 Minutes Grades 4-HS: 90 Minutes	• Student testing tickets • Pencils • Scratch paper		
End of Section 1 – Students **Submit Final Answers**				
Section 2	Grade 3: 75 Minutes Grades 4-HS: 90 Minutes	• Student testing tickets • Pencils • Scratch paper		
End of Section 2 – Students **Submit Final Answers**				
Section 3	Grade 3: 75 Minutes Grades 4-HS: 90 Minutes	• Student testing tickets • Pencils • Scratch paper		
End of Section 3 – Students **Submit Final Answers**				

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

Speak to your STC to determine who will complete these two tasks prior to testing. Test Administrators must make sure all testing devices are turned on and logged on to TestNav (follow your school/LEA instructions for accessing the **Sign-In** page). Make sure all testing devices display the **Sign-In** screen as shown below (under the Checking Audio Section). Make sure all headphones are plugged in prior to launching TestNav.
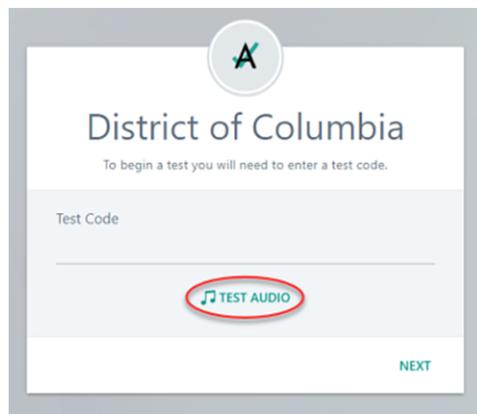
Say	**Today, you will take the English Language Arts/Literacy Assessment.** **You may not have any electronic devices at your desk, other than your testing device. Making calls, texting, taking pictures, and browsing the internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.**

If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio

Say	**Make sure your headphones are plugged in and put them on. On your screen below the Test Code line is a link called "Test Audio." Select the link to make sure you can hear through your headphones and adjust the volume to the highest level. You can adjust the volume in the test after you begin.**

See below for a screenshot of the **Test Audio** function. Test Administrators should assist students with audio adjustments as needed.
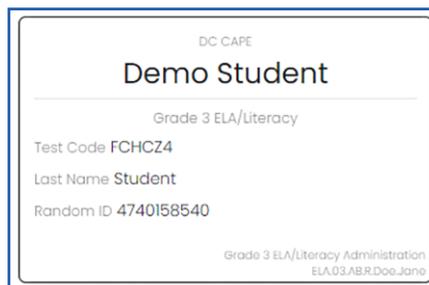

District of Columbia

To begin a test you will need to enter a test code.

Test Code

♫ TEST AUDIO

NEXT

Instructions for Logging In

Say	**Please sit quietly while I distribute your student testing tickets and scratch paper.** **Do NOT log in until I tell you to do so.**

Distribute scratch paper and student testing tickets. Make sure students have pencils.

Say	**Now, look at your student testing ticket and make sure it has your first and last name on it. Raise your hand if you do not have <u>your</u> ticket.**

If a student has the wrong ticket, provide the correct student testing ticket to the student. If you do not have the correct student testing ticket, contact the STC.

DC CAPE

Demo Student

Grade 3 ELA/Literacy

Test Code FCHCZ4

Last Name Student

Random ID 4740158540

Grade 3 ELA/Literacy Administration
ELA.03.AB.R.Doe.Jane

Say

Now, enter your Test Code as shown on the top of your ticket and select "Next."

(Pause.)

Next, enter your Last Name as shown on your ticket.

(Pause.)

Next, enter your Random ID as shown on your ticket.

(Pause.)

Now, select the "Next" button.

(Pause.)

Confirm the test and your name are correct. If the name you see is not yours, please raise your hand. You should now be on the "Available Sections" screen. Select the "Start" button. You should see a "Welcome" screen.

Circulate throughout the room to make sure all students have successfully logged in. Retype the Test Code, Student Name and Random ID for a student, if necessary. If the student does not see their correct name on the login screen, close the browser, open a new browser window, and log the student back in with the correct student testing ticket.

Instructions for Administering Each Section

Say

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

Today, you will take Section __ (fill in the appropriate section number) **of the Grade __** (fill in the appropriate grade) **English Language Arts/Literacy Test.**

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

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

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

Say

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

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

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

Once you have checked your work in this section, raise your hand and I will instruct you to log out of the test. I will then collect your student testing ticket and scratch paper.

Read from OPTION A, B, or C below based on your local policy (refer to your STC).

Say	**OPTION A** **After you have logged out of the test, sit quietly until the section has ended.**
	OPTION B **After you have logged out of the test, I will dismiss you.**
	OPTION C **After you have logged out of the test, you may read a book or other allowable materials until the section has ended.**

| **Say** | **Do you have any questions?** |

Answer any questions.

Once all students have completed the test directions, write the assigned seal code on the board or paper where all students can see it.

Instructions for Starting the Test

| **Say** | **Scroll to the bottom of the screen.**
(Pause.)
This is your seal code. Please enter it as instructed on your screen and select the "Start" button.
(Pause.)
You should now be in the test. |

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

| **Say**
Grade 3 | **You will have 75 minutes to complete this section. I will let you know when you have 10 minutes of testing time left.** |

| **Say**
Grades 4–10 | **You will have 90 minutes to complete this section. I will let you know when you have 10 minutes of testing time left.** |

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

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.7.3).

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

Instructions for Taking a Break During Testing and Testing Interruptions

The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each section. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the section:

> **Say** **Please stop and cover or turn off your screen. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, be sure students are seated and device screens are visible:

> **Say** **You may now resume testing.**

Instructions for When 10 Minutes of Section Time Remain

When 10 minutes of section time remain,

> **Say** **You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Section

When the section time is finished, read the following optional SAY box if there are students still actively testing. If a second section will be administered after a short break, stop the directions after exiting the section, but do not have students close the TestNav app.

Say   **Stop working. Testing time has now ended.**

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

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

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

Select the "Yes" button to exit the section.

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

- Circulate throughout the room to make sure all students have successfully logged out of TestNav. Then, collect student testing tickets and scratch paper.
- Ensure all students are in **Submitted** status for the section in Assessment Delivery and Management Platform (ADAM) at the end of the section.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

If you are administering more than one section in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next section. Ensure all students have logged out of TestNav after each section, even if completing another section in the same day.

4.13 Script for Administering Science

4.13.1 Grades 5, 8 and High School Biology – All Sections

The administration script under Section 4.13 will be used for all sections of the Science Assessment.

On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the Science Assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes.

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Section 1	Grades 5, 8 and high school biology: 45 Minutes	• Student testing tickets • Pencils • Scratch paper		
End of Section 1 – Students **Submit Final Answers**				
Section 2	Grades 5, 8 and high school biology: 45 Minutes	• Student testing tickets • Pencils • Scratch paper		
End of Section 2 – Students **Submit Final Answers**				
Section 3	Grades 5, 8 and high school biology: 45 Minutes	• Student testing tickets • Pencils • Scratch paper		
End of Section 3 – Students **Submit Final Answers**				
Section 4	Grades 5, 8 and high school biology: 45 Minutes	• Student testing tickets • Pencils • Scratch paper		
End of Section 4 – Students **Submit Final Answers**				

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to Section 3.3 for further instructions on how to check accessibility features and accommodations. Speak to your STC to determine who will complete these two tasks prior to testing. Test Administrators must make sure all testing devices are turned on and logged on to TestNav (follow your school/LEA instructions for accessing the Sign-In page. Make sure all testing devices display the Sign-In screen as shown under the Checking Audio Section). If headphones are needed for accessibility purposes, make sure they are plugged in prior to launching TestNav (except for headphones that are used as noise buffers). Note that multimedia for science assessments do not contain sound.

> **Say** | **Today, you will take the Science Assessment.**
>
> **You may not have any electronic devices at your desk, other than your testing device. Making calls, texting, taking pictures, and browsing the internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.**
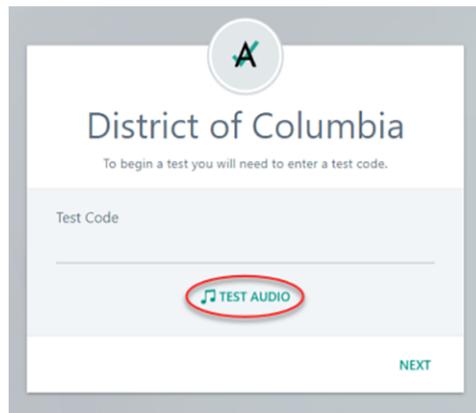
If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio (For text-to-speech users only. Audio will only be needed for students assigned the text-to-speech accessibility feature. All other forms of the Science test do not include any audio components. Science video content does not contain audio.)

> **Say** Make sure your headphones are plugged in and put them on. On your screen below the Test Code line is a link called "Test Audio." Select the link to make sure you can hear through your headphones and adjust the volume to the highest level. You can adjust the volume in the test after you begin.

See below for a screenshot of the **Test Audio** function. Test Administrators should assist students with audio adjustments as needed.

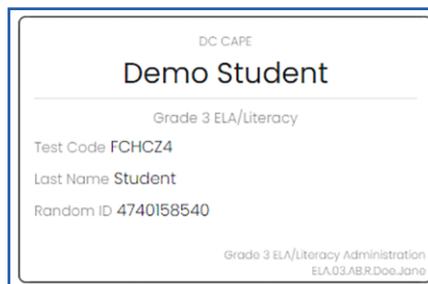**Instructions for Logging In**

> **Say** Please sit quietly while I distribute your student testing tickets and scratch paper.
>
> Do NOT log in until I tell you to do so.

Distribute scratch paper and student testing tickets. Make sure students have pencils. If a student has a calculator accommodation in their IEP or 504 plan, make sure the student receives the appropriate device.

> **Say** Now, look at your student testing ticket and make sure it has your first and last name on it. Raise your hand if you do not have your ticket.

If a student has the wrong ticket, provide the correct student testing ticket to the student. If you do not have the correct student testing ticket, contact the STC.

Say	**Now, enter your Test Code as shown on the top of your ticket and select "Next."**

(Pause.)

Next, enter your Last Name as shown on your ticket.

(Pause.)

Next, enter your Random ID as shown on your ticket.

(Pause.)

Now, select the "Next" button.

(Pause.)

Confirm the test and your name are correct. If the name you see is not yours, please raise your hand. You should now be on the "Available Sections" screen. Select the "Start" button. You should see a "Welcome" screen. |

Circulate throughout the room to make sure all students have successfully logged in. Retype the Test Code, Student Name and Random ID for a student, if necessary. If the student does not see their correct name on the login screen, close the browser, open a new browser window, and log the student back in with the correct student testing ticket.

Instructions for Administering All Sections

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

Today, you will take Section __ (fill in the appropriate section) **of the __** (fill in the appropriate grade level) **Science Assessment.**

To respond to the tasks on this test, you may be asked to review information in the form of text, images, data tables, and graphs. Analyze all the information and tasks carefully and then respond to each task. You may need to read across multiple tabs to see all the information. You will be allowed to use a calculator for all sections in this test.

Some tasks require more than one response. You may look back at the information as often as necessary.

For tasks that ask you to explain, describe, or answer in your own words, type your responses in the space provided. You may use scratch paper to organize your thinking before typing your response in the space provided.

For interactive tasks, follow the instructions provided with each item.

If you are unsure about an answer, select or compose an answer you think is the best response. You can always go back to the items you are unsure of after you have answered all other questions in the section. |

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

Read from OPTION A, B, or C below based on your local policy (refer to your STC).

Say	OPTION A
	After you have logged out of the test, sit quietly until the section has ended.
	OPTION B
	After you have logged out of the test, I will dismiss you.
	OPTION C
	After you have logged out of the test, you may read a book or other allowable materials until the section has ended.

Say	**Do you have any questions?**

Answer any questions.

Once all students have completed the test directions, write the assigned seal code on the board or paper where all students can see it.

Instructions for Starting the Test

Say	**Scroll to the bottom of the screen.**
	(Pause.)
	This is your seal code. Please enter it as instructed on your screen and select the "Start" button.
	(Pause.)
	You should now be in the test.

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

Say	**You will have 45 minutes to complete this section. I will also let you know when you have 10 minutes of testing time left. You may begin working now.**

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

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.7.3).
- If technology issues occur during testing, assist students as needed. Follow the protocol in Section 4.7.1, as applicable, if any technology issues cause a disruption.
- Assist students in logging out of TestNav as they complete the section (Section 4.9.1).

- Collect test materials as students complete testing (Section 4.9.2).
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item is not functioning appropriately, refer to Section 4.7.5.

Instructions for Taking a Break During Testing and Testing Interruptions

The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each section. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the section:

> **Say** **Please stop and cover or turn off your screen. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, be sure students are seated and device screens are visible:

> **Say** **You may now resume testing.**

Instructions for When 10 Minutes of Section Time Remain

When 10 minutes of section time remain,

> **Say** **You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Section

When the section time is finished, read the following optional SAY box if there are students still actively testing. If a second section will be administered after a short break, stop the directions after exiting the section, but do not have students close the TestNav app.

Say Stop working. Testing time has now ended.

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

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

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

Select the "Yes" button to exit the section.

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

- Circulate throughout the room to make sure all students have successfully logged out of TestNav. Then, collect student testing tickets and scratch paper.
- Ensure all students are in **Submitted** status for the section in Assessment Delivery and Management Platform (ADAM) at the end of the section.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

If you are administering more than one section in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Ensure all students have logged out of TestNav after each section, even if completing another section in the same day. Once students have returned and are seated, read the script to move on to the next section.

**Grades 5 and 8
Science and High School
Biology All Sections**

5.0 AFTER Completion of Each Day of Testing

5.1 Checklist of Tasks for Test Administrators to Complete AFTER Testing

This section describes activities Test Administrators must complete after testing.

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

5.2 Return Materials to the School Test Coordinator

The following are materials that must be returned to the STC:

- *Test Administrator Manual* (after all sections are completed)
- Student testing tickets
- Mathematics reference sheets (if locally printed)
- Accommodated test materials, including Human Reader scripts
- Used and unused scratch paper
- Test Administrator credentials (eg. seal codes, proctor logins)

Note: All materials that were signed out using the Chain of Custody form should be signed in with the STC.

6.0 Accessibility Features and Accommodations

The *Accessibility Features and Accommodations Manual, Third Edition (AF&A Manual)* is available online at: https://dc.mypearsonsupport.com/admin-resources. Schools/LEAs must refer to the *AF&A Manual* for full information about identifying and administering accessibility features and accommodations.

6.1 Test Administration of Accessibility Features and Accommodations

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

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

Accessibility Feature Example from Section 2

	Accessibility Feature	Administration Guidelines
1r	**Text-to-Speech for the Mathematics and Science Assessments**	**Before Testing:** • Identification for Accommodations Registration File (ARF): The student's ARF must have text-to-speech selected to activate the feature on the platform. Once a student is placed into a proctor group, the student will be assigned a form with embedded text-to-speech. The student raises or lowers the volume control, as needed, using embedded text-to-speech settings. • Test Administrator Training: Refer to the Text-to-Speech tutorials on https://support.assessment.pearson.com/TN 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

ELA/Literacy Selected Response Options[1]
 	
4g   **Speech-to-Text**
4h   **Human Scribe**
4i   **Human Signer**
4j   **Assistive Technology Device**
	Before Testing:
	• <u>Identification for Accommodations Registration File (ARF)</u>: Student's ARF must have Speech-to- Text, Human Scribe, Human Signer, or Assistive Technology Device selected.
	• <u>Materials:</u> External device provided by the student, if needed. If the student uses speech-to-text software, such as Dragon® Naturally Speaking, then a separate computer must be provided; one to run the assessment on TestNav and a second computer to run the software. TestNav 8 does not contain embedded speech-to-text software.
	• <u>Test Administrator Training:</u> Test Administrators providing the scribe accommodation must review:
	  ◦ Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.
	  ◦ Appendix L: Human Signing Guidelines (signers only).
	
	Note: If a student is using an allowable 3rd party external Assistive Technology that provides speech-to-text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non Screen-reader to allow the assistive technology to work.
	
	• Assistive technology, including speech-to-text software, should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some speech-to-text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software.
	• Reference the Assistive Technology Guidelines available at the following link: dc.mypearsonsupport.com/admin-resources.html.

Mathematics and Science 4k **Speech-to-Text** 4l **Human Scribe** 4m **Human Signer** 4n **Assistive Technology Device**	**During Testing:** Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. **Note: TestNav does not have embedded Speech-to-Text functionality—students must use allowable Assistive Technology or an external third party device (responses must be transcribed).** **After Testing:** • Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored. • Refer to **Appendix C**: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • Test Administrators are responsible for collecting all paper nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

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1   This accommodation applies to Evidence Based Selected Response, and Technology Enhanced Constructed Response items (not Prose Constructed Response items) on the English language arts/literacy (ELA/L) assessments.

6.2 Before Testing: Preparing for Accessible Test Administration

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

If you will be administering any of the accommodations/accessibility features below, review the corresponding documentation.

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 and Science Assessments **Appendix I**: Audio Guidelines for ELA/Literacy used to ensure consistency in how items are read **Appendix J**: Audio Guidelines for Mathematics used to ensure consistency in how items are read **Human Reader scripts (for Mathematics and Science)**: These are secure materials which are NOT included in the manual. These must be indicated in the Accommodation Registration File in order for materials orders placed in ADAM to be approved and shipped with secure test materials. Scripts are required to ensure mathematics and science 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 gives guidance to signers to ensure consistency in administration.
Extended Time	**Appendix E**: Guidance for Selecting and Administering the Extended Time Accommodation
Braille	**Appendix M**: DC CAPE Assessments and Students with Visual Impairment including Blindness

What is included in a Human Reader Test Kit?
- Human reader script (mathematics and science)
- 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)

6.3 During Testing: Test Administration of Accessibility Features and Accommodations

Appendix A in the *AF&A Manual* outline administration directions for each accessibility feature and accommodation. The following accessibility features and accommodations require actions by the Test Administrator during testing.

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

- General Administration Directions Read Aloud, Repeated, or Clarified as needed
- Redirect Student to the Test
- Human Reader for the Mathematics and Science Assessments *(students must be placed in a proctor group identified as "Read Aloud/Human Reader" in Assessment Delivery and Management Platform (ADAM))*—must be administered using the Human Reader script
- Human Signer for the Mathematics and Science Assessments *(students must be placed in a proctor group identified as "Read Aloud/Human Reader" in Assessment Delivery and Management Platform (ADAM))*

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

Special Accommodations Circumstances During Testing

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

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

Contact your STC if either of these circumstances occurs.

6.4 After Testing: Completing Accessible Test Administration

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

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

Appendix A

Glossary of Assessment Terminology

Glossary of Assessment Terminology

This glossary contains assessment terms. The manual covers assessment policies.

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 DC CAPE 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 DC CAPE 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 section, including the section testing time and the approximate times shown in Table 2.0 for reading directions, answering questions, distributing materials, closing sections, 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.
Assessment Delivery and Management Platform (ADAM)	The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the DC CAPE assessments.
Part	A portion of a mathematics section – non-calculator part and calculator part.
Seal Codes	4-digit codes provided by STC to the Test Administrator. They are used by the student to access each section of the assessment in TestNav.

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, answer documents and any accommodated materials provided by Pearson. For both the paper-based and computer-based administrations, secure materials also refer to mathematics reference sheets written on by students and scratch paper written on by students.
Accommodations Registration File (ARF)	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 DC CAPE assessments.
Testing Environment	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
TestNav	The application used to administer the computer-based assessments.
Proctor Group	In Assessment Delivery and Management Platform (ADAM), a proctor group is the group of students registered to test a content area together (same time and location).
Section	Each content area of the assessments is comprised of sections. Each section 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 section details. In mathematics, certain sections may be comprised of more than one part.
Section Testing Time	Section testing time is the amount of time any student who needs it must be provided to complete the section. As such, it is the amount of testing time schools must schedule for each section. A new section cannot be started until all students in the section are finished or until section testing time has expired.

Appendix B

Test Integrity and Test Security Notification Statement

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;

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[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, as amended in 2015.

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:

1.   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
2.   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

Signs

DC CAPE

DC COMPREHENSIVE
ASSESSMENTS OF
PROGRESS IN EDUCATION

TESTING

Please
Do Not Disturb

Computer-Based Testing:
Are you ready?

☐ Manage proctor groups and review each student's status in ADAM.

☐ Test Administrator credentials.

☐ Confirm that the Test Coordinator has prepared the proctor groups.

Computer-Based Testing:
After You're Done

☐ Test Administrator Manual

☐ Used and unused scratch paper

☐ Human Reader scripts