

**Colorado Measures of Academic Success
Colorado Alternate Assessment Program**

Procedures Manual



**Science &
Social Studies**

**Spring
2014**

All testing materials associated with the Colorado Measures of Academic Success (CMAS) and Colorado Alternate Assessment (CoAlt): Science and Social Studies Assessments are confidential and secure. To protect the validity of the assessments, materials must remain secure at all times and, excluding Procedures Manuals, Test Administrator Manuals, Examiner's Manuals, training materials and the PearsonAccess User Guide, cannot be viewed by any individual or entity prior to or after testing. Assessment materials may not be provided to any persons except those participating in the assessment administration and those being tested.

School staff must comply with the requirements and instructions contained in this manual.

A standardized test administration elicits original, independent student work and is necessary for test results to be valid, reliable, and meaningful. School staff must familiarize themselves with sections of this manual, the Test Administrator Manual, Test Examiner's Manual, and the PearsonAccess User Guide that apply to their role(s) in CMAS and CoAlt: Science and Social Studies assessment administration. They must also review all relevant training materials before testing so that they understand their respective responsibilities.

About this Manual

This manual provides instructions for coordination of the Colorado Measures of Academic Success (CMAS) and Colorado Alternate Assessment (CoAlt): Science and Social Studies assessment administrations. Instructions include the protocols that all school staff must follow related to test security and test administration. The manual also includes the tasks that must be followed before, during, and after test administration.

This manual is not all inclusive. Supplementary documents including the *Colorado Measures of Academic Success Test Administrator Manual*, the *Colorado Alternate Assessment Examiner's Manual*, the *CMAS and CoAlt: Science and Social Studies Data Supplement*, and the *PearsonAccess User Guide* should also be reviewed. Additionally, updates and clarifications will be provided to District Assessment Coordinators through email as more information becomes available.

Definitions

ePATs (Practice Testing Environments) refer to practice testing environments that help to familiarize students with the online test engine, TestNav 8. The ePATs will help students navigate through the online testing environment and use the embedded supports on the day of testing. An ePAT for each grade level and content area can be accessed at <http://www.pearsonaccess.com/co> > Support > Resources > ePAT. **Districts are strongly encouraged to give students time to practice in the testing environment before actual testing.**

PearsonAccess is the website used for the registration, setup, preparation, and management of both the CMAS and CoAlt: Science and Social Studies assessments. PearsonAccess requires usernames and passwords to be set up. More information about setup and operation of computer-based testing is available in the *PearsonAccess User Guide* located at <http://www.pearsonaccess.com/co> > Support > Resources > Reference Guides.

Physical Testing Group refers to students who test within a physical testing environment at the same time. During make-up testing, a physical testing environment may include students in different test sessions spanning different grade levels and/or content areas.

Seal Codes ensure that students can only review and change answers in the current section. Seal Codes prevent students from continuing to the next section

until permitted and they prevent students from accessing previous sections once they have ended. Before students in a PearsonAccess test session can go to the next sealed section of an electronic test, they must enter the appropriate four-digit seal code, which then "opens" the seal on that test section. Seal Codes for a specific test section are listed on the Seal Codes document. In paper-based administration, adhesive tabs are used to seal sections of paper test books.

Secure Materials refers to all test content or materials that have not been made available to the public. It also includes test items and student responses. For the computer-based administration, "secure paper materials" include printed Student Authorization Tickets, oral scripts, supplied scratch paper, and printed seal codes. After computer-based testing is completed, SACs must collect all paper-based assessment materials from Test Administrators so that they can be packaged and sent to Pearson. Proper chain of custody procedures outlined in this document must be followed so that secure materials are kept secure at all times. "Secure materials" also refers to all secure test content that is delivered online on students' computers.

Storage area refers to a locked storage area where paper materials must be stored when not in use. Examples of secure storage include a closet, desk, cabinet, or room that can be locked.

TestNav 8 is the online test engine. It is a browser-based application used to administer the computer-based assessments.

Testing environment refers to all aspects of the testing surroundings while students are testing and includes what a student can see, hear, or access.

Test Section refers to the parts of a CMAS: Science and Social Studies assessment. Each grade and content area of the CMAS: Science and Social Studies assessments include three sealed sections.

Test Session in PearsonAccess is a virtual grouping of students who are intended to take the same test at the same time. Students must be placed in a scheduled test session before they can log in to a test.

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Section 1: Critical Timelines and Dates

Spring 2014 Administration Windows

CMAS: Science and Social Studies	
Assessment	Testing Dates
Grade 4 Social Studies	April 14 – May 2, 2014*
Grade 5 Science	
Grade 7 Social Studies	
Grade 8 Science	
CoAlt: Science and Social Studies	
Assessment	Testing Dates
Grade 4 Social Studies	April 14 – May 2, 2014*
Grade 5 Science	
Grade 7 Social Studies	
Grade 8 Science	

*Districts are encouraged to complete testing as efficiently as possible while meeting security and standardized test administration policies and procedures. Many schools will not need the entire window.

2014 CMAS and CoAlt: Science and Social Studies Critical Dates

	CMAS	CoAlt	Activity	Role
<input type="checkbox"/>	January 6-24	-	Regional District Technology Coordinator (DTC) meetings	DTC
<input type="checkbox"/>	January 27 – February 7	-	Regional In-Person Administration Trainings	DAC
<input type="checkbox"/>	February 10	-	Item samplers with special forms presentation available: text-to-speech and text-to-speech with color contrast	Test Administrators/ Educators
<input type="checkbox"/>	February 10		PearsonAccess training site and PearsonAccess live site available	ALL
<input type="checkbox"/>	February 10 – Prior to testing		Set up user accounts in PearsonAccess User roles include: <ul style="list-style-type: none"> • DAC (only user account automatically created by Pearson) • SAC • Student Enrollment • CMAS Test Administrator • CoAlt Score Entry *See PearsonAccess User Roles and Permissions Matrix in Appendix A of this manual	DAC and SAC
<input type="checkbox"/>	February 10 – March 14		Submit Student Data Uploads (SDUs)/Update participation counts for initial orders	DAC/Student Enrollment
<input type="checkbox"/>	February 10	-	Online test session set-up available in PearsonAccess	SAC
<input type="checkbox"/>	February 27	-	Full ePAT (Practice Testing Environment) available, including special forms presentation - Approximately 20 items per grade, including: <ul style="list-style-type: none"> • selected response items • constructed response items • technology-enhanced items • social studies performance events • science simulations 	Test Administrators/ Educators
<input type="checkbox"/>	February 27 - Prior to testing	-	Recommended window for students to complete ePATs (Practice Testing Environment)	SAC and Test Administrators
<input type="checkbox"/>	March 25 – April 14		DACs finalize online PearsonAccess test preparation activities including: <ul style="list-style-type: none"> - Select proctor caching servers - Check test sessions and student registration in PearsonAccess 	DAC

	CMAS	CoAlt	Activity	Role
<input type="checkbox"/>	March 31 – Prior to Testing	-	Proctor caching test content available	SAC/Test Administrators
<input type="checkbox"/>	March 31		Materials scheduled to arrive in districts	DAC
<input type="checkbox"/>	ASAP after materials arrive in district		Distribute materials to SACs	DAC
<input type="checkbox"/>	ASAP after materials arrive in school		Distribute Test Administrator Manuals and Test Examiner’s Manuals	SAC
<input type="checkbox"/>	March 31 – Prior to testing (No later than April 30 for DACs)		Sign Security Agreement Forms: -DAC submit Security Agreement form to Pearson via email no later than April 30 -SAC and DTC submit to DAC prior to testing -All others involved in test administration including but not limited to Test Administrators, Test Examiners and any Local Technology Coordinators, return to SAC prior to testing/secure material distribution	ALL
<input type="checkbox"/>	-	Start on March 31	Provide CoAlt Test Examiners with access to materials to prepare accommodations after they sign Security Agreement Form	SAC
<input type="checkbox"/>	April 1 – April 14	-	Finalize online technology test preparation activities: - Finalize system readiness - Check student workstations - Configure TestNav	DTC
<input type="checkbox"/>	April 1 – April 29		Additional Orders – Secure Materials	DAC
<input type="checkbox"/>	April 1 – May 6		Additional Orders – Non-Secure Materials	DAC
<input type="checkbox"/>	Prior to testing		Complete Verification of School Training Form and Submit to DAC	SAC
<input type="checkbox"/>	Prior to testing		Complete Verification of District Training Form and Submit to CDE	DAC
<input type="checkbox"/>	April 14 – May 2		Student Testing	ALL
<input type="checkbox"/>	After testing		Verify that all PearsonAccess test sessions have been closed	SAC and DAC
<input type="checkbox"/>	May 2		Verify that all demographic information has been updated in PearsonAccess , including accommodations used during testing	SAC and DAC

	CMAS	CoAlt	Activity	Role
<input type="checkbox"/>	-	Test Examiners - Immediately after testing; DAC/SAC - Before packaging materials for return to Pearson	Sign "Secure Return Form: CoAlt Manipulatives"	DAC, SAC, and Test Examiner
<input type="checkbox"/>	-	May 2	Deadline for entering CoAlt scores into PearsonAccess	Test Examiners
<input type="checkbox"/>		May 7	Deadline for scheduling pickups with UPS	DAC
<input type="checkbox"/>		May 9	Deadline for UPS pickup of materials	DAC
<input type="checkbox"/>		After testing	Submit Post-Test Compliance Form to CDE	DAC

Section 2: Program Overview

Background

All public school students enrolled in Colorado are required by state law to take a standards-based summative assessment each year in the specified content areas and grade levels. This means that every student, regardless of language background or ability, must be provided with the opportunity to demonstrate their content knowledge.

The Colorado Measures of Academic Success (CMAS): Science and Social Studies is Colorado's standards-based assessment designed to measure the Colorado Academic Standards (CAS) in the content areas of science and social studies.

A very small number of students with significant cognitive disabilities may take the Colorado Alternate Assessment (CoAlt) based on the Extended Evidence Outcomes (EEOs) of the CAS.

The CMAS and CoAlt: Science and Social Studies assessments are collaboratively developed by the Colorado Department of Education, the Colorado educator community, and Colorado's science and social studies assessment contractor, Pearson. The data should be used to keep abreast of individual student, school, and district progress toward attaining higher student achievement levels.

The CMAS and CoAlt: Science and Social Studies assessments will be administered for the first time in 2014.

Determining whether CMAS or CoAlt should be Administered to a Student

All students, including students with Individualized Education Plans (IEPs), will participate in the state assessment system. The IEP team, which must include the parents, will determine the best fit in terms of assessment program based on student need, taking into consideration the alignment between what the student is learning in the classroom and content being assessed in the general CMAS assessments. Per federal requirements, there must be evidence of alignment between a student's educational plan and accommodations provided on any of the state assessments, as well as any determinations for students to participate in the CoAlt: Science and Social Studies. Three participation options exist:

1. The student participates in the CMAS assessment program without an accommodation.

2. The student participates in the CMAS assessment program with an accommodation.
3. The student participates in the CoAlt assessment program for students with significant cognitive disabilities.
 - It is not appropriate or ethical to give the CoAlt to students who do not qualify to take the assessment.

The CoAlt eligibility guidelines are available on the Exceptional Student Services Unit website at the following location:

http://www.cde.state.co.us/sites/default/files/accommodationsmanual_eligibility.pdf

Decisions regarding participation in the alternate assessment must NOT be based on:

1. A category of disability
2. A certain percentage of students
3. Time spent receiving special education services
4. Place where the student receives services
5. A student's reading level
6. An expectation of an unsatisfactory performance by the student
7. Poor attendance by the student
8. Ongoing disruptive behavior by the student

For more information regarding CoAlt eligibility, visit the Exceptional Student Services Unit website at:

http://www.cde.state.co.us/sites/default/files/accommodationsmanual_eligibility.pdf

Determining Grade Level for Assessment Administration

Students are required to be tested at the grade level in which they are enrolled by the district. For example, students who are enrolled in a grade level at the time of testing will take the CMAS or CoAlt: Social Studies assessment for that grade level, even if they took the same assessment the previous school year.

Please note that there may be students who start the 2013–2014 school year classified in one grade level who are reclassified to another grade level prior to

the administration of the state assessments. These students take the state assessment of the grade level to which they have been reclassified.

If students should not have tested or if they take a test for a grade in which they are NOT enrolled, it is considered a misadministration and the test must be invalidated. Students may not re-take the test in the correct grade. See the *CMAS and CoAlt: Science and Social Studies Data Supplement* for more information on how to invalidate a test.

Section 3: CMAS Assessment Accessibility Features and Accommodations

Online Tools and Accessibility Features for All Students



The CMAS: Science and Social Studies online test engine, TestNav 8, includes tools and accessibility features that are made available to all students to increase the accessibility of the assessments. Beyond the accessibility features that are available for all students, assessment accommodations are available to some students who have IEP, 504 or English Learner (EL) plans. Assessment accommodations are changes made to assessment procedures that provide a student with access to comprehensible information and to an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. Accommodations should not provide an unfair advantage to any student. Providing an accommodation for the sole purpose of increasing test scores is not ethical. Districts must have a plan in place to ensure and monitor the appropriate use of accommodations.

Accessibility Features

CMAS has both embedded and adult provided accessibility features available to all students. Students determine when and how to utilize the tools throughout the testing experience. There is an additional accessibility feature that must be pre-selected during the forms assignment process. For more information on form assignment, see the Spring 2014 Administration Quick Reference Guide to Special Forms and Ordering located in Appendix B of this manual. Students eligible for this form should be using similar access strategies during instruction. These students may have historically used oral scripts for the Transitional Colorado Assessment Program (TCAP).

Accessibility Features available to All Students

Feature	Description
Scratch Paper	The student is provided with a single sheet of scratch paper to use to plan and to organize responses. The student may exchange the used piece of paper for a clean piece of paper during the test section. The student may have a single sheet of paper at a time. All used paper is considered secure and

Feature	Description
	must be sealed in provided envelopes at the end of each test section.
Calculator (4 function for 5 th grade, scientific for 8 th grade)	The student may use the online calculator to assist in responding to items requiring calculations (4 function for 5 th grade, scientific for 8 th grade).
Eliminate answer choices	The student may put a red “x” over multiple choice answer choices to eliminate options.
Extended time (time and a half)	All students are expected to sit for each test section for 55 minutes. The total available testing time is 80 minutes, accounting for students who need approximately time and a half.
Flag items for review	The student may identify items to review or complete later in the test section.
General administration considerations	The standardized test administration procedures do not specify a specific group size, a particular setting (classroom, computer lab, etc.) or time of school day. As long as test security is not compromised, individual student needs may be taken into consideration in determining any of the above.
General administration directions repeated	The student may have the Test Administrator repeat test administrator-read directions as needed. No part of the test may be clarified, nor may any assistance be provided to the student during testing.
Highlighter	The student highlights desired text as needed. The highlighter tool does not work on graphics/pictures/images.
Line reader guide	The student may use the ruler tool as a line reader guide.

Feature	Description
Magnification/enlargement	The student may enlarge specific portions of text and graphics using the magnifier tool or enlarge all screen contents using the testing device to zoom. The zoom capability is device-dependent.
Navigation tools	Student uses embedded tools to move through the test: <ul style="list-style-type: none"> • Next page • Previous page • Review drop down that will allow student to go to any item
Pointer	The student may use the pointer tool to select an answer to a question.
Redirect student to the test	The Test Administrator may redirect off-task students back to the test by saying, "<student's name>, continue working." No coaching or assistance may be provided in any way. The Test Administrator may not remind or encourage students to complete a specific item. The Test Administrator may not provide any physical cues to the test as they could be misconstrued as directing the student to incorrect or correct responses.
Ruler	The student uses online rulers for items requiring measurement (cm in 5 th and 8 th grade, inch in all grades).
Writing tools	The student uses writing process tools for constructed response items. Tools include: <p>Bold, italics, and underline</p> <p>Bullet and number</p> <ul style="list-style-type: none"> • Cut, copy, and paste (system-specific shortcuts will be provided when the student selects the buttons) • Undo and redo

Accessibility Feature available to All Students who Use Similar Accessibility Strategies During Instruction that must be Pre-Assigned

Feature	Description
Text-to-Speech	<p>“TEXT-TO-SPEECH” FORM MUST BE PRE-ASSIGNED during forms assignment process.</p> <p>The student may utilize the text-to-speech tool in two ways. Selecting the “Play” button will cause all text to be read from the beginning of the item to the end, including sources. The “Click to Hear” button will allow the student to select the starting point for activating the text-to-speech. Headphones must be used at a volume that no other student’s testing experience is interrupted or impacted.</p>

Accommodations

Accommodations must be based on an individual need documented in the student’s approved IEP, 504, or EL plan (if applicable), not on a category of disability area, level of instruction, environment, or other group characteristic. No accommodations may be made for a student merely because he or she is a member of an instructional group. Responsibility for confirming the need and appropriateness of an accommodation rests with the school-based staff involved with each student’s instructional program. A master list of all students and their accommodations must be maintained by the SAC and/or the DAC.

DACs and SACs should collect information regarding students who require testing accommodations with sufficient time to properly plan the test administrations. It is imperative that the test administration reflect what is documented in a student’s formal educational plan, and only provide accommodations that the student has been receiving during instruction, and on classroom and district assessments. Once the accommodations have been verified, the DAC and SAC can use this information to identify resources available and needed, such as space for small groups or individual administrations, sign language interpreters, translators and technology equipment.

When administering assessments, it should be recognized that unless a student is accustomed to a particular accommodation, introducing that accommodation at the time of the assessment may impede the student’s performance. Therefore, accommodations used on statewide assessments must be used during instruction and on classroom and district assessments for at least 90 days prior to the start of the assessment window. Please note that for online assessments, the accommodation may not be identical to the accommodation used during instruction, however, it should be comparable (i.e., During instruction, the student uses taped books to access text information. During testing, the student will use text-to-speech.).

Test Administrators who are managing “accommodated testing groups” should receive training on the appropriate way to administer that specific assessment accommodation. Test Administrators who administer the assessment to students with multiple accommodations must be trained on all applicable accommodations.

Note: The paper-based versions of the CMAS: Science and Social Studies assessments are considered accommodated forms. Use of the paper-based assessments is expected only to be available to students who:

- Have a neurological disorder, a condition that causes seizures, or another health condition that prevents the student from accessing the computer
- Need a braille form with tactile graphics
- Have an IEP or 504 plan that requires assistive technology, such as speech-to-text, that may not be compatible with TestNav 8
- Will provide oral or written responses in a language other than English or Spanish

Accommodations Table



Additional information regarding the below accommodations and appropriate administration will be forthcoming as a supplement.

Presentation	Accommodation	Computer-Based	Paper-Based (the paper-based form of the assessment is considered an accommodation)
		IEP, 504 or EL only	IEP, 504 or EL only
	Large Print	Magnification tool available to all students. Device-dependent zoom functionality.	Large print form (approximately 18pt) must be ordered from Pearson. (IEP/504 only).

	Extra Large Print	Magnification tool available to all students. Device-dependent zoom functionality.	
	Color Contrast/High Contrast	Selection of screen and text contrasts. Students should engage with the embedded color contrast options prior to testing. They may determine that they prefer their own external color overlays or wish to have their own color overlays available in addition to the embedded color contrasts. “COLOR CONTRAST” FORM MUST BE PRE-ASSIGNED during forms assignment process. (IEP/504 only)	
	Color Overlays	Provided by School	Provided by School
	Low-Vision Devices** (CCTV, etc.)		Provided by School
	Oral Scripts – English	The vast majority of students needing oral presentation should be using the embedded text-to-speech accessibility feature available to all students. Human reader provided by School. Oral script-English (online) must be ordered from Pearson. “ORAL SCRIPT” FORM MUST BE PRE-ASSIGNED during forms assignment process. Setting Considerations	Human reader provided by School. Oral script-English (paper) must be ordered from Pearson. Setting Considerations
	Oral Script – Spanish	Human reader proficient in Spanish and English, as well as the content area, provided by School uses Oral Script – Spanish (online). Oral Script-Spanish (online) must be ordered from Pearson. “ORAL SCRIPT” FORM MUST BE PRE-ASSIGNED during forms assignment process. (NEP/LEP only, in U.S. 3-years or less) Setting Considerations	Human reader proficient in Spanish and English, as well as the content area, provided by School uses Oral Script – Spanish (paper). Oral Script-Spanish (paper) must be ordered from Pearson. Human reader fluent in reading and speaking Spanish (and English) provided by School. (NEP/LEP only, in U.S. 3-years or less) Setting Considerations
	Oral Script – languages other than English or Spanish (Translated Locally)	Human translator proficient in English and target language, as well as content area, provided by School. Oral Script-English (online) must be ordered from Pearson.	Human translator proficient in English and target language, as well as content area, provided by School. Oral Script-English (paper) must be ordered from Pearson.

	<p>“ORAL SCRIPT” FORM MUST BE PRE-ASSIGNED during forms assignment process.</p> <p>(NEP/LEP only, in U.S. 3-years or less)</p> <p>Setting Considerations</p>	<p>(NEP/LEP only, in U.S. 3-years or less)</p> <p>Setting Considerations</p>	
Sign Language	<p>Human Sign Language Interpreter provided by School.</p> <p>Oral Script-English (online) must be ordered from Pearson. “ORAL SCRIPT” FORM MUST BE PRE-ASSIGNED during forms assignment process.</p> <p>(IEP/504 only)</p>	<p>Human Sign Language Interpreter provided by School.</p> <p>Oral Script-English (paper) must be ordered from Pearson.</p> <p>(IEP/504 only)</p>	
Braille with Tactile Graphics		<p>Braille form must be ordered from Pearson.</p> <p>(IEP only [VI])</p>	
Read Aloud to Self	Setting Considerations	Setting Considerations	
Audio Amplification		<p>Provided by School</p> <p>(IEP/504 only)</p>	
Text-to-Speech	Available to all students		
Word-to-Word Glossary/Dictionary	<p>Provided by School</p> <p>(ELL only)</p>	<p>Provided by School</p> <p>(ELL only)</p>	
Redirect Student to Test	Available to all students	Available to all students	
Test Direction Clarified*		Provided by School	
Response	Speech-to-Text	<p>Proven compatible devices.</p> <p>Devices without proven compatibility, use a second computer.</p> <p>Student work transcribed by School.</p>	Student work transcribed by School.
	Braille / Braille Note-taker		<p>Student work transcribed by School.</p> <p>(IEP only [VI])</p>
	Assistive Technology (word processing, plug and play **, etc.)	<p>Proven compatible devices.</p> <p>Devices without proven compatibility, use a second computer.</p> <p>Student work transcribed by School.</p>	Student work transcribed by School.
	Word Prediction via assistive technology	<p>Proven compatible devices.</p> <p>Devices without proven compatibility, use a second computer.</p> <p>Student work transcribed by School.</p>	Student work transcribed by School.
	Talking Calculator	Provided by School (IEP only [VI])	<p>Provided by School</p> <p>(IEP only [VI])</p>
	Math Manipulatives	Provided by School.	Provided by School

	Abacus and Tactile Math Manipulatives	Provided by School (IEP only [VI])	Provided by School (IEP only [VI])
	Human Scribe - English	Student work transcribed by school-appointed education professional proficient in keyboarding	Student work transcribed by school-appointed education professional.
	Student answers in Spanish - spoken	No translation required. Student work transcribed by school-appointed education professional proficient in keyboarding. Onsite transcriber must be fluent in oral and written English and Spanish and be proficient in content area. (NEP/LEP only, in U.S. 3-years or less)	No translation required. Student work transcribed by school-appointed education professional. Onsite transcriber must be fluent in oral and written English and Spanish and be proficient in content area. (NEP/LEP only, in U.S. 3-years or less)
	Student answers in Language Other than English or Spanish - spoken	Student work translated and transcribed by School. Student work transcribed by school-appointed education professional proficient in keyboarding. Onsite transcriber must be fluent in oral and written English and target language and be proficient in content area. (NEP/LEP only, in U.S. 3-years or less)	Student work translated and transcribed by school-appointed education professional. Onsite transcriber must be fluent in oral and written English and target language and be proficient in content area. (NEP/LEP only, in U.S. 3-years or less)
	Student answers in Spanish – written	No onsite translating or transcribing required. Student work scored in Spanish (NEP/LEP only, in U.S. 3-years or less).	No onsite translating or transcribing required. Student work scored in Spanish (NEP/LEP only, in U.S. 3-years or less).
	Student answers in Language Other than English or Spanish – written	Student work translated and transcribed by school. Student work transcribed by School-appointed adult proficient in keyboarding Onsite translator must be fluent in oral and written English and target language and be proficient in content area. (NEP/LEP only, in U.S. 3-years or less)	Student work translated and transcribed by School. Onsite translator must be fluent in oral and written English and target language and be proficient in content area. (NEP/LEP only, in U.S. 3-years or less).
	Line Reader	Online ruler available to all students to use as line guide.	Provided by School
	Word Highlighter	Available to all students	Provided by School
	Eliminate Answer Choice	Available to all students	Students cannot x-out bubbles.
	Flag Items for Review	Available to all students	
Settings	Noise buffers	Provided by School (not compatible with text-to-speech use)	Provided by School
	Small Group	Follow IEP or 504 plan	Follow IEP or 504 plan

	(The minimum group size is not dictated by standardized test administration procedures)	(e.g. < 10 students, < 8 students, individual, etc.)	(e.g. < 10 students, < 8 students, individual, etc.)
Timing	Extended Time beyond Time and a Half	As documented in IEP, 504 or EL plan. Setting Considerations	As documented in IEP, 504 or EL plan. Setting Considerations
	Time of Day	As documented in IEP or 504 plan . Setting Considerations	As documented in IEP or 504 plan. Setting Considerations
	Multiple breaks	As documented in IEP, 504 or EL plan . Setting Considerations	As documented in IEP, 504 or EL plan. Setting Considerations

*For form assignment and for ordering paper-accommodated materials, refer to the Quick Reference Guide located in Appendix B of this manual.

Students will have the opportunity to be exposed to the computer-based assessment environment prior to testing via the ePATs. Practicing with ePATs will allow students to become familiar with the supports available and with how to navigate the system. Using ePATs in advance of testing should greatly reduce the number of students needing directions on how to find, activate or use embedded supports during a testing section.

A webpage is now available that lists Assistive Technology (AT) software and devices that are compatible with TestNav 8. This page will be updated on a continual basis as additional new devices and software are researched. If a student's AT is listed as confirmed on this page, the student should be able to take the computer-based assessment. If a student's AT is not confirmed, an accommodated paper-based assessment should be considered.

The webpage can be found at: <http://www.pearsononlinetesting.com/at>, or <http://www.pearsononlinetesting.com/assistivetechology>.

Section 4: Assessment in Special Circumstances

Nonpublic Home-Based Educational Program

A student in a home-based educational program may request to take any grade-appropriate CMAS: Science and Social Studies assessment. The district's standard definition for classifying the grade level of a student will be used to determine which CMAS: Science and Social Studies assessment is appropriate. For the 2013-2014 school year, there is a cost per home-based student to administer the CMAS: Science and Social Studies.

Students in a home-based educational program must be assessed in a location (excluding private residences) mutually agreed upon by the parent/guardian and the testing district. **Each test administration must be held under standardized conditions. Personnel responsible for handling assessment materials and administering the CMAS assessments to home-schooled students must participate in mandatory assessment training conducted by CDE.**

CMAS: Science and Social Studies results will be returned to the student's district of enrollment. It is then the district's responsibility to distribute the results to the student's parent/guardian. Scores are not included in school or district summaries.

Because the Colorado Department of Education can be required to disclose information, it is possible that the results for students in a home-based educational program will be requested. However, these results will not be available at a level below a state aggregate.

Important: Senate Bill 01-098 revised state statute regarding testing students in a home-based educational program. Colorado Revised Statutes, 22-7-409 (1.5) (III) states the following:

Nothing in this section shall be construed as requiring a child enrolled in a nonpublic school or participating in a nonpublic home-based educational program pursuant to section 22-33-104.5 to take an assessment or exam administered pursuant to this section, even though the child may also be attending a public school for a portion of the school day and therefore included in the pupil enrollment of the district.

Therefore, students in a home-based educational program enrolled in courses at a public school for which there are CMAS: Science and Social Studies assessments **are not required to take the science and social studies assessments.** For students in a home-based educational program electing to take the exams, their results will not be used to compute school, district, or state CMAS: Science and Social Studies results (provided the district properly identifies them as home-schooled students).

Please note: CoAlt: Science and Social Studies assessments may **not** be administered to home schooled students as it is a different type of assessment with strict requirements around eligibility. In order for students to qualify for this assessment, they must have an IEP and they must have the test administered by a licensed educational professional who knows the student best.

Private Schools

For the 2013–2014 school years, there is a cost per student for private schools to administer the CMAS: Science and Social Studies. A private school may elect to administer as many CMAS: Science and Social Studies assessments as they desire.

- Private school personnel responsible for the handling of assessment material must participate in mandatory assessment training.
- Private schools must administer CMAS: Science and Social Studies during the assessment window specified by the Colorado Department of Education, according to standard procedure.
- In order for a private school to receive results, CMAS: Science and Social Studies must be administered to all students in all grades served by the school.

When participating in the CMAS: Science and Social Studies ordering process, private schools that want to administer the assessments should contact:

Call Center
888-687-4759

Email
cohelp@support.pearson.com

Retained Students

Students should be tested on the CMAS: Science and Social Studies at the grade level in which they are enrolled. For example, a student retained in the 5th grade will take the 5th grade CMAS or CoAlt: Science assessments the following year.

Dropout Students

For the purposes of state assessment administration, a dropout student is a student who is at least 17 years of age and for whom there is clear evidence of permanent departure from the school system. A student who is at least 17 years old and is currently enrolled in school is not considered a dropout student.

Expelled Students

It is the district's responsibility to ensure that every effort is made to test expelled students receiving educational services. Expelled students' demographic information should be included in PearsonAccess, even if they are not tested. To indicate that a student has been expelled from a school, the "expelled" field should be coded as "1" in PearsonAccess. Assessment results for these students will be included in the district's report, but they will not be included in school reports.

If the expelled student has refused educational services from the district, and there is documentation to prove refusal, the student need not be tested and the student's results will not be included in the district's report.

Suspended Students

Because students who have been suspended are enrolled in public schools, it is the district's responsibility to ensure that instruction and assessment are offered to these students. Suspended students' demographic information should be included in PearsonAccess, even if they are not tested. The results for suspended students will be included in the school's report as well as the district's report.

Chronically Absent Students

If students are enrolled in a school, regardless of whether or not they actually attend school, the district is responsible for testing and accounting for the students.

It is the district's responsibility to ensure that all students are accounted for, including chronically absent students.

Open Enrollment Students

“Open Enrollment Students” refers to students who have enrolled in a school other than their neighborhood school through an open enrollment policy. Open enrollment students must be tested and coded to their school of attendance.

Part-time Students

Students who are enrolled part-time must be tested. However, this does not apply to students who are also home-schooled or students who are dually enrolled in a private school.

Online Students

Students participating in an online program are enrolled in a Colorado public school per state law [CRS 22-30.7-105 (2) (a,b,c)], and must take the assessments pursuant to section 22-7-409. Assessments are coordinated through the DAC for the district that runs the online school or has approved the charter for the online school. The assessments must be given at a school or testing site. Secure materials may not be taken from the testing site. The school district in which the student is enrolled is responsible for CMAS testing. Arrangements can be made with a different district, but only when approved by the DAC for that district.

IMPORTANT NOTE FOR SCHEDULING TESTING OF ONLINE STUDENTS: Test security requires that all students take the tests in a standardized manner according to the procedures outlined in this manual.

Dually Enrolled Students

In instances where a student is dually enrolled in both an online school and also at a “brick and mortar” school, **both** schools must ensure that the student is appropriately assessed and that the student’s scores are attributed to the appropriate school.

Unforeseeable Circumstances

At times, students suffer from unforeseeable circumstances less than three months prior to the start of testing, such as a broken arm or a car accident. If, as a result of these unforeseeable circumstances, a student requires a standard accommodation for CMAS (e.g., a scribe or assistive technology device is needed for a student who breaks his or her writing arm), the student may be provided the necessary accommodation or accommodations. **Please note:** This exception pertains only to unforeseeable circumstances and not those that could have been reasonably predicted by school or district personnel. As with all accommodations, the primary accommodation must be documented.

If a student is going in for major surgery and will miss the entire testing window due to rehabilitation time, the school must account for this student if he/she is still enrolled. The students' demographic information should be included in PearsonAccess, even if they are not tested.

- If the student has been approved for, and is receiving district educational services, a blank test booklet must be submitted with a completed student data grid. In PearsonAccess, the Test Invalidation field should be coded as 'District Ed. Services'.
- If no district educational services are being received, a blank test booklet must still be submitted with a completed student data grid. In PearsonAccess, the Test Invalidation box should be coded as 'Test not completed'.

Students with Illnesses/Health Issues

For students who are enrolled in a school, but are not physically able to attend classes due to an illness or accident, the school must account for these students within the student data file. The student's demographic information should be included in PearsonAccess, and the invalidation field should be coded as 'Test Not Completed'.

If a student is home-bound due to rehabilitation, the SAC may **not** administer the CMAS: Science and Social Studies to the student in his/her home (see rules for homebound students below). Tests must not be given in a non-standard manner, and cannot leave the school/testing site.

Please note: If there are specific student needs relative to the testing environment for a student on an IEP or 504, a **non-standard accommodation request** can be made.

Students Receiving District Educational Services through Homebound Education

For students who are receiving instructional services through the district for reasons of health or profound emergency (not disciplinary reasons), the students' demographic information should be included in PearsonAccess, and the invalidation field should be coded as 'Test Not Completed'.

Please note:

If a student is at home due to an injury or illness, but is not considered "Homebound" by the district, and an application to receive district educational services has not been filed, the student's demographic information should be included in PearsonAccess, and the invalidation field should be coded as 'Test Not Completed'.

IMPORTANT: The Assessment Unit does not support the testing of grievously ill students.

Students Placed Out-of-District by a Public Agency

This section refers to students who are placed by a public agency in Residential Child Care Facilities, Residential Treatment Centers, Day Treatment Programs or Hospitals with on-grounds schools approved by the Colorado State Board of Education. These types of facilities are also known as "Eligible Facilities," "Alternative Facilities," or "Approved Facility Schools." The list of facilities that currently fall under these categories can be found at the link below: <http://www.cde.state.co.us/facilityschools/index.asp>

Students who are placed in these types of state-operated programs will participate in the CMAS and CoAlt: Science and Social Studies as appropriate. CDE acts as the school district for purposes of distribution of materials. There will be a state aggregate report for students in out-of-district placement—scores are not included in either the local school district or the student's home district reports.

The facility must account for every student in out-of-district placement with the appropriate information completed, whether or not the student actually completes all of the testing sections. After scoring, individual student information will be sent to the facility in which the student took the test. If the student is no longer in placement at the facility, it is the facility's responsibility to forward the information to the student's district of residence.

Further questions regarding facilities should be directed to CDE’s Facility Schools Unit.

Students Attending Facilities Where the District of Location Provides the Educational Services

Students who are attending facilities where the district of location provides the educational services take the CMAS: Science and Social Studies, as appropriate at the facility. The district of location administers the tests. Resident student scores should be attributed to a school in the district. Non-resident student scores should be attributed to a school in the district of residence. For non-resident students, the DAC for the district of location should work with the DAC for the district of residence to make sure that the students are accounted for under a school in the district of residence. There are four institutions that fall under this guideline:

District	Facility
Adams-Arapahoe 28J	APS Children’s Hospital Medical Day Treatment
Jefferson County R-1	Adolescent and Family Institute of Colorado
Montrose County RE-1J	Robert A. Brown Center for Youth
Greeley 6	Kathleen Painter Littler Center

Detained Students

Students who are detained in a regional detention facility are required to take the state assessments, including CMAS and CoAlt: Science and Social Studies, as appropriate. The district responsible for providing educational services at the detention facility is also considered the district of enrollment for state assessment administration purposes. Results for detained students remain with the youth service center where these students received educational services and took the assessment.

Incarcerated Students

The term “Incarcerated Students” refers to students who have been committed to the Division of Youth Corrections (the juvenile correctional system) and are placed in a state-operated program.

Students who should be tested in their home district include:

- Students who are enrolled in a public school and are incarcerated in the juvenile system at some point during the school year, but return to school prior to or during the assessment window.
- Students who were incarcerated prior to the beginning of the school year, but enter school a minimum of 30 days prior to the beginning of the CMAS: Science and Social Studies window.

Students who were incarcerated prior to the beginning of the school year, but who enter school 29 or fewer days prior to the testing window for CMAS: Science and Social Studies should not be tested by the school district.

Students who are incarcerated in the Department of Corrections (the adult prison system) are exempt from the Colorado state accountability assessments.

The CMAS: Science and Social Studies will be administered to students who are incarcerated in the Division of Youth Corrections (DYC) and placed in a DYC state-operated program during the assessment window. DYC will be included with other “Students Placed Out-of-District by a Public Agency” for purposes of CMAS: Science and Social Studies administration.

Section 5: Roles of Individuals

This section outlines the multiple district and school level roles that are needed to ensure that the CMAS and CoAlt: Science and Social Studies assessments are administered successfully.

For information about role-based permissions in PearsonAccess, see the PearsonAccess User Roles and Permissions table in Appendix A. For each role, the table includes PearsonAccess permissions related to administrative management, organizations, student data, test management and test setup. For the complete PearsonAccess User Roles and Permissions guidelines, refer to the *PearsonAccess User Guide* located at <http://www.pearsonaccess.com/co> > Support > Resources > Reference Guides.

District Assessment Coordinator (DAC) is the individual at the district level responsible for the overall coordination of test administration. The DAC is appointed by the superintendent. For purposes of the Colorado state-administered assessments, the DAC is:

- Responsible for attending all required trainings.
- The point person for all communications to and from CDE's Assessment Unit. The DAC disseminates important assessment information for the district, schools, teachers, and parents.
- The district core assessment team leader who oversees the training of SACs, Test Administrators (CMAS), and Test Examiners (CoAlt) to administer the assessments in a standardized, ethical manner, taking all precautions to prevent misadministrations.
- Responsible for overseeing the management of the district's test administration calendar(s) to ensure that the state's deadlines are met.
- Responsible for overseeing the data and reporting procedures and functions for the various assessments.
- Responsible for creating PearsonAccess user accounts for district personnel.

See Section 10 of this manual for District Assessment Coordinator Testing Responsibilities.

School Assessment Coordinator (SAC) is the individual at the school level responsible for the overall coordination of test administration. This individual is responsible for coordinating test administration at his or her school. For purposes of the Colorado state-administered assessments, the SAC is responsible for:

- Attending all trainings.
- Authorizing individuals to be involved in test administration, including School Technology Coordinators, Test Administrators, and Test Examiners.
- Training all individuals, including Test Administrators, Test Examiners, and any individual authorized to be involved in test administration in test security and administration protocols and overseeing these individuals during testing.
- Receiving, inventorying, and distributing test materials through a chain of custody process—including additional orders of test materials and accommodated test materials as necessary.
- Developing and coordinating the school’s test administration schedule, including the administration of make-up testing (DACs may complete this task).
- Developing and implementing a security plan for test administration, following all protocols in this manual related to security, including investigating testing irregularities, reporting security breaches, and collecting a signed Security Agreement from each individual authorized to be involved in test administration.
- Reporting test security breaches to the DAC.
- Ensuring standardized testing environments for all students and designating locations for the administration of tests to students who need special accommodations.
- Assembling and maintaining a master list of all students and their accommodations and coordinating test preparations for accommodations accordingly.

See Section 11 of this manual for School Assessment Coordinator Testing Responsibilities.

District Technology Coordinator (DTC) is the individual at the district who makes sure that site readiness activities designed to ensure that testing environments are ready for testing are completed well in advance of testing. In addition to the DTC, districts may choose to identify School Technology Coordinators to coordinate efforts at individual testing sites. If identified, School Technology Coordinators must coordinate with the DTC. DTCs are responsible for:

- Setting up student computers and testing environments for computer-based testing.
- Removing or disabling any software that would interfere with online testing or allow secure test material on student computers to be viewed on another computer during testing.
- Providing technical support for DACs, SACs, and Test Administrators.

In addition to the tasks listed in this manual, DTC responsibilities are described in *Section 12*. For additional information related to Technology Readiness, see the District Technology Coordinators page on the CDE Assessment Unit website at the following location: <http://www.cde.state.co.us/assessment/newassess-dtc>.

See Section 12 of this manual for District Technology Coordinator Testing Responsibilities.

Student Enrollment is an individual in the district who handles student enrollment data, including sending, viewing, adding and editing student data. The individual ensures that:

- All students are uploaded to PearsonAccess.
- Demographic information is correct.

CMAS Test Administrator (TA) is an individual at the school ultimately responsible for administering the CMAS: Science and Social Studies assessment. Test Administrators:

- Must be employed by the school/district.
- Must actively supervise the test administration at all times.

CoAlt Test Examiner (TE) is an individual at the school ultimately responsible for administering the CoAlt: Science and Social Studies assessment. Test Examiners:

- Must have a valid teaching license.
- Must be employed by the school/district.
- Should be familiar with the student they are assessing, and with the student's primary mode of communication.

Who May Administer the Assessments?



All Test Administrators must be trained prior to administering or monitoring a physical testing group in a testing environment.

- Test Administrators must read the instructions and the Test Administrator Manual and familiarize themselves with test administration procedures prior to administering the test to students.
- Test Administrators who are administering assessments in which students are being provided with accommodations must be trained on the specific accommodation.
- Schools should use district/school employees as Test Administrators. School/District employees may administer the assessments at the grade

levels that their children are in, but they must not administer the test for their own children, nor be in the testing environment during testing.

- Test Administrators **must NOT** be assigned to a room where a relative is being tested.



Test Examiners must be trained each year before administering the assessments.

- The Test Examiner must hold a current teaching license and be employed by either the school or the district. Note: a substitute teaching license is not a sufficient license for administration of CoAlt.
- A Speech Language Pathologist or School Psychologist who does not hold a teaching license, but who holds a professional license, may administer the assessment.
- The Test Examiner should be familiar with the student, and the student's mode of expressive and receptive communication.
- Volunteers may not be used to administer CoAlt: Science and Social Studies Assessments.
- Additional staff, including paraprofessionals may assist in the administration of the assessment as needed, but may not score student responses, unless they hold a valid teaching license. Note: anyone in the testing environment must be trained on CoAlt administration.
- Test Examiners **must NOT** administer the assessment to a relative.

Student to Test Administrator Ratio



Test sections require a student-to-Test Administrator ratio of 30:1 or less. A test section that includes more than 30 students may be scheduled; however, an additional Test Administrator must be present for each additional 30, or fraction thereof, students.

- A Test Administrator must only administer the assessment for one content area and one grade level in the testing room at a time. Test Administrators may administer multiple content areas and grade levels at a time during make-up sections.
- Minimally, there must be one Test Administrator for each testing room of 30 students.
- The student-to-Test Administrator ratio must not exceed 30 to 1. That is, no more than 30 students may be in one room with one Test Administrator, and more students require more Test Administrators. For

example, when 43 students are in a testing room, there **must** be 2 Test Administrators.

- Active proctoring is essential during the administration of the assessment. Test Administrators must remain attentive and remain in the room during the entire testing section. They should circulate throughout the room during the test.

Note: Room configuration should be considered when determining the student-to-Test Administrator ratio. A Test Administrator must be able to actively monitor the space within the testing environment. Special considerations should be made for large testing environments and for testing environments with complicated configurations.

Section 6: Policies on Scheduling and Testing Time

Administration Dates

The testing window for the elementary and middle school CMAS and CoAlt: Science and Social Studies assessments will run from **April 14 – May 2, 2014**. All test sections (including make-ups and administrations with accommodations) must be completed during the testing window.

Schools are encouraged to schedule testing during the early part of each testing window to maximize the number of available test days, in case of weather issues, technology malfunctions, or other issues.

CoAlt is an individually administered assessment, and testing may extend over multiple days. A break in administration may occur after any given question is completed. The Test Examiner would then begin on the following question when testing is resumed.

CMAS: Test Structure and Timing



Each grade level and content area of the CMAS: Science and Social Studies assessments consist of three sections. The assessments are composed of the following item types:

- Selected Response
- Constructed Response
- Computer-Enabled/Technology-Enhanced
- Simulations (science)
- Performance Events (social studies)

The administration times shown in the CMAS: Science and Social Studies Test Administration Time table includes the estimated times that a typical student will take to complete each test component (represented in required testing time for all students) plus a set amount of additional time, for all students who need it, to complete the section. Unless students have an extended time accommodation beyond time-and-a-half, they must not be given more than 80 minutes of total testing time. Students must remain in the section for a minimum of 55 minutes from when they begin testing. After the minimum time has been reached, districts may determine whether students who have finished testing should remain in the testing environment or whether they may be dismissed.

CMAS: Science and Social Studies Section Administration Time for Elementary and Middle School			
Required Testing Time for All Students	Additional Testing Time	Time for Set up and Transition	Total Section Time
55 minutes (Firm)	25 minutes (Firm)	10 minutes (Estimated)	90 minutes (Estimated)

Students may be allowed extended time accommodations beyond the total administration time **only** if they have an approved IEP, 504, or EL plan.

Note: PROCTOR CACHING IS STRONGLY RECOMMENDED. Proctor caching is critical to ensuring that slow content load does not affect or interrupt a student’s testing experience. Under some conditions, a small number of testing environments may function without proctor caching; however, even under these conditions, entering into testing without proctor caching is considered very risky and is **STRONGLY DISCOURAGED**.

Temporary Stops for Individual Students

Talking among students is not allowed during test sections. If a student needs to temporarily stop testing for a short time period, it is recommended that visual blocks be applied to the student’s computer screen (e.g., monitor turned off, folder taped to screen) instead of having the student use computer functions to exit and resume the test section. Caution: it is important that students do not exit from the test before completing a section.

CoAlt: Test Structure and Timing



The CoAlt: Science and Social Studies assessments are untimed and individually administered. The assessments are composed of selected response and supported performance task items.

CMAS: Scheduling



Administration of the assessments should consider the following logistical information:

- Sections should consist of one content area and one grade level at a time.
- To the extent possible, all students within a grade should be assessed at the same time. Should that not prove possible, all students should be assessed within the shortest timeframe practicable (i.e., in back-to-back physical testing groups, within the same day or consecutive days if four or more sections are needed, etc.).

Sample schedules are included in Appendix C.

CoAlt: Scheduling



The DAC and superintendent are responsible for establishing the administration schedule and ensuring that every student taking the CoAlt is assessed within the state CoAlt: Science and Social Studies assessment window. Districts may use the entire state testing window for administration of this assessment. Because the CoAlt is individually administered, there are no restrictions on completing the assessment within a given day. The CoAlt assessment may be stopped and restarted at any time; however, once an item is presented, it must be completed before stopping and cannot be revisited. It is important that scheduling of the assessment is based on the individual needs of the student while meeting the following requirements:

- CoAlt: Science and Social Studies assessments must be administered individually.
- Test questions must be administered in the order in which they appear in the book.
- Make-ups must be completed within the state testing window.
- Student tests given before or after the CoAlt: Science and Social Studies assessment window must be misadministered.

CMAS Make-Up Testing



Online Administration:

Multiple options exist for ensuring that students who miss their original testing time are provided with a make-up testing time. However, students who miss test sections should be provided with a make-up testing time as soon as practicable to avoid test security breaches and misadministrations. Make-up

testing options discussed in this segment of the manual provide a starting point for make-up testing options. Each presented option includes technology, security and logistical considerations that should be weighed against each other when make-up testing decisions are made.

All make-up testing must be administered exactly as regular testing, allowing the same time, the same accommodations, etc. Make-up testing sessions may include multiple content areas and grade levels.

To assist in tracking a make-up student's test sections, Test Administrators may write the test section on the student's Student Authorization Ticket.

An understanding of the terms below will facilitate make-up testing decisions:

Physical Testing Group refers to students who test within a physical testing environment at the same time. During make-up testing, a physical testing environment may include students in different test sessions spanning different grade levels and/or content areas.

Test Section refers to the parts of a CMAS: Science and Social Studies assessment. Each grade and content area of the CMAS: Science and Social Studies assessments include three sealed test sections.

Test Session in PearsonAccess is a virtual data grouping of students who are grouped together within PearsonAccess for test management purposes. Each PearsonAccess test session consists of one grade level and one content area. Students must be placed in a scheduled PearsonAccess test session before they can log in to a test.

Option 1 (Recommended**): Student Completes Missed Test Section during Make-Up Testing Time in Advance of Re-Joining Original Physical Testing Group**

Students who miss a test section will take the missed test section during a scheduled make-up testing time in advance of their regularly scheduled testing time with their original physical testing group. After completion of the missed test section, students will re-join their original physical testing group and will be on track to complete testing as initially scheduled.

Sample Make-Up Testing Schedule for Option 1 - **Recommended**			
	Day 1	Day 2	Day 3
Regularly Scheduled Make-Up Testing Time (beginning of morning)	-	Absent Student Takes Section 1	-
Physical Testing Group Testing Time (scheduled after initial morning make-up testing time)	Physical testing group takes Section 1	Absent Student re-joins physical testing group for Section 2	Physical testing group takes Section 3

PearsonAccess Considerations for Option 1: If selecting this option, absent students may remain in their original PearsonAccess test session or be moved into a new PearsonAccess test session to complete make-up testing. See “Moving Students to Another Session” in the *PearsonAccess User Guide* for instructions. Students moved into a new PearsonAccess test session must be given new Student Authorization Tickets that contain a test code that is different from the original. Students remaining in their original PearsonAccess test sessions do not need new Student Authorization Tickets.

If multiple students from multiple PearsonAccess test sessions are included in a physical testing group during a make-up testing time, the Test Administrator who is administering multiple PearsonAccess test sessions must be capable of simultaneously managing multiple test management screens within PearsonAccess.

After make-up testing has been completed, students who were moved into new PearsonAccess test sessions to complete make-up testing should be moved back into their original PearsonAccess test sessions to complete testing with their original physical testing groups. See “Moving Students to Another Session” in the *PearsonAccess User Guide* for instructions. Once moved back into their original PearsonAccess test sessions, the students will then need to use their original Student Authorization Tickets.

Security Considerations for Option 1: This make-up testing option involves a lower security risk because students will complete make-up testing quickly so that fewer test sections are exposed and test sections are exposed for the shortest practicable time frame.

Logistical Considerations for Option 1: Make-up testing must be available in advance of regularly scheduled physical testing group times. The Test Administrator must be provided with the proper Student Authorization Ticket and Seal Code for each student in the physical testing group. When students

from multiple test sections are testing in the same physical testing group, the seal code(s) should be erased from the board or removed from student view immediately after testing begins to avoid the absent student's entry into the next test section.

Option 2: Student Tests with Original Physical Testing Group

Students may continue to test with their original physical testing group. For example, students who miss test section 1 may join their original physical testing group to complete test section 1 as the other students complete test section 2 in the same testing environment. This option is illustrated in the following table.

Sample Make-Up Testing Schedule for Option 2				
	Day 1 in Testing Environment	Day 2 in Testing Environment	Day 3 in Testing Environment	Day 4 in Testing Environment
Physical Testing Group Cohort	Section 1	Section 2	Section 3	-
Absent Student	-Missed-	Section 1	Section 2	Section 3

PearsonAccess Considerations for Option 2: Absent students can remain in their original PearsonAccess Test Session in order to complete testing with the physical testing group. This allows the Test Administrators to manage a single PearsonAccess test session on the test management screen within PearsonAccess. No new Student Authorization Tickets will need to be printed for make-up students.

Security Considerations for Option 2: This make-up testing option involves high security risks. Every test section has the potential to be exposed.

Logistical Considerations for Option 2: This make-up testing option may be the least challenging from a logistical scheduling perspective. However, a plan will need to be in place to administer the third test section to the student. Additionally, Test Administrators need to ensure that sample items are administered to students who missed test section 1 (sample items are not included in test sections two and three). When students from multiple test sections are testing in the same physical testing group, the seal code(s) should be erased from the board or removed from student view immediately after testing begins to avoid the absent student's entry into the next test section.

Option 3: Student Completes Missed Test Section in Any Available Physical Testing Group in Advance of Re-Joining Original Physical Testing Group

Students who miss a test section will take the missed test section during any available physical testing group testing time in advance of their regularly scheduled testing time with their original physical testing group (e.g., the student joins any group of testing students where a device is available in the testing environment). After completion of the missed test section, students will re-join their original physical testing group and will be on track to complete testing as initially scheduled.

Sample Make-Up Testing Schedule for Option 3			
	Day 1	Day 2	Day 3
Available Physical Testing Group (morning)	Section 1	Section 2 (regularly scheduled students in physical testing group) Section 1 (absent student joins this physical testing group to complete section 1 as the other students complete Section 2)	Section 3
Absent Student's Original Physical Testing Group (afternoon)	Section 1	Section 2 (absent student rejoins original physical testing group to complete Section 2)	Section 3

PearsonAccess Considerations for Option 3: This option carries the highest demand for Test Administrators. All Test Administrators must be capable of managing multiple test management screens within PearsonAccess at the same time because a student could be placed into their testing environment from another PearsonAccess test session at any time. No new Student Authorization Tickets are needed for students.

Security Considerations for Option 3: This make-up testing option involves a lower security risk because students will complete make-up testing quickly so that fewer test sections are exposed and test sections are exposed for the shortest practicable time frame.

Logistical Considerations for Option 3: Devices need to be available in an alternative physical testing group in advance of regularly scheduled physical testing group time. Tracking students could become difficult and problematic. Test Administrators must be provided with the proper Student Authorization Ticket and Seal Code for each student in the physical testing group. Test Administrators need to ensure that sample items are administered to students who missed test section 1 (sample items are not included in test sections two and three). When students from multiple test sections are testing in the same physical testing group, the seal code(s) should be erased from the board or removed from student view immediately after testing begins to avoid the absent student’s entry into the next test section.

Caution: This option may be very difficult from a logistical and technical perspective. CDE recommends that this option be selected carefully and that it not be used on a wide scale across a district.

The following table includes a summary of the technology, security and logistical considerations that should be taken into consideration for each option.

Considerations for all Options			
	PearsonAccess Demand on Test Administrators	Security Risk	Logistical Demand
Option 1 **Recommended**			
Student Completes Missed Test Section in Advance of Re-Joining Original Physical Testing Group	Medium	Lower	Medium
Option 2			
Student Tests with Original Physical Testing Group	Low	High	Low
Option 3			
Student Completes Missed Test Section in Any Available Physical Testing Group in Advance of Re-Joining Original Physical Testing Group	High	Lower	High

Students Who Become Ill during Testing

Students who become ill during testing should attempt to finish a test they started in one of the three make-up testing options. Test Administrators must note the exact place in the test where the student stopped, and may use the

student's Student Authorization Ticket to do so. If a student becomes ill, and needs to leave the test section, Test Administrators must close the student's test section. To resume the student's closed test section, the Test Administrator must resume the test session in PearsonAccess. For instructions, see "Resuming a Test" in the *PearsonAccess User Guide*. The student must pick up exactly where he or she left off. Test Administrators must closely monitor make-up testing to ensure that students do not return to questions they have already answered. The student is to receive the remaining time from the original section in which to finish.

Paper Administration:

Make-up testing for paper-based administration should be conducted similarly to computer-based make-up testing. Students taking the accommodated paper version of the assessment should complete testing in a testing environment or physical testing group that is separate from computer-based administration. Test sections must be completed in order. Students are not allowed to return to any portion of the test that they have already completed. They must pick up exactly where they left off.

Section 7: Testing Environment

The testing environment must be prepared in advance for the administration of CMAS and CoAlt: Science and Social Studies to ensure standard test-taking conditions for all students taking the state assessments in Colorado. It is important to establish procedures to maintain a quiet testing environment throughout each test section. Some students may finish testing before others, and the expectations for those students must be determined and established in advance of the testing day within the limits set in Section 6 of this manual.

Choice of Testing Setting

Every assessment setting should have a comfortable room temperature, adequate lighting and should be as free as possible from noise and other interruptions. Chairs should be comfortable and tables should be at an appropriate height with sufficient room for materials.

- A testing environment should be a typical size classroom.
- Larger rooms may be used, but must have adequate security (see personnel section below).
- A testing environment should include a space (e.g., a chalkboard, a whiteboard, poster paper, etc.) to display the seal code(s) for the relevant test section(s).
- In addition to device space, students must have adequate writing space for using scratch paper.

Prior to testing, school staff should verify that all necessary materials and equipment are available and in good and working condition. Adequate space between students should be provided to prevent students from seeing each other's work.

Freedom from Distractions

- Only people involved in taking or administering the test should be in the testing environment.
- Appropriate actions should be taken to reduce noise, such as turning off alarms or bells.
 - Any type of music must not be played during the test.
- Place a TESTING: DO NOT DISTURB/Only Authorized Personnel Allowed sign on the door of the testing room.
- Test Administrators requiring cellphones because a landline is not available should have them "off."
- No food or drink is permitted on desks or near the test materials.

Requirements for Maintaining the Security of the Testing Environment



Students should not be able to see each other's work from a normal testing position. If students cannot be placed far enough away from each other to prevent this, dividing screens may be used.

If an appropriate seating configuration is not possible, cardboard, plastic, or other types of partitions may be used as physical and visual barriers between computers to prevent students from viewing other monitors. Schools may already have one or more of the following materials available that can be adapted for this purpose:

- Vertical cloth or paper "curtains" that isolate each computer
- Card stock (e.g., manila folders) that can be taped to the sides of computer monitors
- Flattened cardboard boxes that can be cut, folded, and taped to form a visual barrier between computers
- Tri-fold display boards (such as those used for science project exhibits) that can stand freely between computers
- Cardboard carrels
- Privacy screens narrow the viewing angle of a computer monitor so that it is visible only to someone sitting directly in front of it. When viewed from the side at more than a 30-degree angle, the screen appears dark or blank. 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.

To maintain security in the testing environment, the following configurations for seating students for the computer-based administrations may be considered:

- Seat students in every other seat (useful in a computer lab setup)
- Arrange monitors back-to-back
- Seat students back-to-back
- Seat students in a semicircle (useful for schools using laptops)
- Seat students in widely spaced rows or in every other row (appropriate for a classroom setup)

In the event that laptops or other modular devices are used, they must be monitored and may not be removed from the test environment during test administration if a test is in progress on the device. This includes removal for

technical purposes. If TestNav is not active on the device, it may be removed from the testing environment.

Posted Materials Guidelines

Anything posted in a classroom or other area used for CMAS and CoAlt: Science and Social Studies administration that provides tested content, concept or skill information which could direct students to the correct answer for any test question **must be covered or removed**.

The Assessment Unit strongly recommends that the SAC or other designated personnel walk through all testing areas to ensure compliance with all posted materials guidelines. They should ensure that covered materials are properly secured. Insufficient material covers may come undone during testing, which can result in a misadministration. Materials that should be covered include the following:

- All reference materials that a reasonable person might conclude offers students in that classroom or space an unfair advantage over other students in Colorado.
- All support materials that may be perceived as influencing student responses.
- Name tags that include any of the materials listed above, or that provide a writing surface.

CMAS and CoAlt: Science and Social Studies Test Administrators and Test Examiners should discuss the appropriateness of any specific displays with their SAC.

Please note: No exhaustive materials list will be created due to the limitless possibilities. Always refer to the general guideline when making decisions about what should and should not be posted during CMAS and CoAlt: Science and Social Studies administrations.

Unauthorized Visitors

Only students, Test Administrators/Examiners, and authorized school, district, state personnel or state-sanctioned test monitors may be in (or in a position to view) classrooms and testing areas when the assessments are given. Visitors—including, but not limited to, parents/guardians, school board members,

researchers, reporters, non-testing students, and school personnel not authorized to participate in assessment administration—are prohibited from entering the testing environment.

This requirement for limited access is for pre-test administration organization, distribution of the test materials, test administration (including the reading of instructions and when students are testing), and post-administration activities.

The media are not allowed to have access to the tests, or take pictures or video of the testing materials (including the sample items, front or back covers of paper versions of the assessments, and packaged boxes of testing materials for shipping) or of students testing during **any** part of the assessment process. Not only is media presence in the school disruptive, it creates a non-standard assessment environment and can lead to misadministrations.

The state will work with interested media to provide access to appropriate materials that may help them in understanding the assessment process without causing security breaches or misadministrations.

Materials Required to be Provided to Students

Students may have **only** the following materials on their desks or at their computers during testing:

- Student Authorization Tickets
- Scratch paper (to be supplied by Pearson) and pencil or pen
- Approved alternative scratch paper as indicated in a student’s IEP (i.e., graph paper or specialized writing paper). Paper must be inspected before use to verify that it is free of any writing.
- Headphones if using text-to-speech accessibility feature
- Paper CMAS test materials and accommodated materials (for students taking the paper-based assessment)
- No. 2 pencil(s) with eraser(s) for paper-based administrations
- External keyboards are required for students using iPads.

Prohibited Materials

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

Examples of materials that must be covered or removed include, but are not limited to posters, maps, charts and displays that define, explain or illustrate terms or concepts in the subject area being tested. See the Posted Materials Guidelines in this section of the manual.

The table below lists materials that may not be used at any time during testing, including after a student has completed testing (i.e., answers have been submitted for a section). Ensure that these, and any related materials, are not in the possession of students, Test Administrators, or any other authorized persons or places in the test area, including inside students' desks.

Materials Prohibited During All Sections

- All cellular phones, including camera phones and smartphones. (Test Administrators are exempted if no land line is available to provide access to technical assistance.)
- Other non-test-related personal electronic equipment
- Any electronic equipment capable of performing computations or providing other assistance in either content area
- Personal document scanners
- eBooks
- Instructional aids related to the content being assessed
- Reference books (Exception: word-to-word dictionary for English Learners)

Note: Test Administrators may use cell phones to contact technical support to trouble shoot TestNav issues or use tablet devices to administer the assessment session in PearsonAccess.

A student with a disability or who has been identified as an English learner may be allowed, under certain circumstances, the use of certain tools and materials as test accommodations that are otherwise prohibited. However, under no circumstances may any student be allowed access to the Internet, a cell phone, or a visual recording device. Test accommodations must be listed in or recommended by the student's IEP, 504 or EL plan and documented as a demographic update in PearsonAccess, as appropriate, by the SAC.

Prior to testing, Test Administrators should instruct students to place prohibited materials in their locker or book bags. If a student is found to have any prohibited material in his or her possession upon arrival for testing, students should be instructed to hand it to the Test Administrator. If the prohibited material is an electronic device, instruct the student to first turn off the device and then hand it to the Test Administrator.

If a student is observed with any of the items listed above during testing, collect the student's test materials. The student will then be dismissed from the exam room and the test will be invalidated.

Materials Allowed ONLY AFTER a Student Has Completed Testing

After the minimum section time (55 minutes) has been reached, districts may determine whether students who have finished testing should remain in the testing environment or whether they may be dismissed. Districts choosing to dismiss students who have finished the test section after the minimum section time (55 minutes) has been reached should develop a plan that will allow dismissed students to leave the testing environment without interrupting students who have not completed the test section. **After** a student completes the test and turns in his or her test materials, including scratch paper, a student who stays in the test environment may 1) sit quietly or 2) read. Reading materials must be unrelated to the content being assessed. Students who read after the test must not read from electronic devices, including Nooks, Kindles, iPads, or phones.

Note: If the student is taking an accommodated paper version of the assessment and the student is sure that s/he is completely finished with the assessment before time expires, the Test Administrator should remove the test booklet from the desk/working area.

Dismissing Students for Misconduct

Disruptive students should be removed from the testing environment. Disciplinary action is the decision of the school/district. Students with disabilities who exhibit disruptive behavior should be tested separately as indicated in their IEPs.

Invalidating a Test

CMAS

If misconduct or a security breach rises to the level of test invalidation, an appropriate test invalidation code must be submitted for the student. Please see the *CMAS and CoAlt: Science and Social Studies Data Supplement* for test invalidation codes.

CoAlt

If misconduct or a security breach rises to the level of test invalidation, an appropriate test invalidation code must be submitted for the student. Test Examiners enter invalidation information in the Score Entry Screen within PearsonAccess.

Section 8: Test Security Protocols

CMAS and CoAlt: Science and Social Studies administrations are secure testing events. Maintaining the security of test materials before, during, and after test administration is crucial to obtaining valid and reliable results. **All personnel involved in test administration, including technology coordinators, must receive security protocol training.** DACs are responsible for overseeing training for the district, including verifying that the District Technology Coordinator has been trained. SACs are responsible for ensuring that Test Administrators, Test Examiners, and all individuals involved in test administration at the school level are trained in and subsequently act in accordance with all security requirements.

A chain of custody plan for materials must be written and implemented as described in this section to ensure that materials are securely distributed from DACs to SACs to Test Administrators/Test Examiners and securely returned from Test Administrators/Test Examiners to SACs to DACs. SACs must distribute and collect materials from Test Administrators/Examiners, and securely store and deliver materials to DACs after testing is completed in accordance with the instructions in this manual.

Students may not have access to secure materials before or after a test section.

Security Agreement and Verification of District Training

The Security Agreement, located in Appendix D, lists security protocols from this section that all individuals authorized to be involved in test administration must follow. Before testing, all staff members involved in the administration of the CMAS or CoAlt: Science and Social Studies assessments must sign the Security Agreement and return it to the SAC.

The signed agreements must be maintained by the school for three years. The SAC must complete a form including sign-in sheets, training dates, and make-up training that indicates that all individuals involved in testing have been sufficiently trained. Additionally, each district must complete and return to CDE the Verification of District Training Form located in Appendix E that includes training dates and indicates that all individuals involved in testing have been trained in both security and administration policies and procedures.

At the end of each CMAS and CoAlt: Science and Social Studies administration, the DAC must complete the Post Test Compliance Report located in Appendix F, to certify that the administration of the CMAS and CoAlt: Science and Social Studies assessments complied with all of the procedures and instructions as

described in this manual, the Test Administrator Manual, and the Test Examiner's Manual.

Security Plan

SACs must develop a security plan for their school. A successful security plan will do the following:

- Inform all individuals authorized to be involved in test administration to review security protocols, prohibited activities, testing irregularities, and security breaches.
- Ensure that all individuals authorized to be involved in test administration sign the Security Agreement found in Appendix D.
- Ensure that no unauthorized individuals enter the testing environment.
- Establish a documented chain of custody.
- Designate a central locked facility for secure storage of test materials.
- Document that School Technology Coordinators, Test Administrators, and Test Examiners have received necessary documentation and training for successful, secure administration of the CMAS and CoAlt: Science and Social Studies assessments.
- Inform all individuals of test security procedures in case of an unexpected event that may interrupt the testing section (e.g., a fire drill or safety concern).

Chain of Custody Requirements



Failure to follow proper chain of custody requirements may result in test invalidations. The chain of custody of test materials must be documented before, during, and after test administration, in order to maintain their security. Chain of custody documentation must be maintained for three years after the test administration to ensure that there are no questions or concerns relative to the security of the assessments or handling of materials after the fact. The DAC and each SAC must be able to assure the state, if any questions arise, that every step to ensure security of the test materials has been taken. The following chain of custody requirements apply for CMAS: Science and Social Studies assessments:

- Secure and non-secure materials will be contained in a single shipment. Materials should be distributed to schools as soon as possible so that Test Administrators and Test Examiners are able to review the *CMAS Test Administrator Manual* and the *CoAlt Test Examiner's Manual* as needed. However, secure materials sent by Pearson to a school district, including paper-based, accommodated forms of the CMAS: Science and Social Studies assessments and oral scripts for translation should be secured at all times and test books should remain sealed.

- All secure CMAS: Science and Social Studies materials must be accounted for and stored in a secure and locked location before and after testing.
- The SAC is responsible for the distribution and collection of CMAS: Science and Social Studies materials **to and from** Test Administrators each day of administration, preferably within 15 minutes of start and end of test section administration.
- All state assessment books and other state materials **must be secured** while in the Test Administrator’s possession and test materials **must not be stored in classrooms** in advance of, or following, the administration.
- Test Administrators who are involved with administration of the non-computer-based forms of the assessments may have access to test books only on the day the content area is assessed with the below exceptions:
 - Under the supervision of the SAC or DAC, a translator (for languages other than Spanish) may read an assessment (oral script) 5 working days before administering the assessment in order to become familiar with the test. The translator must sign a confidentiality agreement with the district and may not provide information about the test to any individual. Translators are prohibited from sharing information about the assessment content with any individual. Translators must be fluent both in English and in the translation language. Additionally, the translator should have subject matter expertise in the content area of the assessment.
 - Teachers of students with visual impairment who are administering the assessment in braille will need access to the braille notes prior to the assessment in order to gather additional materials needed to provide student access to the assessment.
- If administering a paper-based form of the CMAS assessment, test books must be distributed just prior to administration. CDE recommends that test books be distributed no more than 15 minutes prior to the test section and be collected within 15 minutes after the test section. Test Administrators are not to have extended access to materials before or after administration.
- Test materials must be documented on the School Security Checklist and secured while in the Test Administrator’s possession. School Security Checklists will be included in the shipment from Pearson. A sample of the School Security Checklist form is located in Appendix G under Sample Forms.
 - Test Administrators must document the return of all secure test materials (used and unused) on the School Security Checklist form, and must return all materials to the SAC immediately after

testing. SACs must verify that all secure test materials are returned. SACs must retain the School Security Checklist in their files for three years.

- The SAC must oversee the secure collection of the following test materials immediately after each test section (materials must not be retained or distributed for the next test section). The secure collection of these materials must be documented on the School Security Checklist.

Computer-based materials

- Student Authorization Tickets, and any other school-generated reports or documents, which contain personally identifiable student information
- Student rosters containing TestNav usernames and test code
- Scratch paper, which must be collected after each test section and placed in a secure return envelope
- Oral scripts

Paper-based materials

- Test books
- Source books
- Scratch paper
- Oral scripts

After the test section is completed, these materials must be securely stored and returned to the DAC for shipment to Pearson.



The following chain of custody requirements apply for CoAlt: Science and Social Studies assessments:

- Anyone with access to CoAlt: Science and Social Studies materials must be trained on the protocols, including test security and ethics, included in this manual and in the Test Examiner's manual prior to being provided with access to assessment materials.
- All secure CoAlt: Science and Social Studies materials must be accounted for and stored in a secure and locked location before and after testing.
- The SAC is responsible for the distribution and collection of CoAlt: Science and Social Studies assessment materials **to and from** Test Examiners immediately before and after testing. CDE recommends that the assessments be distributed no more than 15 minutes prior to the test section and be collected within 15 minutes after the test section.
 - Due to the unique nature of the CoAlt: Science and Social Studies assessments, Test Examiners may need access to the student's

materials in advance of administration in order to prepare any necessary accommodations, and to organize the provided student materials and manipulatives.

- All CoAlt: Science and Social Studies assessment materials **must be secured** while in the Test Examiner’s possession and test materials **must not be stored in classrooms** in advance of, or following the administration.
- Students **may not** have access to any test content or test materials except during testing sections.
- After testing for a student is completed, the Test Examiners must return task manipulatives, score recording forms, and security forms to the SAC in the unsealed secure return envelope. Accommodated task manipulatives are returned to the SAC for secure destruction at the district level.
- **All** secure test materials, both used and unused, **must be returned** to the DAC by the district deadline.
- Missing test books or any test irregularities must be reported to the SAC/DAC.

Computer-Based Test Materials



The SAC must distribute test materials to and from 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 will be distributed by SACs to Test Administrators for computer-based test administration include:

- **Student Authorization Tickets.** Each PearsonAccess test session will have a unique Test Code for each student that will be printed on Student Authorization Tickets. Students will be prompted to enter the Test Code to access the test.
- **Seal Codes.** Seal Codes ensure that students can only review and change answers in the current section. Seal Codes prevent students from continuing to the next section until permitted and they prevent students from accessing previous sections once they have ended. The testing environment should include space (e.g., a chalkboard, a white board, poster paper, etc.) to display the Seal Code for students. The Seal Code should be removed from student view after students begin testing to avoid entry into next section.
- **Scratch paper.** Test Administrators must supply one piece of scratch paper to each student at the start of each test section. Students may

exchange for a clean piece of paper during the test section, but are allowed only one sheet at a time. All scratch paper must be collected at the end of the section.

- **Headphones.** Headphones are only required for those students using the text-to-speech accessibility feature. This feature is activated prior to testing through the form assignment process.
- **Oral scripts.** Oral scripts are accommodated materials available for use with students with disabilities and English learners. Students must be assigned to the correct form in PearsonAccess.

Paper-Based Test Materials



The SAC must distribute test materials to and from 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 will be distributed by SACs to Test Administrators for paper-based test administration include, but are not limited to:

- **Non-scannable test books.** Students taking large print or braille versions of the paper-based assessment will use non-scannable test books.
- **Scannable test books.** Students taking the paper-based assessment will use a combined test and answer document.
- **Source books.** For social studies assessments, students will also have a source booklet containing necessary sources for certain items. Students will be specifically directed to the pertinent sources by each item.
- **Scratch paper.** Test Administrators must supply one piece of scratch paper to each student at the start of each section. Students may exchange for a clean piece of paper during the test section, but are allowed only one sheet at a time. All scratch paper must be collected at the end of the section.
- **Oral scripts.** Oral scripts are accommodated materials available for use with students with disabilities and English learners.

Prohibited Activities

Any action that compromises test security is prohibited. Below are examples of activities that compromise test security or score validity. Note that these lists are not exhaustive.

Breaches of Test Security and Administration Procedures

Electronic Devices	Educators	Students
Having a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod, and camera) in the test environment.		■
Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod, and camera) in the test environment. Note: Test Administrators may use cell phones to contact technical support to trouble shoot TestNav issues or use tablet devices to administer the assessment session in PearsonAccess. However, please note that officially approved and supported fully functional devices are limited to Windows and Mac-based systems.	■	
Checking email while secure test materials are still distributed and/or while students are testing.	■	■
Using a computer, laptop, or tablet (other than the one being used to administer the test) while in possession of secure test materials or while students are testing.	■	■

Test Supervision	Educators	Students
Reading a book, newspaper, or any other material before closing out the test section or turning in test materials to the Test Administrator.		■
Reading a book, newspaper, or any other material while secure test materials are still distributed or while students are	■	

Test Supervision	Educators	Students
testing.		
Explaining simulations, passages, or test items to students.	■	■
Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test.	■	■
Grading papers or otherwise engaging in activities that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing.	■	
Leaving test materials or online forms unattended or failing to keep test materials secure at all times.	■	
Leaving students unattended for any period of time while secure test materials are distributed or while students are testing.	■	
Giving students more time than is allotted for the section as outlined in this manual (except for students who have an IEP, 504, or EL plan who are allowed to receive extended time beyond time and a half).	■	
Not administering a section according to the allotted time.	■	
Encouraging students to finish early.	■	
Passing notes, talking, or causing disturbances while test materials are still distributed or while students are testing.		■
Administering the assessment to family members or allowing family members access to secure test materials that only persons explicitly designated to administer tests to students may possess.	■	
Formally or informally scoring student	■	■

Test Supervision	Educators	Students
responses to test items.		
*Displaying or failing to cover visual aids in the room that may advantage or disadvantage students (e.g., word walls, multiplication charts).	■	
Failing to follow test administration directions exactly as specified in this manual or in the Test Administrator's/Test Examiner's Manuals.	■	
*Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts and graphic organizers. It is not necessary to cover or remove calendars.		

Test Materials	Educators	Students
Viewing secure test content before, during, or after testing outside of providing approved accommodations.	■	
Permitting students to view or to access in other ways secure test content before or after testing.	■	■
Obtaining or sharing information related to secure test materials that could result in a widespread security breach.	■	■
Copying or reproducing (e.g., taking a picture of, copying by hand, typing, and texting) any part of the passages or test items, or any secure test materials or online test forms.	■	■
Influencing, altering or interfering with a student's responses in some way.	■	■
Making responses available to a student outside of the test section.	■	■
Handling the test materials for a purpose other than test administration (e.g.,	■	■

Test Materials	Educators	Students
teacher takes a test home to review; Test Administrator reads a test book after school).		
Revealing or discussing test content or test items with anyone—including students and school personnel—through verbal exchange, email, social media, or any other form of communication.	■	■
Discussing, memorizing, photocopying, scanning, encoding, emailing, Morse code, note taking, text messaging, blogging and other forms of social networking, or any other reproduction methodology that would violate the security of the test.	■	■
Removing secure test materials from the school's campus or removing them from locked storage for any purpose other than administering the test.	■	■
Altering or interfering with student responses in any way.	■	■
Failing to properly secure and safeguard Student Authorization Tickets, Seal Codes, Test Codes and scratch paper necessary for online test administration.	■	
Breaking the chain of custody of materials.	■	
Misusing, mishandling, or losing any state test materials.	■	

Testing Irregularities

Procedural Irregularities	Educators	Students
Failing to follow administration	■	■

directions for the test.		
Losing a student’s test book.	■	■
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.	■	
Providing access to seal codes ahead of time and before reading the appropriate direction in the script.	■	

Testing Environment Irregularities
Technology interruption or dysfunction.
Building evacuation or lock-down.

Reporting Security Breaches and Testing Irregularities

All instances of security breaches and testing irregularities must be reported to the DAC immediately. It is the responsibility of the DAC, along with school personnel (e.g., the principal, superintendent), to determine if a security breach has taken place. The DAC must notify the Assessment Unit immediately if there is a suspected or actual security breach because any exposure of test materials could impact the entire assessment across the state.

If a security breach occurs, or is suspected to have occurred, the DAC must immediately notify:

Jason Clymer – Assessment Unit

(303) 866-6808

If a major misadministration or security breach occurs in the district, the DAC should also complete and send to CDE the Test Incident Report located in Appendix H. Examples of incidences that should be immediately reported:

- Misadministrations affecting an entire class or group of students
 - The wrong test section is administered to a class
- Systematic unethical behavior
 - A teacher, administrator, or other person gives students hints, prompts, or answers to questions

- Students obtain or share secure test materials
- Breach of secure test materials
 - Discussing, reproducing, or transmitting, by any means, secure test materials or descriptions of secure test materials

Section 9: Procedures for Severe Weather and Safety Threats that Interrupt Testing

In the rare event that there is a building evacuation or lock-down during a testing section, follow the protocol outlined below:

- The safety and security of students and staff is of paramount concern.
 - Assume that the threat is real and initiate the district building-evacuation/lock-down procedure.
 - Note the time of the disruption so that the remaining time for the test section can be calculated.
 - When possible and feasible, record this information in writing.
- Time is of the essence in an emergency situation.
 - If administering the CMAS computer-based form of the assessment, **leave Student Authorization Tickets and other materials in the assessment room.** Collect Student Authorization Tickets only if time permits prior to leaving the testing environment.
 - If administering the CMAS paper form of the assessment, **leave test books in the assessment room.** If time permits, have students close their test books. Collect the test books only if time permits.
 - If administering the CoAlt, **leave test materials in the assessment room.** Collect materials and secure materials only if time permits.
- Secure the assessment room and building.
- If possible, keep tested and non-tested students separate.
- If possible, redirect student conversations regarding the test.
- As soon as possible, communicate the situation and circumstances to the DAC and determine how and when the assessment administration should resume.
 - Before students or other school personnel return to the testing environment, SACs (or district designee) should collect and secure all test materials.
- Upon resuming the testing section, prepare students for the continuation of the testing section:

- Ask students, “Are there any questions about the instructions for this section?”
- Test Administrators must resume students’ tests in PearsonAccess before the students can continue with same test; refer to “Resuming a Test” in the *PearsonAccess User Guide*.
- Test Administrators must identify for students how many minutes remain in the test section.
- Test Administrators must write the start time and stop times of the resumed section on a space that is visible to the students.
- Document the situation in writing, noting the date and time, and include specific details regarding the situation such as the following:
 - Event or occurrence that prompted the evacuation/lock-down
 - Action steps taken because of the security/safety threat
 - Who was testing?
 - Where were the students at the time of the incident?
 - Which assessment(s), content area(s), grade level(s), and test section(s) were in process at the time of the incident?
 - Who was administering each assessment?
 - Detailed timeline regarding scheduled test start time, time of the disruption, amount of time spent in evacuation/lock down, time the test section was resumed, and time the test section ended
 - Any other pertinent details.

Section 10: District Assessment Coordinator Testing Responsibilities

The responsibilities outlined in Sections 10, 11, and 12 for DACs, SACs, and Technology Coordinators are based on role allocation in a typical district. Each task outlined in these sections must be completed; however, districts may determine which individual from the district should complete each task.

Training Requirements

All school personnel involved in the administration of the CMAS and CoAlt: Science and Social Studies assessments must be familiar with their individual responsibilities and CMAS and CoAlt Test Security Protocols. DACs must meet with SACs to ensure that they have a training plan in place for training Test Administrators, Test Examiners, and Technology Coordinators.

Training for all school personnel involved with any aspect of CMAS and CoAlt: Science and Social Studies is required on an annual basis. Thorough training is one of the best ways that districts can prevent misadministrations from occurring. As always, districts are required to collect documentation from all personnel having completed training, demonstrating an understanding of the policies and procedures set forth by the State of Colorado and the district.

Districts must base their trainings on the live trainings, webinars, and PowerPoint slides provided by CDE and Pearson to train district personnel. Additional information should be included to provide district-specific policy information. Training materials should also include this manual, the *CMAS Test Administrator Manual*, *CoAlt Examiner's Manual*, and the *PearsonAccess User Guide*. Additional training materials, which include video modules and slide presentations, are available online at: <http://www.pearsonaccess.com/co> > Support > Resources > Training.

It is recommended that training be provided in a format that allows participants to receive immediate feedback.

Tasks for DACs During All Stages

This section describes DAC activities that extend throughout all stages of testing.

- Serve as liaison between SACs and Pearson/CDE.
 - Read all communications from Pearson/CDE and distribute as appropriate.

- New for CMAS: During actual testing, school level personnel will have direct communication with Pearson for technical assistance, should it be needed.
- Work collaboratively with District Technology Coordinators to ensure that computer-based testing environments function as needed for testing.
- **Include your charter schools** in all CMAS and CoAlt Science and Social Studies preparation and administration activities.
- Determine and employ a district level security plan. Ensure that all materials are secured at all times. Test materials must be kept in a secure, locked district/school location at all times when not being used for testing. Test materials must not be stored in classrooms. Secure materials are not to be taken out of district/school buildings except during transport between district and school facilities.
- Ensure that SACs have a plan for maintaining test security and the chain of custody for secure materials.
- Serve as local expert on all CMAS and CoAlt Science and Social Studies procedures and requirements. Ensure that all SACs know how to contact you for each day of testing should they have questions or issues that need immediate attention.

Tasks for DACs Before Testing

This section describes activities that the DAC must complete before the first day of testing. Some of the tasks may be shared with the SAC.

Verify completion of CMAS and CoAlt training.

- Participate in Pearson and CDE-provided trainings (live and webinar). Missed training sessions may be viewed as recorded trainings posted to the Support tab on PearsonAccess.
- Read and be familiar with the contents of all manuals (*Colorado Measures of Academic Success and Colorado Alternate Assessment Procedures Manual*, *Colorado Measures of Academic Success Test Administrator Manual* and *Colorado Alternate Assessment Examiner's Manual*).
- Become familiar with the *PearsonAccess User Guide*, which provides details for navigating and using resources in PearsonAccess.
- Review the *CMAS and CoAlt: Science and Social Studies Data Supplement* which provides an overview of required data collection activities.
- Train possible alternates to ensure that someone within the district is prepared to take over DAC responsibilities if needed.
- Incorporating state-provided resources, develop and provide SAC administration and security training. Ensure that all SACs have completed training. Training should include, but not be limited to:

- District and school security plans, including chain of custody documentation
- Testing environment
- Scheduling
- Make-up options
- Authorized personnel
- Appropriate active proctoring
- Prohibited activities (ex., commenting on student work, reviewing student work, coaching students, copying secure test materials, etc.)
- Accessibility features and accommodations
 - Developing a list of students with their needed accessibility features and accommodations
 - Ordering text-to-speech accessibility feature and accommodations
- Training of school personnel
- Test administration, including starting and ending test sections
 - Note: Everyone should have a clear understanding that students should not “Submit” their tests until after completing section 3.
- Required documentation regarding training and security
- Obtaining additional materials
- Technical assistance available during testing (*PearsonAccess User Guide*, Pearson Customer Service, etc.)
- Assigning PearsonAccess log-ins to CMAS Test Administrators and CoAlt Test Examiners/score entry
- Review before, during, and after testing tasks
- Answer questions regarding test administration and security protocols
- Collect required documentation regarding training and security
- Ensure that SACs are aware of the resources and materials needed to administer the test (i.e., *Colorado Measures of Academic Success and Colorado Alternate Assessment Procedures Manual*, *Colorado Measures of Academic Success Test Administrator Manual*, *Colorado Alternate Assessment Examiner’s Manual*, *PearsonAccess User Guide*, Student Authorization Tickets, and seal codes) and how to obtain them.
- Ensure that all district personnel involved in CMAS and CoAlt testing, including Test Administrators and Test Examiners, receive appropriate training.
- Verify that SACs have maintained documentation of training for all personnel that will come into contact with test materials or the testing environment.
- Verify that SACs have maintained signed security agreements for all personnel that will come into contact with test materials or the testing environment.

- Acquire and store SAC-required security and training compliance agreements.
- Verify that DTCs have completed and attended in-person and webinar trainings.

PearsonAccess Activities for CMAS and CoAlt

- Determine and assign responsibility for completing PearsonAccess tasks.
- Create PearsonAccess accounts for DTCs, SACs, and the Student Enrollment personnel as needed. For instructions, see “Creating New User Accounts” in the *PearsonAccess User Guide*.
- Coordinate the review and updating of enrolled students.
- Verify that PearsonAccess accounts are appropriately assigned for students needing:
 - Accommodated paper forms of the assessment, including large print and braille
 - Oral scripts, both English and Spanish, for online and paper-based forms.
- Check test sessions in PearsonAccess. At least two days before student testing, DACs must complete and verify test sessions created by SACs. For instructions, see “Manage Test Sessions” in the *PearsonAccess User Guide*. Verify that all students have been assigned a test session.
- Coordinate the registration and addition of new students. For instructions, see “Register Students” and “Adding a New Student” in the *PearsonAccess User Guide*.
- Verify that proctor caching has been completed. For instructions, see “Creating a New Test Session” in the *PearsonAccess User Guide*.
- Verify that students requiring special forms for the computer-based assessment (text-to-speech, color contrast, text-to-speech with color contrast, and oral script) have been assigned to the appropriate form.
- Verify that the CoAlt Entry role in PearsonAccess has been assigned.
- Verify that a Score Entry user has been identified for each student. Students will be assigned to Score Entry users in the Teacher Assignment screen in PearsonAccess. At least two days before student testing, DACs must verify that CoAlt teacher assignments have been created by SACs. For instructions, see “Manage Teacher Assignment” in the *PearsonAccess User Guide*.
- Submit additional orders for secure and non-secure materials as needed.

Receive, inventory and distribute CMAS and CoAlt testing materials.

Receive CMAS test materials from Pearson and deliver the boxes to schools in time for SACs to distribute materials to Test Administrators. For instructions, see “Receive and Distribute Test Materials” in Section 13 of this manual.

- Secure and non-secure materials will be contained in a single shipment. Distribute to schools as soon as possible so that Test Administrators and

Test Examiners are able to review the *CMAS Test Administrator Manual* and the *CoAlt Test Examiner's Manual* as needed.

- It is important that every testing site have the correct test materials for each student who should be tested. If the initial shipment of test materials does not include everything students will need at testing time, the DAC will order materials via PearsonAccess during the additional orders window. Only DACs can order additional test materials. To order additional test materials, go online to PearsonAccess (<http://www.pearsonaccess.com/co>). The DAC can choose to send additional materials directly to a school.

Note: Orders must be entered and approved by 11:00 a.m. MT to be shipped same-day business.

- If test books are discovered containing printing errors, contact Pearson Customer Service at 1-888-687-4759 for assistance.
- **Save the Pearson boxes** in which materials were shipped. These will be used to return test materials after administration.
- Provide English oral scripts to translators who will translate into languages other than Spanish. Translators may have access to the English oral scripts in a secure environment for 5 working days prior to testing.



Plan for CMAS online and paper-based administration.

- Review school testing schedules, including accommodated and make-up groups. Sections must be administered in order. Paper-based sections should be administered concurrently with computer-based sections. Refer to Section 6 of this manual for guidance on scheduling sections. Coordinate testing schedules across schools as needed.
- Verify that schools have a plan in place to ensure that all students have an opportunity to interact with the test engine prior to testing through the ePATs.
- Determine district specific procedures (make-up testing, what to do with students after 55 minutes of testing, etc.)
- Ensure that SACs are aware of the resources and materials needed to administer the test (i.e., *PearsonAccess User Guide* and *Colorado Measures of Academic Success Test Administrator Manual*, Student Authorization Tickets, and seal codes) and how to obtain them.

Verify CMAS online and paper-based testing environments.

- Work with the SAC and DTC to ensure proper computers and computer space are available. Refer to Section 7 for additional information on testing environments.
- Work with the DTC to ensure that proper downloads have been completed and that systems are properly set up.
- Verify that the proctor caching device has been identified for all sites.



Additional CoAlt tasks.

- Review school testing schedules.
- Following approval from CDE, distribute electronic CoAlt test items, as needed for preparation of accommodated materials. For instructions, see “Receive and Distribute Test Materials” in Section 13 of this manual.
- Verify that the CoAlt Entry role in PearsonAccess has been assigned.
- Verify that a Score Entry user has been identified for each student. Students will be assigned to Score Entry users in the Teacher Assignment screen in PearsonAccess. At least two days before student testing, DACs must verify CoAlt teacher assignments created by SACs. For instructions, see “Manage Teacher Assignment” in the *PearsonAccess User Guide*.

Tasks for DACs During Testing

This section describes DAC tasks during testing. Some of the tasks may be shared with the SAC.

Monitor test activity

DACs should be actively involved in test administration through monitoring of the administration and test security procedures described in this manual. DACs should ensure that schools understand and follow active test proctoring procedures for CMAS and CoAlt.

Monitor section and test completion

DACs should monitor the CMAS section and test completion status across all of their schools, including their charters, to ensure that all schools are on track to complete their testing within the testing window. DACs should also monitor the score entry completion rate for CoAlt.

Report emergencies and suspected testing irregularities

- Report unforeseen emergencies and unexpected circumstances to Jason Clymer at CDE, 1-303-866-6808.
- Report CMAS test irregularities to Jason Clymer at CDE, 1-303-866-6808.
- Report CoAlt test irregularities to Mira Monroe at CDE, 1-303-866-6709.

Declare, investigate, and report testing irregularities (misadministrations, security breaches, and technology glitches)

DACs should ensure that SACs follow proper procedures for reporting testing irregularities as soon as practicable to the DAC. DACs should investigate and report testing irregularities and security breaches in a timely manner to ensure that appropriate steps are taken to mitigate the situation.

Submit additional orders for secure and non-secure materials as needed.

Tasks for DACs After Testing

This section describes activities that the DAC must complete after testing. Some of the tasks may be shared with the SAC.

Finalize information in PearsonAccess.

- Verify that all sessions have been marked completed.
- Verify that all scores for CoAlt students have been entered.
- Confirm that demographic information in PearsonAccess is correct for CMAS computer-based and paper-based students, as well as for CoAlt students. For instructions, see “Registering Students” in the *PearsonAccess User Guide*. Provide any needed updates, including accommodations used, in PearsonAccess before the deadline for each test administration.

Declare, investigate, and report testing irregularities (misadministrations, security breaches, and technology glitches)

DACs should complete any remaining investigations and report any resulting determinations of testing irregularities and security breaches.

Review Section 13 of this manual.

Receive and store test materials from the SAC.

- Check CMAS test materials collected from SACs, including:
 - Scorable materials: used paper-based test books
 - Review the header sheet on the top of each stack of grade/content area test books that will be scored
 - Ensure that the demographic page is completed if the Pre-ID student label is incorrect. See the *CMAS and CoAlt: Science and Social Studies Data Supplement* for directions on how to fill in the demographic page. Update PearsonAccess as needed to reflect the most current and accurate information.
 - Nonscorable materials:
 - Unused paper-based test books
 - Social Studies source books
 - Braille and large print test books
 - Teacher Notes for use with braille test books
 - Test books with pre-transcribed student responses in languages other than Spanish or English
 - Sealed section envelopes containing printed Student Authorization Tickets, printed seal codes, and scratch paper

- Secure paper-based materials (oral scripts)
- Student rosters with user names and passwords (if printed off)
- *CMAS Test Administrator Manuals*
- Check CoAlt test materials collected from SACs, including:
 - Nonscorable materials:
 - Test books with the *CoAlt Test Examiner's Manuals*
 - Secure return envelopes containing the task manipulatives
 - Accommodated CoAlt materials
- Account for all secure materials. Investigate any missing materials. Complete the School Security Checklist.
- Store received test materials from the SACs securely until they are returned to Pearson.

Arrange for pickup and shipping of test materials.

- It is recommended that scorable materials be returned immediately after testing is completed, and before nonscorable materials are returned. For instructions, refer to Section 13 of this manual.
- Schedule pickup of test materials no later than May 7, 2014.
- Ship test materials to Pearson by May 9, 2014. **Only the boxes provided by Pearson are to be used for shipping test materials.** If you do not have enough boxes, please submit an additional order online.

Complete the Post Test Compliance Form

- Complete the Post Test Compliance Form located in Appendix F and send to CDE.

Provide feedback on your experience by completing the survey emailed to you after testing.

Section 11: School Assessment Coordinator Testing Responsibilities

The responsibilities outlined in Sections 10, 11, and 12 for DACs, SACs, and Technology Coordinators are based on role allocation in a typical district. Each task outlined in these sections must be completed; however, districts may determine which individual from the district should complete each task.

Training Requirements

All school personnel involved in the administration of the CMAS and CoAlt: Science and Social Studies assessments must be familiar with their individual responsibilities and CMAS and CoAlt Test Security Protocols. SACs must meet with DACs to ensure that there is a training plan in place for training Test Administrators, Test Examiners, and Technology Coordinators.

Training for all school personnel involved with any aspect of CMAS and CoAlt Science and Social Studies is required on an annual basis. Thorough training is one of the best ways districts can prevent misadministrations from occurring. As always, districts are required to collect documentation from all personnel having completed training, demonstrating an understanding of the policies and procedures set forth by the State of Colorado and the district.

SACs must use training materials provided by the DAC to conduct trainings.

Tasks for SACs During All Stages

This section describes SAC activities that extend throughout all stages of testing.

- Serve as liaison between Test Administrators/Test Examiners and DAC.
 - Read all communications from DAC and distribute as appropriate.
 - New for CMAS: during actual testing, school level personnel will have direct communication with Pearson for technical assistance should it be needed.
- Work collaboratively with District and School Technology Coordinators to ensure that computer-based testing environments function as needed for testing.
- Determine and employ a school level security plan. Ensure that all materials are secured at all times. Test materials must be kept in a secure, locked district/school location at all times when not being used for testing. Test materials must not be stored in classrooms. Secure materials are not to be taken out of district/school buildings except during transport between district and school facilities.

- Review your school’s security plan with your DAC.
- Distribute a copy of the Test Security Protocols from Section 8 of this manual along with your security plan to all individuals authorized to be involved in test administration, including Technology Coordinators, CMAS Test Administrators, and CoAlt Test Examiners.
- Serve as local expert on all CMAS and CoAlt Science and Social Studies procedures and requirements.

Tasks for SACs Before Testing

This section describes activities the SAC must complete before the first day of testing. Some of the tasks may be shared with the DAC.

Verify completion of CMAS and CoAlt training.

- Participate in district-provided trainings.
- Read and be familiar with the contents of all manuals (*Colorado Measures of Academic Success and Colorado Alternate Assessment Procedures Manual*, *Colorado Measures of Academic Success Test Administrator Manual*, and *Colorado Alternate Assessment Examiner’s Manual*).
- Become familiar with the *PearsonAccess User Guide*, which provides details for navigating and using resources in PearsonAccess.
- Review the *CMAS and CoAlt: Science and Social Studies Data Supplement* which provides an overview of required data collection activities.
- Train possible alternates to ensure that someone within the school is prepared to take over SAC responsibilities if needed.
- Incorporating district-provided resources, develop and provide Test Administrator and Test Examiner administration and security training. Ensure that all school personnel who will come in contact with test materials and/or test environments have completed training. Training should include, but not be limited to:
 - School security plans, including chain of custody documentation
 - Testing environment
 - School testing schedules
 - Assigned testing groups, including accommodated sections and paper-based administrations
 - Make-up testing procedures
 - Authorized personnel
 - Test administration, including starting and ending test sections
 - Note: Everyone should have a clear understanding that students should not “Submit” their tests until after completing section 3.
 - Appropriate active proctoring

- Prohibited activities (ex., commenting on student work, reviewing student work, coaching students, copying secure test materials, etc.)
- Accessibility features and accommodations
 - Reviewing a list of students with their needed accessibility features and accommodations
 - Test materials, including distribution of scratch paper
 - Local policies (ex., reading materials, dismissal after 55 minutes, notifying SAC of students needing make-up testing)
 - Technical assistance available during testing (*PearsonAccess User Guide*, Pearson Customer Service, etc.)
 - Answer questions regarding test administration and security protocols
 - Collect required documentation regarding training and security
- Ensure that Test Administrators and Test Examiners are aware of the resources and materials needed to administer the test (i.e., *Colorado Measures of Academic Success and Colorado Alternate Assessment Procedures Manual*, *Colorado Measures of Academic Success Test Administrator Manual*, *Colorado Alternate Assessment Examiner’s Manual*, *PearsonAccess User Guide*, Student Authorization Tickets, and seal codes) and how to obtain them.
- Ensure that all district personnel involved in CMAS and CoAlt testing, including Test Administrators and Test Examiners, receive appropriate training.
- Collect and maintain documentation of training from all personnel involved who may come in contact with test materials or testing environments.
- Collect and maintain signed security agreements from all personnel involved who may come in contact with test materials or testing environments.
- Provide documentation to the DAC to verify that all Security Agreements from personnel involved with the administration of the assessments have been collected and that all individuals involved with assessment administration have been trained on CMAS and CoAlt: Science and Social Studies procedures and protocols.



PearsonAccess Activities for CMAS and CoAlt

- Determine and assign responsibility for completing PearsonAccess tasks.
- Create PearsonAccess accounts for CMAS Test Administrator, CoAlt Score Entry, and Student Enrollment personnel as needed. For instructions, see “Creating New User Accounts” in the *PearsonAccess User Guide*.
- Create an individual test session in PearsonAccess for each group of students testing. Creating individual test sessions by class or testing group, as opposed to a single generic test session, improves the

monitoring of student status during testing and ensures test security. For instructions, see “Manage Test Sessions” in the *PearsonAccess User Guide*. Verify that all students have been assigned a test session.

- Prepare a record of Test Administrators and their students for each section.
- Assign or verify the appropriate form for students requiring special forms for the online assessment (text-to-speech, color contrast, text-to-speech with color contrast, and oral script).
- Coordinate the registration and addition of new students with the DAC or Student Enrollment personnel (If you have been assigned the Student Enrollment role, you may register new students). For instructions, see “Register Students” and “Adding a New Student” in the *PearsonAccess User Guide*.
- Verify or proctor cache all CMAS online test sessions. For instructions, see “Creating a New Test Session” in the *PearsonAccess User Guide*.
- Print Student Authorization Tickets and Seal Codes.
- Assign or verify the CoAlt Score Entry role in PearsonAccess.
- Assign or verify a Score Entry user for each student. Students will be assigned to Score Entry users in the Teacher Assignment screen in PearsonAccess. At least two days before student testing, DACs must verify CoAlt teacher assignments created by SACs. For instructions, see “Manage Teacher Assignment” in the *PearsonAccess User Guide*.
- If you have been assigned the Student Enrollment role: Coordinate the review and updating of enrolled students.
- If you have been assigned the Student Enrollment role: Verify that PearsonAccess accounts for CMAS students needing:
 - Accommodated paper forms of the assessment, including large print and braille
 - Oral scripts, both English and Spanish for online and paper-based forms

Receive and inventory CMAS and CoAlt testing materials.

- Refer to Section 13 for detailed information on receiving, inventorying, and distributing materials. Also, see the chain of custody guidelines outlined in Section 8 of this manual.
- It is important that every testing site have the correct test materials for each student who should be tested. If the initial shipment of test materials does not include everything students will need at testing time, notify the DAC. The DAC will order materials via PearsonAccess during the additional orders window. Only DACs can order additional test materials. The DAC can choose to send additional materials directly to a school.
- If test books are discovered containing printing errors, contact the DAC who will contact Pearson Customer Service.

- Save the Pearson boxes in which materials were shipped. These will be used to return test materials after administration.

Apply Pre-ID labels.

Information provided by DACs during student data upload was used to print Pre-ID labels. These labels are linked to students' demographic information, even though not all of that information is printed on the label. The Pre-ID labels are for students who will be taking the paper form of the test. Pre-ID labels arrive pre-printed with student names, and are included in the Coordinator Kit.

The sample demographic page shows where to affix the label.

Note the following protocols:

- Only the SAC or designee may affix labels.
- All secure materials must be returned to locked storage until they are needed for testing.

The form is titled "CMAS SOCIAL STUDIES GRADE 7". It contains the following sections:

- Student Information Table:** A table with columns for Last Name, First Name, and MI. Each cell contains a grid of bubbles for marking letters and numbers.
- Date of Birth:** A section with bubbles for Month (Jan-Dec), Day (1-31), and Year (00-99).
- SASID:** A section with bubbles for marking the Student Assessment System ID number.
- Gender:** A section with bubbles for Female and Male.
- Assessment Accommodation (required):** A section with bubbles for marking accommodations used, such as Oral Script, Paper Form (CIE approved), Large Print, Braille, Extended Time, Human Scribe, Low Vision Devices, Multiple Breaks, Student Spoken Responses, and Student Written Responses.
- Test Invalidation (mark one — required):** A section with bubbles for marking the reason for test invalidation, such as Student Tested all Sessions, Took Other Assessment, Test Not Completed, Withdrew Before Completion, Test Retrial, Non-approved Accommodation, Misadministration, District Education Services, State Use 1, and State Use 2.
- Label Placement:** A red dashed vertical line on the left side of the form, with the text "Place the Student ID Label Here" next to it.

At the bottom of the page, it says "192303-001-221 Printed in the USA by Pearson ISD7528".

If any of the data on the Pre-ID label does not match information in PearsonAccess, discard the label and bubble all fields on the test book. If a demographic page includes both a Pre-ID label and bubbled-in fields, the label will override any of the gridded information. *CMAS and CoAlt: Science and Social Studies Data Supplement* for instructions on completing the demographic page.

Plan to provide accommodations for students with disabilities and English learners

- Review students' approved IEP, 504 plans, or EL plans ahead of time.
- Prepare a list showing each student and his or her specific accommodation(s); indicate whether a specific test setting or Test Administrator will be required.
- Ensure that appropriate forms are selected for students using text-to-speech and accommodations. Make sure that each student knows how to use the relevant accessibility features and accommodations. See the Quick Reference Guide to Special Forms and Ordering Materials located in Appendix B of this manual.
- Ensure that paper-based accommodations for both computer-based and paper-based forms are ordered.
- If needed, provide English oral scripts to translators who will translate into languages other than English. Translators may have access to the English oral scripts in a secure environment for 5 working days prior to testing.
- Train all Test Administrators who will provide accommodations, including substitutes.

Plan for CMAS online and paper-based administration.

- Create school testing schedules, including accommodated and make-up groups. Sections must be administered in order. Refer to Section 6 of this manual for guidance on scheduling sections. Paper-based sections should be administered concurrently with computer-based sections.
- Assign students and testing locations to Test Administrators
- Determine school specific procedures if district policy allows (make-up testing, what to do with students after 55 minutes of testing, etc.)
- Ensure that Test Administrators are aware of the resources and materials needed to administer the test (i.e., *PearsonAccess User Guide* and *Colorado Measures of Academic Success Test Administrator Manual*, Student Authorization Tickets, and seal codes) and how to obtain them.

Prepare CMAS online and paper-based testing environments.

- Work with DTC or STC to ensure that proper computers and computer space are available. Refer to Section 7 of this manual for additional information on testing environments.

- Confirm that all of the student computers meet the requirements needed to administer the computer-based test (refer to the *PearsonAccess User Guide* for details on infrastructure and system requirements).
- The Technology Coordinator should be involved in planning meetings to provide input on logistics and to resolve any network issues. Ideally, a technology coordinator will be available in the school building to assist with trouble-shooting during the days that students will be testing.
- Work with the DTC or the STC to ensure that proper downloads have been completed and systems are properly set up.
- Work with the DTC or the STC to ensure that the proctor caching device has been identified for all testing locations.
- Finalize testing rooms and schedules.
 - Verify that testing room configurations limit students' visual access to other students' work.
 - Bulletin boards and instructional displays that might aid students during testing must be covered or removed. Any rooms to which students may be relocated must also be prepared.
 - A "TESTING: DO NOT DISTURB/Only Authorized Personnel Allowed" sign should be posted outside the testing room.
 - No element of the testing room's environment should hinder any student's performance. The testing room should be quiet, well lit, well ventilated, and comfortable. Each student should have enough space in which to work.
 - Verify headphone availability for students using the text-to-speech feature.
 - For more information, see Section 7, "Testing Environment."

Prepare staff for CMAS testing.

- Authorize individuals to serve as Test Administrators and other school personnel to have access to secure test materials.
- Provide each Test Administrator with his or her assigned group of students for testing, including groups with students who need accommodations.
- Provide a copy of the testing schedule to each Test Administrator and explain how it will be implemented for your school.
- Ensure that Test Administrators are aware of the resources and materials needed to administer the test (i.e., *Colorado Measures of Academic Success and Colorado Alternate Assessment Procedures Manual*, *Colorado Measures of Academic Success Test Administrator Manual*, *PearsonAccess User Guide*, Student Authorization Tickets, and seal codes) and how to obtain them.

- Inform Test Administrators of your school’s procedures for make-up testing.

Prepare students for CMAS testing.

- Identify all students who will be participating in each grade’s assessment.
- Inform students about the CMAS and CoAlt: Science and Social Studies assessments. Students will respond to adults’ attitude and demeanor. Convey the importance of the testing while not causing undue stress.
- Meet with students to review testing day policies and expectations. Discuss prohibited activities, including possession of personal electronic devices during testing; allowable materials; and local policies on reading materials for use after testing, in an age-appropriate way.
- Ensure that all students have had an opportunity to engage with TestNav 8 prior to testing to become familiar with navigation, test system tools and item types prior to the first day of testing. Be sure students who will use text-to-speech and/or color contrast have the opportunity to engage with these features specifically. Students may prefer using their own external color overlays or having them available in addition to the embedded color contrast options.
 - ePATs (Practice testing environments) will be available on Feb. 28 at pearsonaccess.com. Select Colorado from the drop down box then click on the support tab. On the support page, you will find the ePATs, along with practice guides. The ePATs can also be accessed on the ePAT tab.
 - Item samplers will be available on Feb. 7 with test-to-speech and color contrast with text-to-speech



Additional CoAlt tasks.

- Create school testing schedules.
- Following approval from DAC, distribute electronic CoAlt test items, as needed for preparation of accommodated materials. For instructions, “Receive and Distribute Test Materials” in Section 13 of this manual.
- Assign CoAlt Score Entry role in PearsonAccess.
- Assign a Score Entry user for each student. Students will be assigned to Score Entry users in the Teacher Assignment screen in PearsonAccess. For instructions, see “Manage Teacher Assignment” in the *PearsonAccess User Guide*.

- Distribute the test materials to Test Examiners. Test Examiners must receive the test books in time to review items and test administration procedures described in the manual included with the test book.

Tasks for SACs During Testing

This section describes SAC tasks during testing. Some of the tasks may be shared with the DAC and Test Administrators/Test Examiners.

Maintain test security

- Maintain proper chain of custody procedures for secure materials according to Section 8 of this manual.
- Distribute and collect paper testing materials daily.
 - Paper-based forms
 - Oral scripts for both computer-based and paper-based testing
 - Blank paper to use as scratch paper
 - Student authorization tickets
 - Seal codes
- Complete the School Security Checklist (a sample is included in Appendix G).
- Seal secure return envelopes containing scratch paper and student authorization tickets, as well as other secure materials, after each test section.

Monitor test activity

- Play an active role in test administration through careful supervision and monitoring of the administration and test security procedures in each testing room.
- Ensure that during each section of the test, Test Administrators walk around the room and verify that students are working independently.

Ensure that all students present during the three week testing window test

- The CMAS and CoAlt Science and Social Studies test window is three weeks long. Students present during any part of that three week window should test. Supervise make-up sessions as needed. Refer to Section 6 of this manual.
- Track test section and session completion in PearsonAccess.
- Monitor CoAlt score entry completion in PearsonAccess.
- Districts must account for all students in PearsonAccess, including those who are not present during the three week testing window.

Contact the DAC with any test-related issues

- Report unforeseen emergencies and unexpected circumstances to the DAC.
- Contact the DAC immediately with testing irregularities, including misadministrations, security breaches, and technology glitches that may require tests to be invalidated. Work with the DAC to mitigate the situation and to investigate as necessary.

Request additional secure and non-secure materials from DAC as needed.

Tasks for SACs After Testing

Finalize information in PearsonAccess.

- Verify that all students enrolled are accounted for.
 - Verify that all test sessions are in **Stopped** status.
 - Verify that all CoAlt scores have been entered into PearsonAccess.
- If you have been assigned the Student Enrollment role: Check student demographic information in PearsonAccess to verify that all information is correct for CMAS computer-based and paper-based students, as well as CoAlt students. For instructions, see “Editing a Registered Student’s Demographics” in the *PearsonAccess User Guide*. Provide any needed updates, including accommodations used, in PearsonAccess before the deadline for each test administration.



Verify that student responses on the paper-based forms have been transcribed when necessary. Additional information regarding the below accommodations and appropriate administration will be forthcoming as a supplement.

- Transcribe large print and braille test books into a scannable test book.
- Transcribe written responses in language other than English into a second scannable test book.
- Transcribe alternate written responses provided using assistive technology into the student’s scannable test book.
- Mark as “Do Not Score” any large print, braille, or test booklet with responses in languages other than Spanish or English for which student responses have been transcribed into a regular test book for processing/scoring. Return the original test books marked “Do Not Score” with nonscorable materials.

Securely collect, sort and store test materials

- Reminder: Collect secure materials from Test Administrators and Test Examiners after each day’s test section.
- Complete the School Security Checklist (a sample is included in Appendix G). Secure materials include, but are not limited to:

- all used test books
 - all unused test books
 - CoAlt secure return envelopes
 - CoAlt accommodated materials
 - Braille notes, including picture description scripts, used to administer the test to Visually Impaired students
 - Student Authorization Tickets (collected in CMAS secure return envelopes)
 - Scratch paper (collected in CMAS secure return envelopes)
 - CMAS oral scripts
 - CMAS braille test books
 - CMAS large print test books
 - CMAS Social Studies source books
 - Student Rosters for online test sessions containing TestNav usernames and passwords, if printed
 - Printed seal codes (collected in CMAS secure return envelopes)
 - Any reports or other documents that contain personally identifiable student information, including Student Authorization Tickets used to log students in to TestNav
- If a test book was contaminated with bodily fluids (e.g., blood, vomit), follow your school or district protocol.
 - Schools must investigate any report of missing test materials inventory. If, after a thorough investigation, a secure test material is not found, the SAC must contact the DAC. If there is reason to believe that a secure document or test content has been stolen, photographed, or photocopied, the SAC or DAC should contact CDE to determine a plan of action. This action may include the involvement of local law-enforcement personnel.
 - Sort scorable from nonscorable materials.
 - Scorable materials: used CMAS test books.
 - Ensure that the demographic page is completed if the Pre-ID student label is incorrect. See the *CMAS and CoAlt: Science and Social Studies Data Supplement* for directions on how to fill in the demographic page. Update PearsonAccess as needed to reflect the most current and accurate information.
 - Sort by grade/content area the secure test books that will be returned to Pearson for scoring, by grade/content area.
 - Complete the pre-gridded header sheet. The header sheet is a scanned document that will be used to verify the number of test books to be scored (Refer to Section 13 for additional information).
 - Nonscorable materials:
 - Unused paper-based test books
 - Social Studies source books
 - Braille and large print test books

- Teacher Notes for use with braille test books
 - Test books with pre-transcribed student responses in languages other than Spanish or English
 - Sealed section envelopes containing printed Student Authorization Tickets, printed seal codes, and scratch paper
 - Secure paper-based materials (oral scripts)
 - Student rosters with user names and passwords (if printed off)
 - CMAS Test Administrator Manuals
 - CoAlt test books with the CoAlt Test Examiner’s Manuals
 - CoAlt secure return envelopes containing the task manipulatives
 - CoAlt accommodated materials
- Before grouping other test materials, first sort all CMAS scorable test books that will be returned to Pearson for scoring following the directions provided in Section 13 of this manual.
 - Box scorable materials in boxes used for “scorable” materials. Scorable test books must be returned to DACs immediately after testing. **Only the boxes provided by Pearson can be used for shipping test materials.** If you do not have enough boxes, please contact your DAC.
 - Sort all CMAS nonscorable test books that will be returned to Pearson for scoring following the directions provided in Section 13 of this manual.
 - Box nonscorable materials in boxes used for “nonscorable” materials. **Only the boxes provided by Pearson can be used for shipping test materials.** If you do not have enough boxes, please contact your DAC.

Deliver test materials to the DAC following district procedures. Each district should have established procedures for how materials are returned from the school to the district office.

Provide feedback on your experience by completing the survey emailed to you after testing.

Section 12: District Technology Coordinator Testing Responsibilities



The responsibilities outlined in Sections 10, 11, and 12 for DACs, SACs, and Technology Coordinators are based on role allocation in a typical district. Each task outlined in these sections must be completed; however, districts may determine which individual from the district should complete each task.

This section describes activities that the District Technology Coordinator (DTC) and School Technology Coordinator, if applicable, should complete before the day of testing.

Training Requirements

Meet with the DAC and review the sections of this manual that apply to the DTC role. Where applicable, School Technology Coordinators should meet with the SAC. All school personnel involved in the administration of the CMAS and CoAlt: Science and Social Studies assessments must be familiar with their individual responsibilities and CMAS Test Security Protocols. In addition, Technology Coordinators must review the *PearsonAccess User Guide* for specific instructions on PearsonAccess functions and technology-related troubleshooting. Technology Coordinators must attend the site readiness training, or complete the site readiness training available online on the CDE website at: <http://www.cde.state.co.us/assessment/dtcwebinars>.

Sign the Security Agreement.

- Sign the Security Agreement located in Appendix D and provide to DAC.

Tasks for DTCs Before Testing

Plan for online assessment administration.

- Meet with DAC/SAC and have login credentials created.
- Identify School Technology Coordinators (if applicable).
- Review TestNav technology requirements, available at: <http://www.pearsononlinetesting.com/TestNav/8/index.html>
- Configure firewall, content filter, proxy server and spam filter.
- Identify the testing rooms and the number of workstations to be used for testing.
- Identify the Proctor Caching machine(s) and install Proctor Caching.
- Complete the System Check tests to verify testing workstation readiness and the number of concurrent testers supported using Proctor Caching.
- Update testing workstations to comply with TestNav hardware/software requirements.
- Enter TestNav configuration(s) in PearsonAccess training site.

- Launch Training Test from student machines to verify TestNav configuration(s).
- Duplicate TestNav configuration(s) in PearsonAccess operational site.
- Minimize the number of wireless access points, and limit the number of computers per wireless access point. Positioning computers as close as possible to wireless access points is preferable, as well as limiting obstructions between computers and wireless access points.
- Use the System Check Tool to verify that you have the appropriate amount of bandwidth for *each* online testing environment.

Prepare student computers for testing.

- Set computers so that the URL shortcut is available on each computer desktop (optional).
- Ensure that each computer meets the TestNav technology requirements, available at: <http://www.pearsononlinetesting.com/TestNav/8/index.html>
 - Note: External keyboards are required for students using iPads.

Prepare computers to meet security needs.

- Any software that would allow secure test content on student computers to be viewed on another computer must be turned off.
- Any applications that can automatically launch on a computer should be configured not to launch during testing sessions. Common applications that can launch automatically include anti-virus software performing automatic updates, power management software on laptops (low-battery warning), screen savers, and email message notifications.

Prepare the proctor caching computer.

- Designate a school computer as the proctor caching computer.
 - The proctor caching computer downloads and stores test data, such as multimedia or test questions, and then serves that data to individual test computers from within the local network. This enables faster test page loading times and more efficient test taking. Because cached test content is closer to student computers, test delivery is accelerated, and the amount of Internet bandwidth required for online testing is reduced. Proctor caching software needs to be downloaded from PearsonAccess. Refer to the “Proctor Caching Computer” section of the *PearsonAccess User Guide* for complete proctor caching details and instructions.

Tasks for DTCs During Testing

Provide technical assistance.

- Be available during testing to provide technical support to schools.

Tasks for DTCs After Testing

Remove content from proctor caching computers.

- CDE recommends that districts purge content from the proctor caching computers following district technology protocols.

Section 13: Receiving and Returning Test Materials

Overview of Test Materials

For the spring 2014 CMAS and CoAlt: Science and Social Studies assessments, test materials from Pearson are packaged by school and shipped to each district. The following table indicates what is included in each shipment.

Materials included in Each Shipment		
Test Materials	Description	
DISTRICT/SCHOOL PACKING LIST	Summary of the test materials in the shipment from Pearson.	
DISTRICT RECEIPT FORM	Summary view of secure materials shipped to the DAC. DACs use this form to track secure receipt of materials by SACs.	
PALLET DETAIL	List identifying the boxes to send to each school. Schools are identified by both number and name.	
SCHOOL SECURITY CHECKLIST	List of all secure materials sent to a school. SACs use this form to check the security barcode number sequences of the test materials, and to record any discrepancies.	
COORDINATOR KIT (DAC)	COORDINATOR MEMO	Description of the shipment, including contact information and helpful resources.
	SECURITY AGREEMENT	Form that documents secure procedures.
	SCORABLE RETURN LABELS, ORANGE	Orange labels used for returning CMAS scorable documents to Pearson.
	NONSCORABLE SECURE RETURN LABELS, BLUE	Blue labels used for returning non-scorable secure test materials to Pearson.
	UPS RETURN LABEL	White UPS label for returning materials to Pearson.
	BLANK HEADER SHEET	Scanned document that will be used to verify the number of test books to be scored.
COORDINATOR KIT (SAC)	COORDINATOR MEMO	Description of the shipment, including contact information and helpful resources.
	PRE-GRIDDED HEADER SHEET	Scanned document with pre-gridded information that will be used to verify the number of test books to be scored.
	CMAS ROSTER FOR PAPER FORM WITH PRE-ID LABELS	Checklist for Test Administrators to verify Pre-ID labels for students taking the paper form.
	PAPER BANDS	Piece of paper used for securing scorable test books that will be returned to Pearson for scoring.
SCRATCH PAPER	Scratch paper for student use during CMAS online and paper assessments.	
CMAS ACCOMMODATED MATERIALS	Paper accommodations for CMAS assessments. Includes braille, large print test	

		books, and English and Spanish scripts.
	CMAS SECURE RETURN ENVELOPE	Envelope used to return Student Authorization Tickets and scratch paper to Pearson.
	CMAS TEST ADMINISTRATOR MANUAL	Manuals on testing procedures and policies for Test Administrators.
PACKET, COALT	TB, COALT	Test book for Science grades 5 and 8 and Social Studies grades 4 and 7 CoAlt test administration. Includes the Examiner’s Manual.
	TASK MANIPULATIVES	Shrink-wrapped package of task manipulatives for Science grades 5 and 8 and Social Studies grades 4 and 7 CoAlt test administration. Includes the Secure Return Form and the Score Recording Form.
	COALT ENVELOPE, SEC	Envelope used to return task manipulatives to Pearson.
	SCORE RECORDING FORM	Form that may be used to record student scores.

Receive and Distribute Test Materials - DAC

Instructions for the DAC

DACs will receive and sign for test materials from UPS. See “Overview of Test Materials” on the previous pages for a table listing the materials with brief descriptions.

All materials shipped to districts will arrive in boxes with purple labels. Each box will be addressed to the attention of the DAC, and will list the district and school.

One box (or more, depending on the size of the district) will contain the Coordinator Kit that has materials for the DAC. This box will have only **ONE** label, colored purple. Refer to “Overview of Test Materials” for a list of what will be included in the DAC Coordinator Kit.

All other boxes will have two labels. One label will be purple. The other label will be either green, stating CMAS, or pink, stating CoAlt. The information on the following image will be included on the purple label.

PEARSON
9200 EARHART LANE SW
CEDAR RAPIDS, IA. 52404-9078

999990999

DAC NAME
COLORADO ELEMENTARY
99 STREET AVE.
DENVER, CO. 80203

999-999-9999

DENVER SCHOOL A

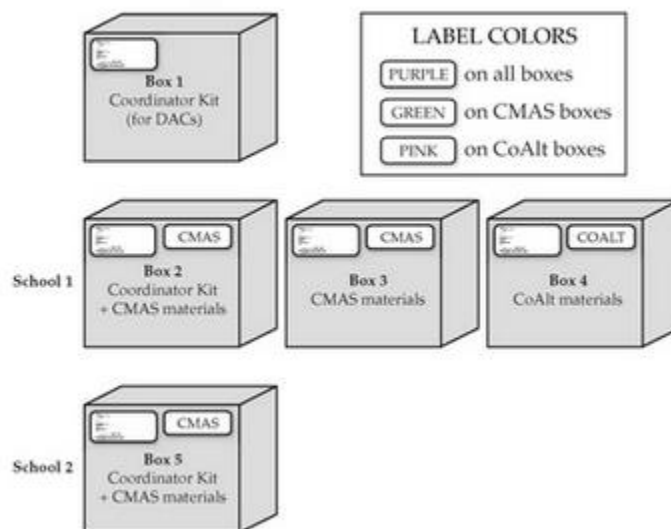
SPRING 2014

ATTN: DISTRICT ASSESSMENT COORDINATOR

**PTO_LINE_BARCOD
E_ENC**

526111 3617117003

The DAC should distribute to each school a box that contains test materials and a Coordinator Kit for the SAC. Refer to "Overview of Test Materials" for a list of what will be included in the SAC Coordinator Kit. The following diagram illustrates the labels and shipments for a hypothetical district with two schools.



- Box 1 contains the Coordinator Kit that has materials for the DAC. As the first box in the shipment, it will be labeled “Box 1 of 5.”
- Boxes 2, 3, and 4 are for School 1, which is participating in both CMAS and CoAlt. Box 2 contains the Coordinator Kit for the SAC, in addition to CMAS test materials. These boxes are not labeled Box 2 of 5, Box 3 of 5, or Box 4 of 5.
- Box 5 is for School 2, which is participating in CMAS only. As the last box in the shipment, it will be labeled “Box 5 of 5.” It is receiving only one box, which contains the Coordinator Kit and the test materials.

Box 1 contains several forms that DACs must use to check the test materials. See “Sample Forms” in Appendix G of this manual for examples of these documents.

- Use the **Pallet Detail** to identify the boxes to go to each school. Use the same form to verify that all participating schools have been sent test materials.
- Use the **District Packing List** to review the materials that were shipped.
- Use the **District Receipt Form** to sign out materials to each SAC, verifying that they received the quantities listed on this form. Specific instructions appear on the form.

Secure and non-secure materials will be contained in a single shipment. Materials should be distributed to schools as soon as possible so that Test Administrators and Test Examiners are able to review the *CMAS Test Administrator Manual* and the *CoAlt Test Examiner’s Manual* as needed. However, secure materials sent by Pearson to a school district, including paper-based, accommodated forms of the CMAS: Science and Social Studies assessments and oral scripts for translation, should be secured at all times and test books should remain sealed.



The boxes containing CoAlt test materials must be delivered to schools in time for Test Examiners to review test administration procedures. Upon request, DACs may distribute PDF versions of the CoAlt task manipulatives. Log-in credentials for the website will be provided by Pearson. The files may then be saved on a memory stick for ease in distribution. Task manipulatives may not be sent to the field via email or through another electronic form. DACs are responsible for ensuring that all electronic CoAlt task manipulatives are removed from electronic devices, and that the memory sticks used for distribution are erased or securely destroyed.

Receive and Distribute Test Materials - SAC

Instructions for the SAC

As soon as materials are received from the DAC, use the School Packing List to review the materials that should have been included in the shipment for your

school that was sent to your DAC. Next, use the School Security Checklist to track and distribute the appropriate number of test materials to each CMAS Test Administrator or CoAlt Test Examiner. See “Sample Forms” in Appendix G of this manual for examples of these documents.

Count the materials received to verify that there is an adequate number of *CMAS Test Administrator Manuals* and test books for students in the school. If additional materials are needed, notify the DAC immediately.

- One *CMAS Test Administrator Manual* will be provided for every 20 students registered in PearsonAccess.
- Test books will be received in singles.

Be sure that any missing or damaged test books are replaced with an equal quantity. If additional materials are needed, notify the DAC immediately.

Report the following occurrences immediately to Pearson:

- Non-receipt of any packages of test books listed on the School Packing List.
- Discovery of an unusable test book.
- Discovery of missing or duplicate sequence numbers on any test books. Barcodes for scannable test books and non-scannable source books are on the bottom front cover.

Account for unusable test books or other test materials. If there is an unusable test book, contact the DAC to arrange for an immediate replacement.

Test Administrators and Test Examiners receiving materials from the SAC must sign them out according to the security numbers on the materials. The *CoAlt Examiner’s Manual* and the test materials should be reviewed and prepared by the CoAlt Test Examiner **at least** one week before the test window. *CMAS Test Administrator Manuals* and the test materials should be reviewed and prepared by the Test Administrator at least one week before the test window. Test books must be secured when not in use for testing or test preparation purposes.

Test Administrators and Test Examiners should take some time to familiarize themselves with the format of the test, the testing procedures, and the materials required. The review time should also be used to provide an opportunity for Test Administrators and Test Examiners to create any needed accommodations for students for test administration prior to the first testing section. For questions about allowable accommodations, contact your DAC.

If CoAlt Test Examiners need access to student materials in an electronic format, contact your DAC. Electronic materials are secure and must be distributed in a manner that does not violate test security, including distribution via email.



Please instruct all CMAS Test Administrators and CoAlt Test Examiners to review the *CMAS Test Administrator Manual* and the *CoAlt Examiner's Manual*, respectively, prior to administering the test.

For information on administering the tests, please refer to the *CMAS Test Administrator Manuals* and the *CoAlt Examiner's Manual*.

Collect Test Materials - SAC

Instructions for the SAC

Collect Materials

The SAC is responsible for the distribution and collection of CMAS: Science and Social Studies materials **to and from** Test Administrators each day of administration, preferably within 15 minutes of start and end of test section administration. See chain of custody requirements in Section 8 of this manual.

Immediately after the final testing section for each content area test, ensure that all Student Authorization Tickets, *CMAS Test Administrator Manuals*, test books, scratch paper, secure return envelopes, and student materials from Test Administrators and Test Examiners have been collected and secured. Use the School Security Checklist to ensure that all CMAS or CoAlt test books and CoAlt task manipulatives have been collected. All test materials, **including accommodated materials and the original Pearson shipping boxes**, must be returned to the DAC for secure shipment back to Pearson.

Electronic materials must be removed from any assistive technology device used for a student with a disability or an English learner immediately after testing. A verification of this removal must be sent to the DAC. Any media used to distribute electronic materials must be returned to the DAC at the end of testing for secure destruction. Any media used to distribute CoAlt accommodated electronic materials must be returned to the DAC at the end of testing for secure destruction.

Prepare Test Materials for Packaging - SAC

Instructions for the SAC

Before returning CMAS or CoAlt test materials to the DAC, the SAC should sort and package the materials following the directions below. If your DAC has provided you with district-specific sorting or packaging instructions, be sure to follow those directions. If there is a conflict between the district-specific instructions and the instructions in this manual, follow the district-specific instructions.



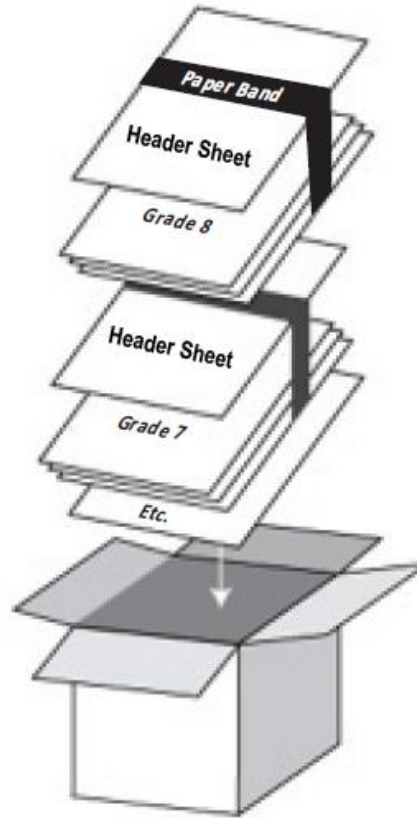
1. Check and deliver CMAS scorable test books to the DAC

Before grouping other test materials, first sort for all CMAS scorable test books that will be returned to Pearson for scoring. These test books must be returned to DACs immediately after testing.

- Remove any scratch paper, tape of any kind, Post-It notes, staples, and/or paper clips from the test books.
- Ensure that the test books are verified for completeness and accuracy of student identification information, especially if Pre-ID labels are not used and information is completed by the Test Administrator.
- Ensure that completed test books have been received from ALL Test Administrators.
- Verify and/or complete the header sheet.
 - The header sheet is a scanned document that will be used to verify the number of CMAS test books to be scored. See Appendix I for the header sheet.
 - Pre-gridded header sheets have been provided. Some information on the header sheet will be pre-gridded, while other information will need to be filled in manually. All information, whether pre-gridded or manually entered, should be reviewed for accuracy.
 - Corrections to pre-gridded information are not permissible; complete a new (blank) header sheet with accurate information to prevent scoring delays. If a new header sheet is required, contact the DAC.
 - The following information must be manually completed on the pre-gridded header sheet:

SIDE 1	
NUMBER OF DOCUMENTS	Write and bubble in the total number of test books that will be bundled, by grade, under the header sheet.
SIDE 2	
GROUP NAME	Write and bubble in the Group Name for Non-Pre-ID Students. This should match the class group name of other Pre-ID students in PearsonAccess. If this is left blank, the field will default to Default Group.

- Organize CMAS scorable test books
 - Organize the test books by grade/content area so that the demographic page is facing down and the margin that contains the black horizontal bars is on the right.
 - The test books do not need to be alphabetized or sorted in any way other than by grade/content area.
 - Place a completed header sheet on top of each bundle of test books by grade/content area.
 - Secure the header sheet and test book stacks with a paper band provided with the shipment of test materials. You may tape the paper band to ensure that it fits around the stack. If the stack is too large for a single band, you may break it down into stacks of 10 and use multiple bands. It is important that you mark each band appropriately—for instance, “1 of 2” and “2 of 2.”
 - Put the stacks into the boxes, with the lowest grade level going in first and the highest grade level going in last (uppermost in the box or boxes). Refer to the following diagram.



- Keep these test books separate from all other material being returned to the DAC.

2. Sort remaining CMAS materials and CoAlt materials



CMAS Test Materials

The lowest grade should be placed on the bottom of the stack. The remaining CMAS test materials to deliver to the DAC are nonscorable secure items. They may include any of the below items and may be grouped together.

CMAS Nonscorable Secure Test Materials	
<ul style="list-style-type: none"> ○ CMAS unused Social Studies test books ○ CMAS unused Science test books ○ CMAS Social Studies test books marked "Do Not Use" ○ CMAS Science test books marked "Do Not Use" ○ CMAS Social Studies Source Book ○ CMAS Social Studies Large Print Test Book ○ CMAS Science Large Print Test Book ○ CMAS Social Studies Contracted Braille Test Book ○ CMAS Science Contracted Braille Test Book 	

- CMAS Social Studies Uncontracted Braille Test Book
- CMAS Science Uncontracted Braille Test Book
- CMAS English Paper-Based Social Studies Oral Script
- CMAS English Paper-Based Science Oral Script
- CMAS Spanish Paper-Based Social Studies Oral Script
- CMAS Spanish Paper-Based Science Oral Script
- CMAS English Online Social Studies Oral Script
- CMAS English Online Science Oral Script
- CMAS Spanish Online Social Studies Oral Script
- CMAS Spanish Online Science Oral Script
- CMAS unused scratch paper
- CMAS secure return envelopes, including:
 - CMAS scratch paper
 - CMAS Student Authorization Tickets
- *CMAS Test Administrator Manuals*
- Other Secure Materials such as Student Rosters with Names and Passwords



CoAlt Test Materials

- DACs or SACs must verify that all task manipulatives and used score recording forms have been placed in the secure return envelope. DACs or SACs must also check that the envelope includes a signed and dated Security Form. After the materials and Security Form have been verified, DACs or SACs must seal the secure return envelope.
- Group all secure return envelopes together.
- Group all used test books together.
- Group all accommodated materials together. Keep these materials separate from the others.

3. Return materials with original boxes

- The original Pearson shipping boxes in which test materials were delivered must be used for return shipping. Ensure that the original shipping labels and other markings have been removed or covered. If more boxes are needed, contact your DAC.
- Prior to placing test materials in a box, securely tape the bottom of each box to prevent breakage. Reinforce all seams (top, bottom, and sides), following an “H” pattern.

- Place CMAS scorable test books with the completed header sheets in shipping boxes separate from all other material being returned.
- Place all remaining materials in a shipping box (use additional boxes as needed). **You do not need to fit the CoAlt accommodated materials that you grouped in Step 2 into a Pearson box.** These materials will be securely destroyed by the DAC. Multiple types of materials can go into a single box, as long as the materials have been sorted and grouped together.
- Do NOT seal boxes. Return unsealed boxes to the DAC, who will check the contents before returning them to Pearson.
- **Reminder:** The materials should be sorted and/or packaged as directed by your DAC. If there is a conflict between the DAC's district-specific instructions and the instructions in this manual, follow the DAC's instructions.

Collect Test Materials - DAC

Instructions for the DAC

Collect all secure and non-secure materials from SACs. Use the District Receipt Form to verify that all materials are signed in from SACs. As you receive materials from SACs, ensure that all materials are stored in a secure, locked location.

Collect all scorable materials from SACs immediately after testing ends. These must be shipped back to Pearson as soon as the school has finished testing. Ensure that a header sheet has been completed for each grade/content area and is included on each set of test books.

Prepare Test Materials for Packaging - DAC

Instructions for the DAC

1. Securely destroy accommodated materials

After all CoAlt assessments have been administered, the SAC will collect all accommodated materials for secure destruction by the DAC. Secure destruction means shredding physical materials, and deleting electronic materials. The DAC must ensure that all electronic materials are completely removed from machines.

2. Sort materials for return to Pearson

All CMAS scorable test books must be returned to Pearson as soon as testing is complete. It is recommended that you return scorable materials as soon as schools have completed testing students. All used and unused test materials must be grouped as described in Step 1.

If you have received multiple boxes of materials that are not filled to capacity, you may consolidate materials to use fewer shipping boxes. Proper consolidation requires grouping test books together, and grouping secure return envelopes together.

Multiple types of materials can go into a single box, as long as the materials have been sorted and grouped together. CMAS and CoAlt nonscorable secure materials may be returned in the same boxes.

Do not include:

- accommodated materials, which must be securely destroyed
- scorable materials (This may cause them to not be scored in time for reporting.)

3. Prepare boxes for shipping

Reuse the original Pearson shipping boxes to return test materials to Pearson. Ensure that the original shipping labels and other markings have been removed or covered. If more boxes are needed, place an additional order via PearsonAccess or contact Pearson Customer Service at 1-888-687-4759.

Prior to packing test materials, securely tape the bottom of each box to prevent breakage. Reinforce all seams (top, bottom, and sides), following an “H” pattern.

If any box is not completely filled, add only crumpled paper to avoid damage caused by shifting during shipment. Add enough crumpled paper to hold the documents securely in place during transit. Do not use foam “popcorn” or “peanuts.”

Identify boxes containing CMAS scorable documents with the orange scorable return label. Identify boxes containing nonscorable materials with the blue return label.

4. Schedule pickup with UPS

Each SAC must return all test materials to the DAC in time for UPS pickup.

Schedule UPS to pick up scorable materials immediately after testing ends. Schedule pickup arrangements 24–48 hours in advance of the pickup. Pickups should be scheduled with UPS by May 7, 2014.

Scorable materials must be picked up by UPS no later than May 9, 2014, or materials may not be scored in time for reporting.

Call UPS at 1-800-823-7459 to schedule pickups for Ground shipping. Tell the UPS representative you are calling in a pickup request for Pearson, and will be using their “Return Service.”

You must provide UPS with the following information:

- The physical location from where packages are to be picked up.
- The estimated number of packages to pick up.

There may be time constraints for specific pickups based on their location. The UPS Representative will let you know if the pickup cannot be made as requested.

Once the pickup is confirmed, the school or district will receive a confirmation number from UPS. The number can be referenced in the future if questions or changes arise.

Ship Test Materials

Instructions for the DAC

1. Check the boxes

Two return shipping labels are provided in the Coordinator Kit. The orange label is for returning scorable materials. The blue label is for nonscorable secure materials. Examples of each are included on the following page.

SCORABLE MATERIAL LABEL

F-0001 5-00009

SAMPLE DISTRICT 9999
ADDRESS LINE 1
ADDRESS LINE 2
DENVER, CO 99999 DIST: BOX _____ OF _____

SCHOOL: _____ SCH #: _____
SCH: BOX _____ OF _____

SPR 2014 COLORADO SCI/SS
PEARSON
7405 IRISH DR. SW
CEDAR RAPIDS, IA 52404

SCORABLE MATERIALS



958-131-001 0005380313 ANS

NONSCORABLE MATERIAL LABEL


F-0001 5-00008

SAMPLE DISTRICT 9999
ADDRESS LINE 1
ADDRESS LINE 2
DENVER, CO 99999 DIST: BOX _____ OF _____

SCHOOL: _____ SCH #: _____
SCH: BOX _____ OF _____

SPR 2014 COLORADO SCI/SS
PEARSON
7405 IRISH DR. SW
CEDAR RAPIDS, IA 52404

NONSCORABLE SECURE MATERIALS

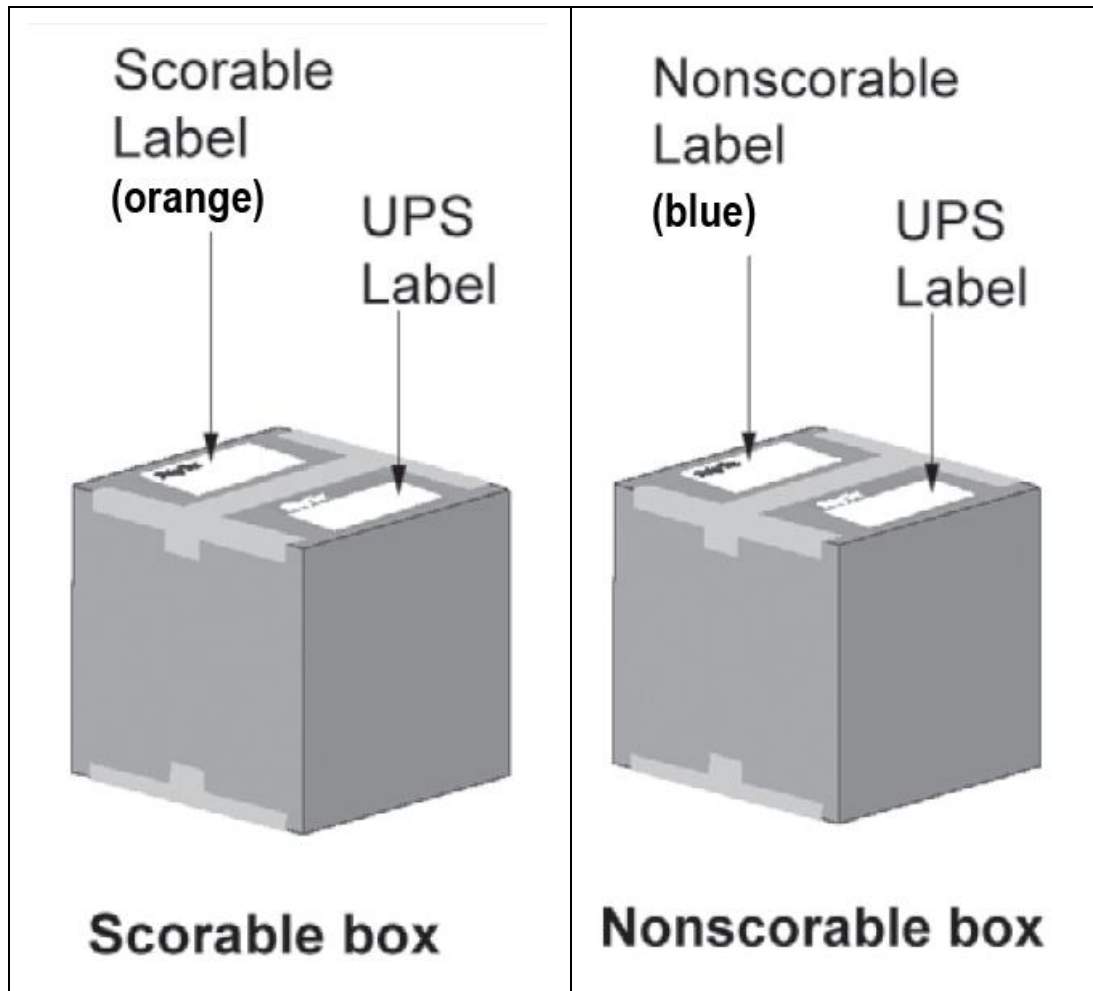


958-131-001 0005380313 ANS

Affix the proper return shipping label to each box. The label should be clearly visible. Refer to the diagrams below for suggested label placement.

SCORABLE MATERIALS

NONSCORABLE MATERIALS



Note: To ensure the safe return of materials, it is absolutely essential that all boxes be packed, labeled, and secured as described in the previous section. Check to make sure that all boxes are tightly packed and securely sealed. Add crumpled paper to any boxes that are not completely filled. Reinforce all seams with packing tape before shipment.

2. Mark the boxes

Mark each box with a unique number such as “1 of 3,” “2 of 3,” and “3 of 3.” If you have separate scheduled shipments, follow this same unique box sequence each time.

The district’s shipping labels should be numbered in sequence to show both the number of the box and the number of total boxes for the district shipment.

3. Store and ship test materials

Hold the boxes for pickup by UPS on the date you scheduled previously. See “Schedule Pickup with UPS” on page 102 for instructions. Materials must be picked up by UPS no later than May 9, 2014. Scorable materials must be returned immediately after a school has completed testing.

Materials must be kept secure at all times.

Appendix A
PearsonAccess User Roles and Permissions

PearsonAccess User Roles and Permissions

The table below shows recommended PearsonAccess permissions that may be assigned to roles. For the complete PearsonAccess User Roles and Permissions guidelines, refer to the *PearsonAccess User Guide*.

The table below shows which functions may be performed by each role that has been defined in PearsonAccess. For the complete PearsonAccess User Roles and Permissions guidelines, refer to the *PearsonAccess User Guide*.

	DAC	SAC	Student Enrollment	Technology Coordinator	CMAS Test Administrator	CoAlt Score Entry
Administrative Management						
Send User Account File	▪	▪				
Search/View User Account	▪	▪				
Add, Edit, Lock, Unlock, and Delete User Account	▪	▪				
View Contacts	▪	▪				
Student Data						
Upload student data file to PearsonAccess	▪		▪			
View Core Student Data (Name, SASID, School, DOB, Grade, Gender only)	▪	▪	▪		▪	▪
View Detailed Student Data (detailed demographics)	▪		▪			
Add Student	▪		▪			▪
Edit Core Student Data	▪	▪	▪			▪
Edit Detailed Student Data	▪		▪			
Test Management						
View Groups	▪	▪	▪	▪	▪	▪
Add, Edit, and Delete Group (SDU)	▪		▪			
Add, Edit, and Delete Group (PearsonAccess UI)	▪	▪				
View Registered Students	▪	▪	▪		▪	▪
Register Students	▪		▪			
Edit Registrations	▪		▪			▪
Add or Remove Registrations	▪		▪			
Assign Students to a Test	▪		▪			
Remove Test Assignment	▪	▪	▪			

	DAC	SAC	Student Enrollment	Technology Coordinator	CMAS Test Administrator	CoAlt Score Entry
Request Student Registration Extract	▪		▪			
Manage Test Sessions (Online Testing Only)						
View Test Session	▪	▪	▪	▪	▪	
Add Test Session	▪	▪	▪			
Edit Test Session (including removing or adding students)	▪	▪	▪		▪	
Assign Special Online Forms	▪	▪			▪	
Get Student Authorizations and Seal Codes	▪	▪			▪	
Start and Stop Session	▪	▪			▪	
Resume Test	▪	▪			▪	
Mark Test Complete	▪	▪			▪	
View Test Progress	▪	▪			▪	
Test Setup						
View, Create, and Edit TestNav Configuration	▪	▪		▪		
Delete TestNav Configuration	▪			▪		
Test Results						
View Published Reports	▪		▪			

Appendix B
Spring 2014 PearsonAccess Quick Reference Guides

Quick Reference Guide to Assigning Special Forms and to Ordering Accommodated Materials

Online Special Forms

- Text to Speech Form
- Color Contrast Form
- Text to Speech with Color Contrast Form
- Form to be used with all Oral Scripts

Paper Test Forms

- Paper Form (Regular)
- Large Print
- Contracted Braille
- Uncontracted Braille

Paper Scripts

- English Oral Script (paper and online)
- Spanish Oral Script (paper and online)
- Script for Translation - this will be for languages other than English or Spanish, including sign languages (paper and online)

Assigning Online Special Forms within PearsonAccess

- Online special forms are not assigned via SDU
- Online special forms **are assigned at the student level (student-by-student)** in PearsonAccess:
 - In the session details screen, click on override under the Form/Form Group Type column
 - The Form Assignment screen will appear
 - From the drop down under Form Group Type, select the needed accommodated form
 - Select the form under the form drop down that the student needs
 - Text to Speech
 - Color Contrast
 - Text to Speech with Color Contrast
 - Oral Script
 - Select Save
- These forms can be selected up until the time of testing.

Ordering Paper Materials

For initial orders, paper forms and oral scripts (paper and online) need to be ordered through PearsonAccess either via Student Data Upload (SDU) or student-by-student. These counts entered in PearsonAccess will populate paper-based participation counts for use to fulfill orders during the regular ordering window (2/10/14 – 3/7/14).

1. Ordering Materials via SDU

- To submit through the SDU, the relevant data is included in the file.

- PearsonAccess SDU Test forms codes (in SDU file, “field start” is 397)
 - 0 = No Accommodation Needed
 - 1 = Accommodated Online Form (note: needed for online scripts ordering)
 - 2 = Paper Form (Regular)
 - 3 = Large Print
 - 4 = Contracted Braille
 - 5 = Uncontracted Braille
 - X = Does not apply
 - Blank
- PearsonAccess SDU script codes (in SDU file, “field start” is 408)
 - 1 = English Oral Script
 - 2 = Spanish Oral Script
 - 3 = Script for Translation
 - X = Does not apply
 - Blank

2. **Ordering Materials Student-by-Student within PearsonAccess**

Accommodated selections can be made on a per student basis in PearsonAccess, using the steps outlined below.

- Go to Test Management > Register Students
- To view all students, select the Show All Students check box and then click Search
- To search for an individual student, enter search criteria and then click Search. You must enter or select at least one search field; the more specific the criteria, the more focused the search will be
- Select a student
- Click the name of the student
- Click Edit and make the changes
- Click Save
- At the confirmation message, click a link to continue

Additional Orders

Following the close of the initial orders window, districts may submit additional order requests to Pearson. The Additional Orders window for secure materials is from 4/1/14 – 4/29/14.

- Log in to PearsonAccess and click on the Test Setup tab
- Click on Order Additional Materials and Tracking sub tab
- Click on Order Additional Materials
- Complete Shipping information: verify address, email, and phone
- Enter date needed, shipment reason, and any special instructions
- Enter the quantity of materials needed from the list provided
- Review order and submit

- Orders will be reviewed and approved by Pearson
- Track Shipments within PearsonAccess
 - From the Additional Order screen, click on the order
 - Each box in the shipment can be tracked separately
 - Click on a box's Tracking Number to see the shipping vendor's tracking information

Quick Reference Guide to Support Documents

PearsonAccess Support Documents

www.Pearsonaccess.com/co > **Support**

- **ePATs (Practice Test Environment)**
Listed by grade and subject
- **Downloads**
 - Proctor Caching Software – PC users
 - Proctor Caching Software – MAC users
- **Important Dates**
Spring 2014 Critical Dates Sheet
- **Manuals and Documents**
 - Test Administrator Manual
 - CoAlt Examiner’s Manual
- **Memos**
- **Reference Guides**
 - Site Readiness: Site Readiness Training
 - System Check: System Check Software
 - Proctor Caching: User’s Guide
 - Proctor Caching: Proctor Caching Software for PCs
 - Proctor Caching: Proctor Caching Software for MACs
 - Reference Guide: *PearsonAccess User Guide*
 - Reference Guide: TestNav 8 Users Guide
 - Reference Guide: TestNav 8 Hardware and Software Requirements
 - Technology Readiness: Technology Readiness Tool
- **Templates**
Student Data Upload (SDU) guide and template
- **Training**
 - Recorded webinars
 - PearsonAccess training modules
 - TestNav training modules

Appendix C
Sample Schedules 1 Through 6

**Schedule 1: CMAS: Science and Social Studies
Sample Schedule for Grades 4 and 5 (Grades 7 and 8)
3 Physical Testing Groups Required
(Complete by Grade)**

WEEK 1	8:30-10:00 (Period 1 and 2)	10:30-12:00 (Period 3 and 4)	12:30-2:00 (Period 5 and 6)
Monday			
Tuesday	Grade 5 (Grade 8) Section 1 Group 1	Grade 5 (Grade 8) Section 1 Group 2	Grade 5 (Grade 8) Section 1 Group 3
Wednesday	Makeup		
Thursday	Grade 5 (Grade 8) Section 2 Group 1	Grade 5 (Grade 8) Section 2 Group 2	Grade 5 (Grade 8) Section 2 Group 3
Friday	Makeup		

WEEK 2	8:30-10:00 (Period 1 and 2)	10:30-12:00 (Period 3 and 4)	12:30-2:00 (Period 5 and 6)
Monday	Makeup		
Tuesday	Grade 5 (Grade 8) Section 3 Group 1	Grade 5 (Grade 8) Section 3 Group 2	Grade 5 (Grade 8) Section 3 Group 3
Wednesday	Makeup		
Thursday	Grade 4 (Grade 7) Section 1 Group 1	Grade 4 (Grade 7) Section 1 Group 2	Grade 4 (Grade 7) Section 1 Group 3
Friday	Makeup		

WEEK 3	8:30-10:00 (Period 1 and 2)	10:30-12:00 (Period 3 and 4)	12:30-2:00 (Period 5 and 6)
Monday	Makeup		
Tuesday	Grade 4 (Grade 7) Section 2 Group 1	Grade 4 (Grade 7) Section 2 Group 2	Grade 4 (Grade 7) Section 2 Group 3
Wednesday	Makeup		
Thursday	Grade 4 (Grade 7) Section 3 Group 1	Grade 4 (Grade 7) Section 3 Group 2	Grade 4 (Grade 7) Section 3 Group 3
Friday	Makeup		

Schedule 2: CMAS: Science and Social Studies
Sample Schedule for Grades 4 and 5 (Grades 7 and 8)
3 Physical Testing Groups Required
(alternate grades testing)

WEEK 1	8:30-10:00 (Period 1 and 2)	10:30-12:00 (Period 3 and 4)	12:30-2:00 (Period 5 and 6)
Monday	Grade 5 (Grade 8) Section 1 Group 1	Grade 5 (Grade 8) Section 1 Group 2	Grade 5 (Grade 8) Section 1 Group 3
Tuesday	Grade 4 (Grade 7) Section 1 Group 1	Grade 4 (Grade 7) Section 1 Group 2	Grade 4 (Grade 7) Section 1 Group 3
Wednesday	Makeup		
Thursday	Grade 5 (Grade 8) Section 2 Group 1	Grade 5 (Grade 8) Section 2 Group 2	Grade 5 (Grade 8) Section 2 Group 3
Friday	Grade 4 (Grade 7) Section 2 Group 1	Grade 4 (Grade 7) Section 2 Group 2	Grade 4 (Grade 7) Section 2 Group 3

WEEK 2	8:30-10:00 (Period 1 and 2)	10:30-12:00 (Period 3 and 4)	12:30-2:00 (Period 5 and 6)
Monday	Makeup		
Tuesday	Grade 5 (Grade 8) Section 3 Group 1	Grade 5 (Grade 8) Section 3 Group 2	Grade 5 (Grade 8) Section 3 Group 3
Wednesday	Grade 4 (Grade 7) Section 3 Group 1	Grade 4 (Grade 7) Section 3 Group 2	Grade 4 (Grade 7) Section 3 Group 3
Thursday	Makeup		
Friday	Makeup		

WEEK 3	8:30-10:00 (Period 1 and 2)	10:30-12:00 (Period 3 and 4)	12:30-2:00 (Period 5 and 6)
Monday	Makeup		
Tuesday	Makeup		
Wednesday	Makeup		
Thursday	Makeup		
Friday	Makeup		

**Schedule 3: CMAS: Science and Social Studies
Sample Schedule for Grades 4, 5, 7 and 8
3 Physical Testing Groups Required**

WEEK 1	8:30-10:00	10:30-12:00	12:30-2:00
Monday	Grade 5 Section 1 Group 1	Grade 5 Section 1 Group 2	Grade 5 Section 1 Group 3
Tuesday	Grade 8 Section 1 Group 1	Grade 8 Section 1 Group 2	Grade 8 Section 1 Group 3
Wednesday	Grade 4 Section 1 Group 1	Grade 4 Section 1 Group 2	Grade 4 Section 1 Group 3
Thursday	Grade 7 Section 1 Group 1	Grade 7 Section 1 Group 2	Grade 7 Section 1 Group 3
Friday	Makeup		

WEEK 2	8:30-10:00	10:30-12:00	12:30-2:00
Monday	Grade 5 Section 2 Group 1	Grade 5 Section 2 Group 2	Grade 5 Section 2 Group 3
Tuesday	Grade 8 Section 2 Group 1	Grade 8 Section 2 Group 2	Grade 8 Section 2 Group 3
Wednesday	Grade 4 Section 2 Group 1	Grade 4 Section 2 Group 2	Grade 4 Section 2 Group 3
Thursday	Grade 7 Section 1 Group 1	Grade 7 Section 1 Group 2	Grade 7 Section 1 Group 3
Friday	Makeup		

WEEK 3	8:30-10:00	10:30-12:00	12:30-2:00
Monday	Grade 5 Section 3 Group 1	Grade 5 Section 3 Group 2	Grade 5 Section 3 Group 3
Tuesday	Grade 8 Section 3 Group 1	Grade 8 Section 3 Group 2	Grade 8 Section 3 Group 3
Wednesday	Grade 4 Section 3 Group 1	Grade 4 Section 3 Group 2	Grade 4 Section 3 Group 3
Thursday	Grade 7 Section 3 Group 1	Grade 7 Section 3 Group 2	Grade 7 Section 3 Group 3
Friday	Makeup		

**Schedule 4: CMAS: Science and Social Studies
Sample Schedule for Grades 4, 5, 7 and 8
2 Physical Testing Groups Required**

WEEK 1	8:30-10:00	10:30-12:00	12:30-2:00
Monday		Grade 5 Section 1 Group 1	Grade 5 Section 1 Group 2
Tuesday	Makeup	Grade 5 Section 2 Group 1	Grade 5 Section 2 Group 2
Wednesday	Makeup	Grade 5 Section 3 Group 1	Grade 5 Section 3 Group 2
Thursday	Makeup	Grade 8 Section 1 Group 1	Grade 8 Section 1 Group 2
Friday	Makeup	Grade 8 Section 2 Group 1	Grade 8 Section 2 Group 2

WEEK 2	8:30-10:00	10:30-12:00	12:30-2:00
Monday	Makeup	Grade 8 Section 3 Group 1	Grade 8 Section 3 Group 2
Tuesday	Makeup	Grade 4 Section 1 Group 1	Grade 4 Section 1 Group 2
Wednesday	Makeup	Grade 4 Section 2 Group 1	Grade 4 Section 2 Group 2
Thursday	Makeup	Grade 4 Section 3 Group 1	Grade 4 Section 3 Group 2
Friday	Makeup		

WEEK 3	8:30-10:00	10:30-12:00	12:30-2:00
Monday	Makeup	Grade 7 Section 1 Group 1	Grade 7 Section 1 Group 2
Tuesday	Makeup	Grade 7 Section 2 Group 1	Grade 7 Section 2 Group 2
Wednesday	Makeup	Grade 7 Section 3 Group 1	Grade 7 Section 3 Group 2
Thursday	Makeup		
Friday	Makeup		

Schedule 5: CMAS: Science and Social Studies
Sample Schedule for Grades 4 and 5
4 Day Week
4 Physical Testing Groups Required

WEEK 1	8:00-9:30	9:45-11:15	11:30-1:30 Extended Time Accommodated Session*	1:45-3:15
Monday	Grade 5 Section 1 Group 1	Grade 5 Section 1 Group 2	Grade 5 Section 1 Group 3	Grade 5 Section 1 Group 4
Tuesday	Makeup			
Wednesday	Grade 5 Section 2 Group 1	Grade 5 Section 2 Group 2	Grade 5 Section 2 Group 3	Grade 5 Section 2 Group 4
Thursday	Makeup			
Friday				

WEEK 2	8:00-9:30	9:45-11:15	11:30-1:30 Extended Time Accommodated Session*	1:45-3:15
Monday	Grade 5 Section 3 Group 1	Grade 5 Section 3 Group 2	Grade 5 Section 3 Group 3	Grade 5 Section 3 Group 4
Tuesday	Makeup			
Wednesday	Grade 4 Section 1 Group 1	Grade 4 Section 1 Group 2	Grade 4 Section 1 Group 3	Grade 5 Section 1 Group 4
Thursday	Makeup			
Friday				

WEEK 3	8:00-9:30	9:45-11:15	11:30-1:30 Extended Time Accommodated Session*	1:45-3:15
Monday	Grade 4 Section 2 Group 1	Grade 4 Section 2 Group 2	Grade 4 Section 2 Group 3	Grade 4 Section 2 Group 4
Tuesday	Makeup			
Wednesday	Grade 4 Section 3 Group 1	Grade 4 Section 3 Group 2	Grade 4 Section 3 Group 3	Grade 4 Section 3 Group 4
Thursday	Makeup			
Friday				

*Guideline: for students requiring more than time and a half.

Schedule 6: CMAS: Science and Social Studies
Sample Schedule for Grades 4 and 5 (Grades 7 and 8)
5 Physical Testing Groups Required

WEEK 1	8:30-10:00 (Period 1 and 2)	10:30-12:00 (Period 3 and 4)	12:30-2:00 (Period 5 and 6)
Monday		Grade 5 (Grade 8) Section 1 Group 1	Grade 5 (Grade 8) Section 1 Group 2
Tuesday	Grade 5 (Grade 8) Section 1 Group 3	Grade 5 (Grade 8) Section 1 Group 4	Grade 5 (Grade 8) Section 1 Group 5
Wednesday	Makeup	Grade 5 (Grade 8) Section 2 Group 1	Grade 5 (Grade 8) Section 2 Group 2
Thursday	Grade 5 (Grade 8) Section 2 Group 3	Grade 5 (Grade 8) Section 2 Group 4	Grade 5 (Grade 8) Section 2 Group 5
Friday			

WEEK 2	8:30-10:00 (Period 1 and 2)	10:30-12:00 (Period 3 and 4)	12:30-2:00 (Period 5 and 6)
Monday			
Tuesday	Makeup	Grade 5 (Grade 8) Section 3 Group 1	Grade 5 (Grade 8) Section 3 Group 2
Wednesday	Grade 5 (Grade 8) Section 3 Group 3	Grade 5 (Grade 8) Section 3 Group 4	Grade 5 (Grade 8) Section 3 Group 5
Thursday	Makeup	Grade 4 (Grade 7) Section 1 Group 1	Grade 4 (Grade 7) Section 1 Group 2
Friday	Grade 4 (Grade 7) Section 1 Group 3	Grade 4 (Grade 7) Section 1 Group 4	Grade 4 (Grade 7) Section 1 Group 5

WEEK 3	8:30-10:00 (Period 1 and 2)	10:30-12:00 (Period 3 and 4)	12:30-2:00 (Period 5 and 6)
Monday	Makeup	Grade 4 (Grade 7) Section 2 Group 1	Grade 4 (Grade 7) Section 2 Group 2
Tuesday	Grade 4 (Grade 7) Section 2 Group 3	Grade 4 (Grade 7) Section 2 Group 4	Grade 4 (Grade 7) Section 2 Group 5
Wednesday	Makeup	Grade 4 (Grade 7) Section 3 Group 1	Grade 4 (Grade 7) Section 3 Group 2
Thursday	Grade 4 (Grade 7) Section 3 Group 3	Grade 4 (Grade 7) Section 3 Group 4	Grade 4 (Grade 7) Section 3 Group 5
Friday	Makeup		

Appendix D

Security Agreement

Security Agreement CMAS and CoAlt: Science and Social Spring 2014

Maintaining the security of all test materials is crucial to obtaining valid results from the CMAS and CoAlt: Science and Social Studies assessments. The security of all test materials must be maintained before, during, and after test administration. Because you are involved in the administration of the CMAS and CoAlt: Science and Social Studies assessments, it is important for you to know that the activities on the following list threaten the integrity of the test and are prohibited. Engaging in such activities may result in an investigation, suppression of scores and possible disciplinary action.

This form must be signed by all individuals involved in the administration of the CMAS and CoAlt: Science and Social Studies assessments to certify that the security measures identified in the CMAS: Science and Social Studies Procedures Manual, the CMAS: Science and Social Studies Test Administrator Manual, and the CoAlt Examiner's Manual will be maintained and that prohibited activities, such as the examples identified below, have been acknowledged and understood.

Examples of Prohibited Activities:

- Reading or viewing the test items or content before, during, or after testing (except for approved individuals who are translating assessments to a language other than English)
- Copying or otherwise reproducing **any part of** secure test materials, including test stimuli, test items and student responses or saving any part of the assessments
- Downloading any part of the assessments, unless an assistive device that requires downloading of content is used for a student with an approved accommodation. In this rare situation, the content must be securely removed from the device immediately after the student completes the assessment
- Revealing or discussing the test stimuli, sources, or test items before, during, or after testing in or out of school
- Discussing the content of the test with anyone, especially students or school personnel, through verbal exchange, email, social media, or any other form of communication
- Removing secure test materials from the school's campus without proper authorization
- Displaying or failing to cover prohibited visual aids
- Leaving test materials unattended or failing to keep test materials secure at all times
- Explaining or reading sources or test items to students. Administering approved accommodations that require explaining or reading to students and administering the CoAlt assessment to students are exceptions to this policy
- Coaching students (e.g., giving students verbal or non-verbal cues) during testing or altering or otherwise interfering with students' responses in any way
- Engaging in activities that will result in lack of supervision of students at any time (e.g., using a cell phone or other prohibited electronic device, checking email, grading papers), including leaving students unattended at any time during the test session
- Allowing students to talk or cause disturbances at any time during the test session
- Allowing students to use cell phones or other prohibited electronic devices (e.g., smartphones, iPods, electronic tablets) at any time during the session
- Encouraging students to finish early
- Giving students more time than is allotted for the session (except for students who have the accommodation for extended time listed in their approved IEP, 504 plan, or EL plan)

Security Agreement
CMAS and CoAlt: Science and Social
Spring 2014

- Failing to collect, inventory, and follow all secure chain of custody requirements documented in the CMAS: Science and Social Studies Procedures manual
- Reading, viewing, or commenting on student responses
- Scoring—formally or informally—test items or student responses
- Failing to report testing irregularities or security breaches as specified in the CMAS: Science and Social Studies Procedures Manual, the CMAS Test Administrator Manual, or the CoAlt Examiner’s Manual
- Engaging in other activities that will adversely affect the validity, reliability, or fairness of the test(s)

I acknowledge the information above and will not engage in any of the prohibited activities indicated on this list. I also acknowledge that a failure to abide by the terms of this agreement may result in serious consequences, as described above.

I acknowledge that I have read and will follow the “Test Security Protocols” section of the Test Administration Manual, especially references to training, seating, and testing irregularities.

In the spaces below, print your name, sign, and date the form.

First Name

MI

Last Name

Signature

Date

Appendix E

Verification of District Training Form

Verification of District Training

This form must be filled out and submitted to the Assessment Unit as documentation that all district personnel who come in contact with the assessments have been trained.

*Return the form **before the beginning of the CMAS and CoAlt: Science and Social Studies assessment window** to Jason Clymer at: clymer_j@cde.state.co.us, or fax it to The Assessment Unit at (303) 866-6680.*

Trainings must be comprehensive and interactive.

Trainings must include:

- Test Security Procedures
- Standardized Environment
- Test Administration
- Test Administrator Role vs. Teacher Role
- The Opportunity for Questions/Answers

Training must be interactive.

This form certifies that within **[District Name:]** _____, the District Assessment Coordinator, all School Assessment Coordinators, all Test Proctors, Test Examiners, and all other appropriate district personnel have been trained in all aspects of the administration of the state’s assessments, including handling of materials, security, and ethical administration practices. On the lines below, specify the dates that trainings were completed for all SACs and Test Administrators/Examiners in your district for the CMAS and CoAlt: Science and Social Studies.

SAC training completion date for CoAlt: Science and Social Studies: _____

Examiner training completion date for CoAlt: Science and Social Studies: _____

SAC training completion date for CMAS: _____

Test Administrator training completion date for CMAS: _____

Technology Coordinator training completion date for CMAS (district and school if applicable): _____

Superintendent Date

District Assessment Coordinator Date

Appendix F

Post Test Compliance Form

This form must be completed and returned to the Assessment Unit upon completion of testing. Return the form by scanning and emailing to clymer_j@cde.state.co.us or by faxing to Jason Clymer at (303) 866-6680.

Post Test Compliance Report

Date of this report _____

District Assessment Coordinator name _____

Title _____

District _____

DAC Phone _____ DAC Email _____

Assessment

CMAS: Science and Social Studies

CoAlt: Science and Social

Total number of misadministered tests _____

Number of students affected _____

Total number of major misadministrations _____

By signing below, you certify that the administration of the indicated assessment complies with all procedures as described in the CMAS: Science and Social Studies Procedures Manual and Test Administrator or Test Examiner instructions.

(signature)

(date)

(printed name)

Appendix G

Sample Forms



**CMAS AND COALT
SCIENCE & SOCIAL STUDIES
SPRING 2014**



**SCHOOL SECURITY CHECKLIST (SAC to Test
Examiner or Test Administrator)**

Deliver To: 000510005
ALCOA ELEMENTARY
524 FARADAY STREET
ALCOA, TN 37701
DONNA RUCKART
Phone: (865) 9840531
Fax: (865) 3802251

Ship To: 000510005
ALCOA CITY
524 FARADAY STREET
ALCOA, TN 37701
DONNA RUCKART
Phone: (865) 9840531
Fax: (865) 3802251

The CMAS Test Administrator or CoAlt Test Examiner must sign when assessments are issued by the School Assessment Coordinator.

NOTE to School Assessment Coordinator: Please retain a copy of this form for your records for one year after the test administration. Return the original to the District Assessment Coordinator along with the secure materials.

For TB, CMAS, GR 5, FM 014, SCI, SEC

Security Number(s)	Receiving Test Examiner or Test Administrator Signature	Date and Time Issued	School Assessment Coordinator's Signature	Day Out	Day In	Day Out	Day In	Day Out	Day In
303487233									
303487234									
303487235									
303487236									
303487237									

For Internal Use Only:	03-FEB-14 07:54
Pick Batch: 2097353	Delivery: 18137066
Order/Line: 3597526/2	Sequence: 00002
Page	1 of 2



**CMAS AND COALT
SCIENCE & SOCIAL STUDIES
SPRING 2014**



**SCHOOL SECURITY CHECKLIST (SAC to Test
Examiner or Test Administrator)**

Deliver To:

Ship To:

For TB, CMAS, GR 5, FM 014, SCI, SEC

Security Number(s)	Receiving Test Examiner or Test Administrator Signature	Date and Time Issued	School Assessment Coordinator's Signature	Day Out	Day In	Day Out	Day In	Day Out	Day In	Day Out	Day In
303487238											

For TB, CMAS, GR 8, FM 014, SCI, SEC

Security Number(s)	Receiving Test Examiner or Test Administrator Signature	Date and Time Issued	School Assessment Coordinator's Signature	Day Out	Day In	Day Out	Day In	Day Out	Day In	Day Out	Day In
303506433											
303506434											
303506435											
303506436											

For Internal Use Only:				03-FEB-14 07:54			
Pick Batch: 2097353	Delivery: 18137066	OrderLine: 3597526/2	Sequence: 00002	Page	2 of 2		



CMAS and CoAlt
Science and Social Studies
Spring 2014



School Packing List

Deliver To: 1234567890
 ELEMENTARY SCHOOL ONE
 123 STREET NAME
 CITY, STATE 12345
 FIRST LAST
 Phone: (123)1234567
 Fax: (123) 1234567

Ship To: 1234567890
 DISTRICT ONE
 123 STREET NAME
 CITY, STATE 12345
 FIRST LAST
 Phone: (123)1234567
 Fax: (123) 1234567

Please note that your coordinator kit is packaged in box 1. CMAS and CoAlt materials are packaged in separate boxes. Please refer to your Coordinator Manual for additional information.

Item	Item Description	Package Details	Total Qty Packed	Qty Back Ordered	Packed in Box Number
MC00000006	SCHOOL SECURITY CHECKLIST	Single	1	0	2
CO00000028	COORDINATOR KIT -COORDINATOR MEMO -COLORADO HEADER SHEET, PRE-GRIDDED -CERTIFICATION FORM	Single	1	0	2
CO00000032	PACKET, COALT, GR 5, FM 014, SCI	Single	4	0	2
CO00000012	LP TB, CMAS, GR 8, SCI, SEC	Single	2	0	2
CO00000213	CMAS SCRATCH PAPER, PK OF 25	Packs of 25	1	0	3
CO00000211	CMAS SCRATCH PAPER, PK OF 5	Packs of 5	2	0	3
CO00000212	CMAS RETURN ENVELOPE	Single	2	0	3

For Internal Use Only	Pick Batch: 203242	Delivery: 976452	Order/Line: 863190/1	Sequence: 00001	12-MAY-04 02:00 Page 1 of 1
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CMAS and CoAlt
Science and Social Studies
Spring 2014



District Receipt Form
(DAC to SAC)

Deliver To: 1234567890
 DISTRICT ONE
 123 STREET NAME
 CITY, STATE 12345
 FIRST LAST
 Phone: (123)1234567
 Fax: (123) 1234567

Ship To: 1234567890
 DISTRICT ONE
 123 STREET NAME
 CITY, STATE 12345
 FIRST LAST
 Phone: (123)1234567
 Fax: (123) 1234567

The School Assessment Coordinator must sign this form when assessments are issued by the District Assessment Coordinator to the School.

School Assessment Coordinator Signature: _____ Date: _____

NOTE to District Assessment Coordinator: Please make a photocopy of this form for each School Assessment Coordinator to sign to verify that they received their materials. Keep all completed forms for your records for one year after the testing administration.

School Number	Deliver To	Form	Security Number From	Security Number To	Number Sent	Qty Received
0001	ELEMENTARY SCHOOL ONE	PACKET, COALT, GR5, FM 013, SCI,	000000001	000000010	10	
0002	ELEMENTARY SCHOOL TWO	PACKET, COALT, G5, FM 023, SCI	000000011	000000020	10	
0003	ELEMENTARY SCHOOL THREE	PACKET, COALT, G5, FM 023, SCI	000000021	000000040	20	
0004	MIDDLE SCHOOL	PACKET, COALT, G8, FM 013,SCI	000000041	000000060	20	
0005	HIGH SCHOOL	PACKET, COALT, GHS, SCI, FM 023	000000061	000000070	20	

For Internal Use Only	Pick Batch: 203242	Delivery: 976452	Order/Line: 863190/1	Sequence: 00001	12-MAY-04 02:00 Page 1 of 1
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CMAS and CoAlt
Science and Social Studies
Spring 2014



District Packing List

Deliver To: 1234567890
 DISTRICT ONE
 123 STREET NAME
 CITY, STATE 12345
 FIRST LAST
 Phone: (123)1234567
 Fax: (123) 1234567

Ship To: 1234567890
 DISTRICT ONE
 123 STREET NAME
 CITY, STATE 12345
 FIRST LAST
 Phone: (123)1234567
 Fax: (123) 1234567

Item	Item Description	Package Details	Total Qty Packed	Qty Back Ordered	Packed in Box Number
MC00000000	DISTRICT RECIEPT FORM	Single	1	0	1
CO00000000	COORDINATOR KIT -COORDINATOR MEMO -COLORADO HEADER SHEET, BLANK -CERTIFICATION FORM -UPS RETURN LABEL -SECURE RETURN LABELS, BLUE	Single	1	0	1

For Internal Use Only	Pick Batch: 203242	Delivery: 976452	Order/Line: 863190/1	Sequence: 00001	12-MAY-04 02:00 Page 1 of 1
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CMAS and CoAlt
Science and Social Studies
Spring 2014



Pallet Detail

Deliver To: 1234567890
 DISTRICT ONE
 123 STREET NAME
 CITY, STATE 12345
 FIRST LAST
 Phone: (123)1234567
 Fax: (123) 1234567

Ship To: 1234567890
 DISTRICT ONE
 123 STREET NAME
 CITY, STATE 12345
 FIRST LAST
 Phone: (123)1234567
 Fax: (123) 1234567

Pallet Number	School Number	Deliver To	Order	/Line	/Seq Number	Box Range	Number Of Boxes
P8010210003	District	DISTRICT ONE	863190	001	00001	1-5	5
	123	ELEMENTARY SCHOOL	863190	002	00002	6-15	10
	020	MIDDLE SCHOOL	863190	003	00003	16-27	12
	030	HIGH SCHOOL	863190	004	00004	28-35	8
						Total this Pallet	35

For Internal Use Only	Pick Batch: 203242	Delivery: 976452	Order/Line: 863190/1	Sequence: 00001	12-MAY-04 02:00 Page 1 of 1
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Appendix H
Test Incident Report Form

Test Incident Report

This form is for use by districts in reporting major misadministrations and security breaches. When a major misadministration or security breach occurs, or is suspected to have occurred, please call Jason Clymer in the Student Assessment Unit as soon as possible at (303) 866-6808.

Do not discuss, transmit, or reproduce secure test materials on this report form or in preparation of this report.

Type of Test Incident (Check One)

- Major misadministration
 Test Security Breach

Contact Information

Name of District Assessment Coordinator (DAC) _____

Title _____

District _____

DAC Phone _____ DAC Email _____

Date of Test Incident _____ Date Report _____

Submitted _____

School Information

School _____

Phone _____ Principal _____

Test Incident Information

Assessment

- CMAS
 CoAlt

Subject

- Science
 Social
Studies

Grade

- 4
 5
 7
 8

Description of Test Incident

Description of Proposed Solution

Appendix I

Header Sheet

Appendix J

Testing Sign

**CMAS:
Science and Social Studies**

TESTING

Do not Disturb

**(Only Authorized Personnel
Allowed)**

Appendix K
Contact Information

**Colorado Department of Education
Assessment Unit**

**201 East Colfax Avenue Room 502, Denver, CO 80203-1799
Phone: 303-866-6929 Fax: 303-866-6680**

Contact	Responsibilities
Jason Clymer, Principal Consultant – CMAS: Science and Social Studies 303-866-6808; clymer_j@cde.state.co.us	<ul style="list-style-type: none"> • CMAS: Science and Social Studies Development and operations • Contact for General Accommodations
Sara Loerzel, Assessment Program Specialist 303-866-3266; loerzel_s@cde.state.co.us	<ul style="list-style-type: none"> • CMAS: Science and Social Studies Procedures and operations
Mira Monroe, Principal Consultant – CoAlt 303-866-6709; monroe_m@cde.state.co.us	<ul style="list-style-type: none"> • CoAlt Development and operations • Contact for non-standard accommodations
Collin Bonner, CDE Technology Specialist 303-866-6752; bonner_c@cde.state.co.us	<ul style="list-style-type: none"> • DTC Contac
Allen, Jessica, Data Operations 303-866-6802; allen_j@cde.state.co.us	<ul style="list-style-type: none"> • Management of data operations for all state assessments and the contact for questions about data
Carey, Jasmine, Psychometrician 303-866-6634; carey_j@cde.state.co.us	<ul style="list-style-type: none"> • Analysis and validation of procedures and data
Allen, Margo, Business Process Manager 303-866-6929; allen_m@cde.state.co.us	<ul style="list-style-type: none"> • General Contact for the Assessment Unit
Christina Wirth-Hawkins 303-866-6979; wirth-hawkins_c@cde.state.co.us	<ul style="list-style-type: none"> • Director of Assessment Development
Linda Lamirande, Senior Consultant Exceptional Student Services Unit 303-866-6863; lamirande_l@cde.state.co.us	<ul style="list-style-type: none"> • Eligibility criteria for alternate assessments • 11th Grade Alternate Assessment for the Colorado ACT

For a complete listing of Assessment Unit personnel please go to:
<http://www.cde.state.co.us/assessment/generalinfo-about>

Appendix L

PearsonAccess Resources

PearsonAccess Resources

All of the resources listed in the table below can be found on the Colorado PearsonAccess website, <http://www.pearsonaccess.com/co>. The resources are grouped under their locations on PearsonAccess, which are the Training Center tab, and the Resources and FAQs pages located within the Support tab.

Training Center	
PearsonAccess training site used for practicing using PearsonAccess without affecting live data.	
Support > Resources	
Important Dates	
Administrative Dates	Administrative dates (e.g., security agreement deadlines) and training dates relative to the testing administration.
Testing Dates	Testing dates.
Manuals and Documents	
Manuals	The CMAS: Science and Social Studies Test Administration Manuals, the CoAlt Examiner’s Manual, and the Coordinator’s Manual. Testing personnel can access this section to print replacement/additional copies as needed.
Documents	Additional tools to assist users throughout testing administrations.
Memos	
Memos sent out to the districts are posted within a week of distribution.	
Reference Guides	
Technical Manuals	Documentation about setting up the online testing environment and using online testing and test management tools. Such documentation includes the <i>PearsonAccess User Guide</i> , TestNav documentation, Early Warning System Guide, and answers to the commonly-asked questions encountered during testing.
Quick Start Guides	Quick Start guides for setting up and managing the online testing environment.
Tips and Troubleshooting Documents	Answers to technical and policy questions that may arise during online testing.
Templates	
Downloadable templates for the student data file and layouts.	
ePATs (practice testing environments)	
Sample online testing environment.	
Support > FAQs	
FAQs	
Assistance for common PearsonAccess issues (e.g., signing in, changing test administrations).	