

Colorado Measures of Academic Success

Test Administrator Manual



High School Science

**Spring
2017**



COLORADO
Department of Education

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Customer Support

For questions about	Contact Pearson Customer Service
<ul style="list-style-type: none"> • TestNav and online testing • Test session management in PearsonAccess^{next} • Test form assignments 	<p>Telephone: 1-888-687-4759 (Monday through Friday, 7:00 a.m. to 6:00 p.m. MT)</p> <p>Live Chat: https://co.pearsonaccessnext.com > Science and Social Studies (Monday through Friday, 7:00 a.m. to 6:00 p.m. MT)</p> <p>Email: COHelp@support.pearson.com</p> <p>Website: https://co.pearsonaccessnext.com</p>

For technology issues during test administration, please **call** Pearson at 1-888-687-4759 and indicate that you are live testing.

Resources Available Online

Reference materials available online	Located at
Recorded Trainings	http://avocet.pearson.com/CO/Home > Training
Important Dates	http://avocet.pearson.com/CO/Home > Critical Dates
Spring 2017 <i>CMAS and CoAlt Procedures Manual</i>	http://www.cde.state.co.us/assessment/newassess-sum
Spring 2017 <i>CMAS Test Administrator Manuals</i>	http://avocet.pearson.com/CO/Home > Manuals
ePATs (practice testing environments)	https://co.pearsonaccessnext.com > Science and Social Studies > Practice Test Environments (ePATs)
ePAT Guides	https://co.pearsonaccessnext.com > Science and Social Studies > Practice Test Environments (ePATs)
<i>PearsonAccess^{next} User Guide</i>	https://support.assessment.pearson.com/x/BYDy
<i>TestNav 8 Online Support</i>	https://support.assessment.pearson.com/x/BAACAQ

Additional assessment resources are posted on Avocet, an online searchable master index available at <http://avocet.pearson.com/CO/Home>.

Overview for the Spring 2017 Administration of the Colorado Measures of Academic Success: Science and Social Studies Assessments

Background

All public school students enrolled in Colorado are required by state law to take the standards-based summative assessment that corresponds to their grade level. 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 in the content areas of science and social studies. A small number of students with significant cognitive disabilities who meet specific criteria may demonstrate their content knowledge on the Colorado Alternate (CoAlt) assessment. CMAS and CoAlt assessments must be administered under standardized conditions to ensure the reliability and validity of results.

The science and social studies state assessments are intended to provide students and parents with unbiased, objective feedback about whether students are on track to meet the expectations of college and careers. Districts use data from the assessments to improve their work throughout their classrooms, programs, and schools. For the broader community, accurate test results, which measure Colorado’s expectations for students, are critical indicators of the health of the overall school and district. Statewide assessment is an important way in which taxpayers can gauge the results of their public investment.

Using the *CMAS Test Administrator Manual*

This manual describes the procedures for Test Administrators to follow when administering the online and paper CMAS: Science and Social Studies assessments. Test Administrators must carefully read this manual prior to administering any science or social studies assessment. Test administration policies and procedures must be followed as written so that all testing conditions are uniform statewide. The guidelines and test administration scripts provided in this manual ensure that every student in Colorado receives the same standard directions during the administration of the test.

The Administration Overview covered in Part 1 includes information about:

- Practice Testing Environments (ePATs)
- Standard Conditions for a Standardized Test (Prohibited Materials, Test Security, and Ethical Practices)
- Accommodations
- Administering the Assessment (Preparing the Testing Environment; Time Limits, Policies, and Procedures)

Practice Testing Environments (ePATs)

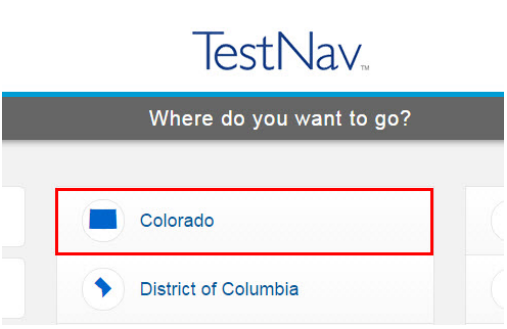
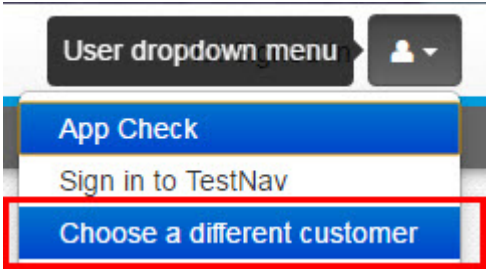
Schools are strongly encouraged to provide students with time to experience the practice testing environment (ePAT), featuring released items from previous administrations, before actual testing. The ePATs will help students navigate through the online testing environment and use the embedded supports on the day of testing. Exposure to ePATs in advance of testing is especially important for students planning to use the text-to-speech tool.

In addition to ePATs, ePAT Guides are available to familiarize Test Administrators with the computer-based tests and include a script to guide students through the ePATs. The 2016-2017 ePAT Guides include student performance data for each item and sample student responses to constructed response items, scoring guides, and scoring rubrics.

The 2016-2017 ePATs can be accessed by anyone with the PearsonAccess^{next} link or the TestNav application and do not *require* logins or passwords. However, the ePATs can also be accessed securely by district and school personnel wanting to provide a trial run of test administration using the online delivery systems, PearsonAccess^{next} and TestNav.

There are three ways to access ePATs:

1. ePATs are located in PearsonAccess^{next} and can be accessed without logging in to PearsonAccess^{next} or TestNav.
 - Go to <https://co.pearsonaccessnext.com>.
 - Select the “Practice Test Environments” link listed under Science and Social Studies.
 - Select the appropriate CMAS: Science and Social Studies ePAT link to be taken directly to the practice environment.
2. ePATs can be accessed through the TestNav app (desktop, iPad, Android, or Chromebook). All versions of the app can be downloaded at <http://download.testnav.com/>. After installation:
 - Open the TestNav app.
 - Verify that **Colorado** is selected. If a **Sign In** screen that says **Colorado** is not visible:

Select the “Colorado” customer button from the TestNav app home screen.	If the sign in screen is visible but defaults to “PARCC Training” select the user dropdown menu to choose a different customer, then select the “Colorado” button.
	

- Select the ePAT (Practice Tests) link in the Sign In box.
- To be taken directly to the practice environment, select the appropriate settings:
 - Science or Social Studies
 - Grade level
 - ePAT type

- ePATs can be securely accessed via TestNav through the PearsonAccess^{next} Training Center (<https://trng-co.pearsonaccessnext.com>). The PearsonAccess^{next} Training Center allows Test Administrators to practice creating and monitoring a secure online test session in conjunction with the ePATs. To access the ePATs through a browser or app, Student Testing Tickets must be printed or downloaded from the Training Center test session and distributed to students. Students need the Student Testing Tickets to log in to the secure TestNav environment with a username and password. Refer to the PearsonAccess^{next} *User Guide* for more information on managing test sessions.

Contact Pearson at 888-687-4759 or COhelp@support.pearson.com with questions about accessing ePATs. For a list of hardware and software requirements to run TestNav, consult <https://support.assessment.pearson.com/x/HwYcAQ>.

Standard Conditions for a Standardized Test

The CMAS: Science and Social Studies assessments must be administered to all students in Colorado in a standardized manner. The Test Administrator must prepare and maintain a secure testing environment that provides equitable testing conditions for all students taking the assessments.

All students in the testing room must be read the Administrator “SAY” instructions at the same time. Absent students will complete testing under the same standardized conditions during make-up test sessions. For late-arriving students, refer to page 9 of this manual for additional information.

If test security has been violated, the test may be invalidated. Test incidents that violate test security must be reported to the School Assessment Coordinator (SAC) and the District Assessment Coordinator (DAC). Reasons for reporting test incidents include, but are not limited to, the following:

- if a student cheats,
- if test security is violated,
- if improper test administration occurs, or
- if students are tested outside the testing window.

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, models, and displays that define, explain, or illustrate terms or concepts in the content area being assessed.

The table below lists materials that may not be used at any time during testing, including after a student has completed testing (i.e., after answers have been submitted for a unit). 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 Units
All cell 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 (e.g., personal document scanners, eBooks, electronic pens, smart watches)
Any electronic equipment capable of performing computations or providing other assistance in either content area
Instructional aids related to the content being assessed
Reference books (exception: word-to-word dictionary for English learners)

NOTE: Test Administrators and technology staff, such as the District Technology Coordinators (DTCs), may use cell phones to contact technical support to troubleshoot TestNav issues. They may also use tablet devices to administer sessions in PearsonAccess^{next}. Technology Coordinators, Assessment Coordinators, and Test Administrators may NOT photograph TestNav screens.

A student with a disability or who has been identified as an English learner (EL) may be allowed, under certain circumstances, the use of certain tools and materials as test accommodations that are otherwise prohibited. However, under no circumstance may any student be allowed access to the Internet (outside of the secure TestNav environment) or a visual recording device. Test accommodations must be listed in or recommended by the student’s Individualized Education Program (IEP), 504 Plan, or EL Plan and documented as a demographic update in PearsonAccess^{next}, as appropriate, by the SAC.

Prior to testing, Test Administrators should instruct students to place prohibited materials in their lockers 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 or store it in a backpack. If the prohibited material is an electronic device, instruct the student to turn off the device.

If a student is observed with any of the listed items during the scheduled testing time, collect the student’s test materials. The student will then be dismissed from the testing environment and the test will be invalidated.

Test Security

Security Requirements

Test security must be maintained before, during, and after test administration. Security requirements include making sure:

- all individuals involved in the administration have been trained and have signed the *Colorado Security Agreement* form,
- a documented chain of custody is maintained, and
- all students take the assessments in a standardized manner following state requirements and instructions in this manual.

Test Administrators are expected to ensure that Student Testing Tickets and paper-based test materials are not left in open or unattended areas. No Student Testing Tickets or paper-based test materials are to leave the school building or be removed from locked storage for any purpose other than administering the test.

Online and paper-based tests are not to be viewed by anyone before or after tests have been administered. This includes handling the test material for a purpose other than test administration, such as a Test Administrator signing into a test after school. Test Administrators must not actively read test content or test items while students

are testing. Only students being tested are allowed to access the test at the time of testing. Students must **not** have access to secure test content, including printed Student Testing Tickets, before the scheduled test session begins. Students are not to disclose test contents to teachers, Test Administrators, or any school personnel. Test Administrators are not allowed to answer questions about the test items at any time (during or after testing). Test Administrators may, however, answer questions about test administration “SAY” directions or procedures.

Using **secure** test items as instructional tools or for student practice, either verbatim as written or in reworded form, is prohibited.

Chain of Custody

A documented chain of custody must be maintained for all Student Testing Tickets and paper test materials before, during, and after test administration. The following chain of custody requirements apply to assessment administration:

- All secure CMAS: Science 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 materials to and from Test Administrators each day of administration, preferably within 15 minutes of the start and end of test unit administration. Test Administrators are not to have extended access to materials before or after administration, with the following exceptions:
 - Test Administrators providing an auditory presentation accommodation in English or Spanish for paper-based testing may have supervised access to oral scripts 24 hours prior to administration.
 - Test Administrators/translators providing an auditory presentation accommodation in a language other than English or Spanish for computer or paper-based testing may have supervised access to oral scripts for translation up to four working days prior to administration.
 - Test Administrators/signers providing a signed presentation for computer or paper-based testing may have supervised access to oral scripts for translation up to four working days prior to administration.
 - Test Administrators/Teachers of the Visually Impaired (TVIs) administering a braille form may have access to the Teacher Notes for braille prior to administration to ensure that all needed materials are procured. TVIs are not allowed to review the test book contents during review of the Teacher Notes.
- All test 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 paper-based assessments may have access to test books only on the day the grade level content area is assessed.
- Test materials must be documented on the School Security Checklist and secured while in the Test Administrator’s possession.
- Test Administrators must document the return of all secure test materials (used and unused) on the School Security Checklist or the school’s chosen chain of custody document, and must return all materials to the SAC.
 - If any secure materials are unaccounted for, additional documentation will be required.

Ethical Practices

All licensed Colorado educators and Test Administrators must conform to ethical practice when administering the CMAS: Science assessment.

Quality instruction will produce quality student performance on state tests. While familiarizing students with the online testing environment and providing some regular instruction using formats similar to those found on standardized tests is appropriate, instruction that is explicitly designed as practice for the assessment (i.e.,

“teaching to the test”) provides students with negative messages about what is important to their education and performance. This is not considered an ethical practice. Further clarification regarding appropriate test preparation is provided in the table below.

CMAS Test Preparation and Administration	Is This an Ethical Practice?	
	Yes	No
Developing instructional objectives based on the Colorado Academic Standards.	■	
Making changes in instruction that enhance student skills, learning, and achievement.	■	
Using released test items for professional development purposes and as examples in the classroom.	■	
Using released test items and ePATs to familiarize students with the different item formats, TestNav tools, and how to indicate responses.	■	
Motivating students to perform well on the assessment by talking to students and their parents about the purposes (from the individual to the community as a whole) of assessments.	■	
Developing curriculum based on specific test items.		■
Preparing instructional objectives based on specific test items and teaching accordingly, rather than developing instructional objectives based on the Colorado Academic Standards.		■
Using released test items as the sole basis for curriculum and instruction.		■
Sharing an actual secure CMAS: Science and Social Studies test instrument in a public forum (which is a violation of test security and could invalidate student results).		■
Copying test passages, test items, writing prompts, and/or student responses from an actual CMAS: Science and Social Studies assessment for use in instructional planning, classroom instruction, or assessment.		■
Making a copy of the CMAS: Science and Social Studies assessment and/or preparing a student study guide based on the items on a particular assessment.		■
Presenting items verbatim or paraphrased from the assessment to be given.		■
Deviating from the prescribed administration procedures in the <i>CMAS Test Administrator Manual</i> in order to assist student performance.		■
Leaving visible aids that could artificially inflate student scores or aids that are expressly forbidden in <i>CMAS Test Administrator Manuals</i> .		■
Telling students the correct responses or allowing them to discuss answers among themselves.		■
Hinting to a student to reconsider an answer he or she has marked for any item.		■
Allowing the use of notes or other materials that may give students an unfair advantage.		■
Excluding eligible, but lower-performing, students from CMAS: Science and Social Studies assessments.		■

Accommodations

Students who will receive approved testing accommodations that are documented in their IEP, 504, or EL Plan may be in the test environment. Accommodations are changes to instructional materials, procedures, or techniques that allow students with a disability and ELs to participate meaningfully in classroom instruction and assessment activities. These include linguistic accommodations and accommodations for students with disabilities. Computer-based and paper-based accommodations are available for CMAS: Science and Social Studies assessments; however, some accommodations, such as large print and braille, are only available through paper-based forms.

Under certain circumstances, a student with a disability may be allowed to use certain tools and materials as test accommodations that are otherwise prohibited. However, under no circumstances may any student be allowed access to the Internet (outside of the secure TestNav environment). Test accommodations must be listed in the student's IEP, 504, or EL Plan. **It is the SAC's responsibility to provide Test Administrators with information and training about the accommodations that a student is to receive on the testing day.**

Administering the High School Science Test in Grade 11

Preparing the Testing Environment

- Testing rooms should be well lit, well ventilated, quiet, and comfortable.
- Each student must have enough space in which to work, and no characteristic of the room's environment should hinder any student's test performance.
- Appropriate actions should be taken to reduce noise, such as turning off alarms or bells.
- Music (of any kind) is not to be played during testing.
- Each student should be sufficiently separated from other students in order to work without distraction.
- A "Testing—Do Not Disturb/Only Authorized Personnel Allowed" sign should be posted outside the testing room.
- Bulletin boards and instructional displays that might be a source of direct answers must be covered or removed during testing. Examples of content-related 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. Any rooms to which students may be relocated during active testing time must also be prepared.
- Ensure that nothing is taped or placed on the students' desks that could be a source of direct answers.
- A clock or stop watch must be available to monitor the test period.

Students must 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.

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)

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 (These 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, the screen appears dark or blank. Schools that have privacy screens should affix them to monitors prior to the beginning of testing and ensure that students are seated so they cannot view the monitor of the student seated in the row in front of them.)

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 unless TestNav has been shut down and is no longer running on the device. This includes removal for technical purposes.

The student’s monitor may be turned off or a sheet of paper, a folder, or other material may be used to cover the monitor during a temporary stop in testing, such as for a bathroom break. For more details, refer to “Stops in Testing” on pages 9 and 10.

Time Limits, Policies, and Procedures

Each high school CMAS: Science test unit includes a maximum testing time. For Grade 11, the maximum unit testing time is 60 minutes. This maximum time meets the timing requirements for students needing the time-and-a-half accommodation; however, the full amount of time is available to all students as an accessibility feature.

The scheduled test administration time for each unit should include an additional 10 minutes (estimated) for set up and transition. Time for set up and transition includes distributing materials, reading directions, and signing in to the test. The unit testing time begins when the Test Administrator tells students to begin working on their tests.

Students must complete any started test unit within the same school day. Districts establish starting days and times for testing within the administration’s state testing window.

For each unit, students must remain in the test environment according to the district’s policy. Students who have completed the test unit must turn in their test materials and then sit quietly or read (as determined by the district) for the remainder of the testing time. Districts may also determine if students are to be released from the testing environment once they have completed the unit being assessed. Once the maximum unit testing time has been reached, Test Administrators must instruct any students who are still testing to submit their answers for the current online test unit or, if testing on paper, to put their pencils down and close their test books.

Each student must be allowed to work at his or her individual speed. Students must not be directed to speed up or slow down. A student may be allowed extended time beyond the unit testing time as an accommodation only if it is recorded in his or her IEP or 504 Plan. Students requiring additional extended time beyond time-and-a-half (e.g., double time) must be placed in a separate test session.

Late-Arriving Students

A student who arrives after testing has begun will need to be tested in a separate location in order to provide the full unit testing time. SACs will need to determine where the student will complete testing (location must meet all testing environment requirements).

Stops in Testing

There are two types of breaks. Each requires a different procedure to follow.

- **Bathroom breaks for an individual student.** During testing, only one student should be allowed to leave the room at a time. Talking among students is not allowed at any time. Students should not have access to cell phones or other prohibited electronic devices during breaks. If a student leaves the testing room for an extended period of time and returns, the Test Administrator must decide whether confidentiality has been breached and if it is appropriate for the student to continue testing.
- **Short breaks for students.** At the discretion of the Test Administrator, one stretch break of up to three minutes is allowed for all students in the testing group (at the same time) during each unit of the assessment. Students are not allowed to talk and must not exit from the test. It is recommended that visual blocks be applied to students' device screens (e.g., monitors turned off, folders taped to screens). Students testing on paper must close their test books. The end of unit stop time must be adjusted by three minutes at the end of the stretch break.

Interruptions to the test unit are not considered breaks. Follow the procedures outlined below for interruptions in testing.

- **Emergency situations that significantly interrupt testing.** In the event of a school-wide emergency that causes a disruption in testing, **ensuring the safety of students and staff is the top priority.** Test Administrators should not instruct students to exit their test sessions unless time permits. Note the time of the disruption so that the remaining time for the test unit can be calculated. When possible and feasible, record this information in writing.
 - If administering the computer-based form of the assessment, leave Student Testing Tickets and other materials in the assessment room. Collect Student Testing Tickets only if time permits prior to leaving the testing environment.
 - If administering the paper-based form of the assessment, leave test books and periodic tables in the assessment room. If time permits, have students close their test books and collect the test materials.

Follow the school procedures for the emergency situation.

Upon resuming the unit, prepare students for the continuation of testing.

- Ask students, "Are there any questions about the instructions for this unit?"
- Test Administrators must inform students of how many minutes remain in the test unit and write the start and stop times of the resumed unit on a space that is visible to the students.

After the resumed testing has ended, meet with the SAC to determine next steps.

- **Medical situations and ill students**
 - **Online.** If a student becomes ill or experiences a medical or family emergency during an online test, the student must exit his or her test before leaving. To exit the test, the student will:
 1. Select the button next to his or her name displayed in the top right corner of the screen.
 2. Choose the option **Sign out of TestNav.**
 3. Select **Save and Return Later** on the **Exit Test** screen.

- Answers can only be submitted from the **End of Unit** screen. If students access this screen, they must not choose the option to submit final answers unless they have answered all questions in the unit and do not need to return to the test unit.
4. The Test Administrator must assist a student who needs help exiting his or her test.
 5. The student may make up any incomplete or missed units at a later time. When the student returns, the Test Administrator must resume the test unit before the student can continue testing. For instructions on how to resume a test unit, refer to page 19 of this manual.
- **Paper.** If a student becomes ill or experiences a medical or family emergency during a **paper test**, the Test Administrator must note the exact place in the test where the student stopped and the amount of time remaining in the test unit. The Test Administrator must collect the student's test materials and return them to the SAC. The student must finish their test during make-up testing.
 - **Technology Interruptions.** These interruptions include, but are not limited to, device malfunctions and error messages that could not be resolved by the Test Administrator.
 - **Single student.** If a single student experiences a technology disruption, take the following steps:
 1. Note the time of the interruption in order to calculate the remaining unit testing time.
 2. Follow the school's procedures as to who should be contacted to provide troubleshooting guidance.
 - Refer to the Appendix for common error codes and actions.
 - Technology Coordinators and Test Administrators must NOT take photos of error screens.
 3. Provide the student with the remaining unit testing time once their test has been resumed.
 - **Multiple students.** If multiple students experience technology disruption, take the following steps:
 1. Pause testing until the problem has been resolved.
 2. Note the time of the interruption in order to calculate the remaining unit testing time.
 3. Follow the school's procedures as to who should be contacted to provide troubleshooting guidance.
 4. Once the issues are resolved, resume students' tests in PearsonAccess^{next} before instructing students to sign back in to TestNav. Students should continue testing on the devices they were previously using.
 5. Provide students with the remaining unit testing time to complete testing.

This part of the Test Administrator Manual includes information about Online Test Administration for when computer-based testing is being utilized. Information includes:

- Responsibilities of the Test Administrator
- Student Test Materials
- Activities on the Testing Day
- Administrator “SAY” Directions
- Completing Online Administration

Responsibilities of the Test Administrator

The primary responsibility of the Test Administrator is to provide a standardized, ethical administration of the assessment. This will ensure that every student has an equal opportunity to demonstrate, within the standard conditions provided to all students in Colorado, his or her knowledge and skills.

Test Administrator Responsibilities Checklist

During All Stages:

- Ensure that all test materials are secured at all times following state requirements. Test materials must be kept in a secure, locked central location at all times when not being used for testing. Test materials must not be stored in classrooms.
- Maintain test security and the chain of custody for secure materials.

Before Testing:

Training

- Verify that you have access to PearsonAccess^{next}.
 - If you do not have an existing PearsonAccess^{next} account – You will receive an automated email from cohelp@support.pearson.com once the SAC or DAC has created user accounts for your school or district. The email will provide directions for creating a password for your PearsonAccess^{next} account. Your PearsonAccess^{next} account must be set up before testing. If you have not received this email, contact your SAC.
 - If you have an existing PearsonAccess^{next} account – You may need to reset your password if you are unable to log in to PearsonAccess^{next}. Contact Customer Support at 1-888-687-4759 for assistance. If your account is locked or disabled, contact your SAC.
- Attend the trainings provided by your district or school. For additional information regarding proper testing procedures and training, go to: <http://avocet.pearson.com/CO/Home>
- Sign the *Colorado Security Agreement* form and return it to the SAC.
- Review the *CMAS Test Administrator Manual* and the *CMAS and CoAlt Procedures Manual*, including *Section 6.0 Administrative Considerations, Accessibility Features, and Accommodations* (if administering an accommodated form of the assessment).

Preparing Students

- ❑ Access practice test environments (ePATs) prior to testing. ePAT Guides are provided to walk students through TestNav 8 navigation and the practice questions. ePATs and ePAT Guides are available via the Practice Test Environments (ePATs) link on the PearsonAccess^{next} homepage. ePATs are also available through the PearsonAccess^{next} Training Center and the TestNav app.
- ❑ Discuss accommodations with students prior to testing to explain what materials or types of assistance will be available to them during the assessment. This includes explaining to students the level of reading support the Test Administrator is allowed to provide to students during the test.

Online Test Setup

- ❑ Depending on district or school practices, the DAC or SAC will assign online accommodations for any student who is testing with accommodations, as well as any accessibility features (i.e., color contrast, text-to-speech) for any student, as appropriate.
- ❑ Verify that students have been assigned to the appropriate test form on the **Students in Sessions** screen in PearsonAccess^{next}. A marker will be displayed next to the student's SASID in the **State Student Identifier** column (e.g., **TTS** will be displayed in this column if the student has been assigned to the English text-to-speech form, **STTS** will be displayed if the student has been assigned to the Spanish text-to-speech form).
- ❑ Depending on district or school practices,
 - The DAC, SAC, or Technology Coordinator must download test content (**proctor cache**) prior to testing. Proctor caching is recommended no later than the day before starting the test session. Instructions on proctor caching can be found online at <https://support.assessment.pearson.com/x/HAACAQ>.
 - The DAC or SAC must **prepare test sessions** using the "Prepare Sessions" feature prior to testing. It is recommended that sessions are prepared no later than the day before starting the test session. Instructions on preparing test sessions can be found online at <https://support.assessment.pearson.com/x/JoDy>.
- ❑ Prepare the testing space appropriately.
- ❑ Post the "Do Not Disturb" sign on the door outside the testing space.
- ❑ Receive Student Testing Tickets from the SAC. On each testing day, the SAC will provide the Student Testing Tickets. If you are a Test Administrator for multiple PearsonAccess^{next} test sessions, keep the tickets grouped by test session.
- ❑ Just before testing Unit 1, Test Administrators must "Start" the test session in PearsonAccess^{next} and "Unlock" Unit 1 (refer to directions on pages 15–16 of this manual).
 - Students cannot log into a test unit if it is locked.
 - Units cannot be unlocked if the test session is not started.
 - Only one unit can be unlocked at any given time, but different test units can be unlocked for individual students. The Test Administrator will receive an error from PearsonAccess^{next} if they attempt to unlock more than one unit at once, at either the session or student level.

During Testing:

- ❑ Open and manage all relevant PearsonAccess^{next} test sessions on each testing day for each testing group. Managing test sessions includes:
 - Starting the session
 - Unlocking the unit being tested
 - Locking the unit for absent students

- Resuming a student’s test after a temporary stop in testing
 - Ensuring students have submitted completed test units
 - Locking a unit upon completion
 - **Stopping the test session only after all students have completed all three units and each test unit is in a “Completed” status**
- ❑ Distribute Student Testing Tickets and have students log in to TestNav. Ensure that every student has a Student Testing Ticket with his/her name on it and that each student signs in to his/her online test. The student’s name will appear in the top right corner of the device screen once he/she has signed in to TestNav. **NOTE:** If a student begins testing on another student’s online test, this may result in a misadministration.
 - ❑ Account for all students enrolled in the test session.
 - If a student is absent, notify your SAC.
 - On absent students’ Student Testing Tickets, write the missed unit(s) that must be completed in make-up sessions upon their return.
 - ❑ Keep track of make-up students who may be taking a different unit of the test from other students in the same room.
 - Individually lock and unlock the appropriate test units for these students.
 - Select the drop-down arrow next to the individual unit status for the student to set the lock/unlock to the appropriate status.
 - Remember, only one test unit can be unlocked for an individual student at any given time.
 - Make-up students testing online may require a different Student Testing Ticket.
 - Depending on the school’s make-up testing arrangement, multiple test sessions may be viewed through the “Combined View” in PearsonAccess^{next}.
 - If a student is making up a previously started unit, monitor and ensure the student does not alter any previously entered responses.
 - Contact the SAC for further instructions on make-up testing.
 - ❑ Read aloud the Administrator “SAY” directions exactly as printed in this *CMAS Test Administrator Manual*.
 - **Test Administrators providing the accommodation of Human Signer or Auditory Presentation: Oral Script for Translation into Languages other than English or Spanish must follow the guidelines in the *Oral Script for Translation, CBT* document that is provided separately.**
 - Clarify only general administration instructions (i.e., questions regarding test procedures) after reading the “SAY” directions word-for-word. TestNav assistance may only be provided if a student receives an error message or if the technology is not functioning correctly. Do not answer any questions related to test content.
 - ❑ Actively administer the test.
 - Refresh the **Students in Sessions** screen in PearsonAccess^{next} frequently to monitor student status, ensuring that all testing students remain in “Active” status during online testing.
 - ❑ Resume tests as needed.

- ❑ Maintain the security of:
 - Student Testing Tickets, from receipt before testing to collection after each test unit (collect the tickets after each test unit only if your school is taking extended breaks between units).
 - Used scratch paper.
 - Any accommodated materials.
- ❑ At the end of each test unit:
 - Verify that the tested unit status for each student appears as “Completed”.
 - Place Student Testing Tickets in an unsealed secure return envelope and return it to the SAC at the end of the active unit testing time.
 - Document the return of all secure test materials (used and unused) on your school’s chain of custody form.
- ❑ It is highly recommended that students testing online use the same device for each day of testing. This can be tracked on students’ Student Testing Tickets by identifying the device that was used (e.g., iPad #7, laptop #26). This will help in recovering response data, if necessary.
- ❑ Document any unusual circumstances or breaches of test security regulations.

After Testing:

- ❑ Report any unusual circumstances or breaches of test security regulations to the SAC, who must then notify the DAC.
- ❑ Verify that all students in the test session have completed all three units of the test in PearsonAccess^{next}. The session level unit progress bars will be solid blue and display “Completed” if all test units have been submitted.
- ❑ Stop the test session in PearsonAccess^{next}. The session cannot be stopped until all tests for all students within the session are in “Completed” or “Marked Complete” status. If any students need to be “Marked Complete,” notify the SAC, who will perform that action and stop the test session.

Student Test Materials

Required Test Materials

Students may have only the following materials at their work space during testing:

- Testing devices that meet the minimum technology specifications (i.e., desktop or laptop computer, iPad, Chromebook, Android tablet).
- Student Testing Tickets, which contain the unique username and password needed to sign in to take the test. Student Testing Tickets must be stored in a secure location prior to testing, in between test units, and after the test administration. Depending on district or school procedures, one ticket will be printed per student; the same ticket may be used for each testing day. Make-up students may require a different Student Testing Ticket for make-up test sessions. Consult your SAC for details on your school’s make-up testing procedures.
- Materials necessary for the administration of accommodations or accessibility features.
- Headphones, if students are using the text-to-speech accessibility feature or the Spanish text-to-speech accommodation. (Videos that may appear on science assessments **do not** contain audio.)

- Scratch paper (blank, lined, or graph), as indicated in a student’s IEP and/or 504 Plan.*
 - If scratch paper is distributed, a writing utensil must also be provided.

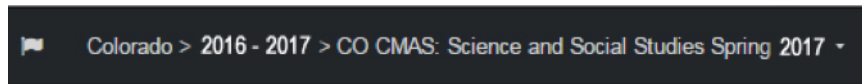
* Districts determine the scratch paper policy that is to be followed by schools. If the district allows scratch paper for all students, each student may be provided with scratch paper for each test unit. Students may exchange used scratch paper for a new piece of scratch paper, but may only have one piece at a time. All scratch paper must be inspected before use to verify that it is free of any writing. All used scratch paper must be collected at the end of the unit and returned to the SAC in an unsealed secure return envelope.

Activities on the Testing Day

Sign in to PearsonAccess^{next}

Sign in to PearsonAccess^{next} by going to <https://co.pearsonaccessnext.com>.

1. Select Sign In.
2. Enter your username and password (created prior to administration).
3. Verify that CO CMAS: Science and Social Studies Spring 2017 is the selected administration.

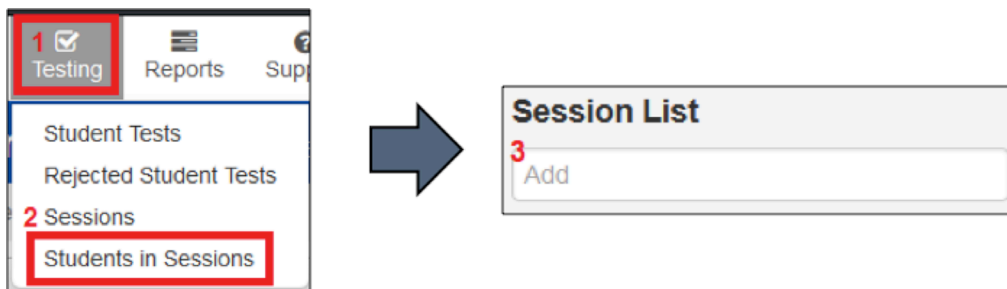


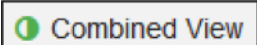
Start the Test and Unlock the Unit in PearsonAccess^{next}

Before Test Unit 1

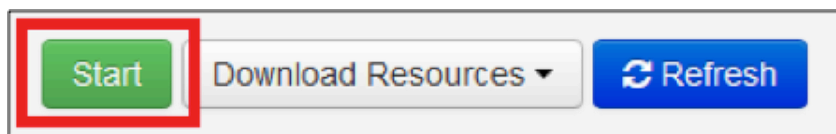
A test session must be started before students in the test session can log in and begin taking a test online. To start a test session:

1. Go to **Testing (1) > Students in Sessions (2)**, and add the test session to the **Session List (3)** on the left of the page by typing the name of the appropriate test session. (If the session name is not known, select **Sessions** from the **Testing** menu, select the appropriate session, and then select **Students in Sessions**.)



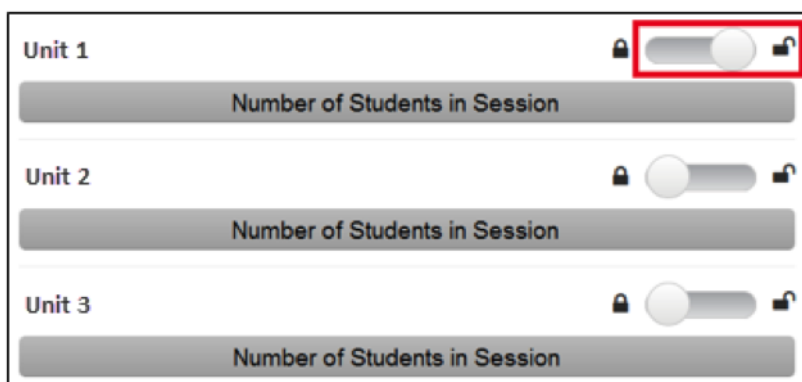
2. Click a session name to select it from the list.
 - Repeat Steps 1 and 2 for additional test sessions if student tests from multiple test sessions will be managed at once.
 - Select **Combined View** to view students from multiple sessions. 

3. Click **Start**, or **Start All Sessions** if you selected the **Combined View**.



- If you are unable to select **Start**, immediately contact the SAC.

4. Verify on the **Students in Sessions** screen in PearsonAccess^{next} that students requiring text-to-speech and accommodated forms are assigned the appropriate online test form by checking for a marker in the **State Student Identifier** column (e.g., **TTS** will be displayed in this column if the student has been assigned to the English text-to-speech form, **STTS** will be displayed if the student has been assigned to the Spanish text-to-speech form). Select the unlock icon next to the Unit 1 progress bar at the session level.



- Only one unit can be unlocked at once.
- If a student is making up a different unit than the rest of the class, an individual unit can be unlocked for an individual student, but only one unit can be unlocked for an individual student at once. Select the drop-down arrow next to the individual unit status for the student to set the lock/unlock to the appropriate status.

Immediately prior to testing, Test Administrators must provide each student with his or her own Student Testing Ticket.

Once the test session is started, the student will log in to the TestNav app or a browser using the username and password provided on the Student Testing Ticket. Ensure that every student has a Student Testing Ticket with his/her name on it and that each student logs in to his/her online test.

- If a student begins testing on another student's online test, this may result in a misadministration.
- If students receive a message with code "MSG 9058: The username or password you entered is incorrect, or the test session has not been started" make sure they are on the **Colorado Sign In** screen.




Test Administrators will guide students through logging in to TestNav and beginning the test.

Before Test Units 2 and 3

The test unit must be unlocked at the test session level in PearsonAccess^{next} before administering Unit 2 or 3.

To unlock tests:

1. Go to **Testing > Students in Sessions**.
2. Select the session from the **Session List** or select **Add a Session** to locate the test session(s).
3. Select the **unlock** icon next to the Unit 2 or 3 progress bar at the session level. 
 - Only one unit can be unlocked at once. If a previous unit is not locked, it must be locked before the next unit can be unlocked.
 - If a student is making up a different unit than the rest of the class, an individual unit can be unlocked for an individual student, but only one unit can be unlocked for an individual student at once. Select the dropdown arrow next to the individual unit status for the student to set the lock/unlock to the appropriate status.

Monitor the Online Test Session

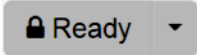
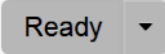



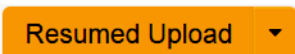


Test Administrators engage in active proctoring by walking around the testing environment during testing.

Clarify only general administration instructions for students (i.e., questions regarding test procedures) after reading the “SAY” directions word-for-word. TestNav assistance may only be provided if a student receives an error message or if the technology is not functioning correctly.

Test Administrators must not read the test content appearing on the students’ device screens.

Test Administrators should monitor student progress by watching the unit progress bar at the session level and the status of individual test units for individual students. Click the Refresh button to update the data displayed. Click on a student’s unit status to view more detailed information about the student’s test unit and item progress.

As students begin to sign in and start the test, the unit status field next to the student’s name will show one of the following for the current unit:

Status	Explanation
	The test session is prepared, but the unit is locked.
	The unit is unlocked. The student has not yet started the unit.
	The student signed in and started the unit.
	The student saved and exited the test unit but has not submitted their final answers for the unit.
	The unit can be re-entered by the student. If the unit is not set to “Resumed” status by a Test Administrator after the student has exited the unit, the unit cannot be re-entered. This status uses only the test data last sent to the Pearson server rather than data saved on a specific machine.
	The unit can be re-entered by the student. This status forces TestNav to check for a saved response file (SRF) on the testing machine when the student signs back into the machine. For more information, refer to https://support.assessment.pearson.com/x/DAACAQ .
	The unit was completed and final answers for the unit were submitted by the student. Responses were received by Pearson.
	The SAC marked the test unit complete.

Resume Test Units After Interruptions

If there is an interruption to testing, the student should select the button next to his or her name displayed in the top right corner of the screen; choose the option “Sign out of TestNav”; then select “Save and Return Later” on the Exit Test screen.

The test will be closed and the student will be listed in “Exited” status on the **Students in Sessions** screen. A Test Administrator must resume the student’s test unit before the student can continue with the same unit. A student cannot resume a unit until a Test Administrator authorizes the student to do so.

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

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

To resume* a student’s test unit, follow these steps in PearsonAccess^{next} using the Test Administrator computer or tablet.

1. Go to **Testing > Students in Sessions**.
2. Locate the student’s test session.
3. Search to find the student(s) whose status you want to view.
4. Use one of two options to change the student’s status.
 - If you have a small number of students, click the arrow next to the student’s unit status and select **Resume** or **Resume Upload**.
 - If the unit status is “Exited” in PearsonAccess^{next} and TestNav is shut down on the student device, select “Resume” to use only the test data last sent to the Pearson server rather than data saved on a specific testing machine.
 - If the unit status is “Active” in PearsonAccess^{next} and TestNav is shut down on the student device, select “Resume Upload” to force TestNav to check for a saved response file (SRF) on the testing machine when the student logs back in to continue.
 - If you have multiple student tests to resume at the same time, select the checkbox next to the students whose unit statuses you wish to update. Open the task list, select **Resume Student Tests**, and click **Start**. Select the checkbox next to the unit that needs to be resumed for the students and click **Resume**. When you resume a test using this option, the test is set to “Resumed Upload”. This forces TestNav to check for an SRF on the testing machine when a student logs back in to continue.

*A unit cannot be resumed if it is in “Resumed,” “Marked Complete,” or “Completed” status.

Follow your school’s protocol if there is a technical problem. You may need to contact the local technology coordinator (the School or District Technology Coordinator).

For any problems involving PearsonAccess^{next} or TestNav, call Pearson at **1-888-687-4759**. If a student prematurely selects the **Submit Final Answers** button, the Test Administrator must contact the SAC who will contact the DAC.

NOTE: Student test units will only go into “Completed” status if the student has selected the green **Submit Final Answers** button on the **End of Unit** screen.

Administrator “SAY” Directions







The Administrator “SAY” directions are a script for Test Administrators to follow on each day of testing. The Test Administrator must read aloud WORD-FOR-WORD the material that is preceded by the “SAY” symbol and printed in bold type. The provided “SAY” script must be used for all test units. The material in italics is information meant for Test Administrators and should not be read aloud to students.

Test Administrators providing the Auditory Presentation: Oral Script for Translation into Languages other than English or Spanish or Human Signer accommodation must follow the guidelines in the *Oral Script for Translation, CBT* document that is provided separately.

After the “SAY” directions are read word-for-word, they may be repeated or clarified, at the request of students, as long as the substance of the directions is not changed. “SAY” directions may be repeated as many times as needed. No test items may be clarified.


If providing the **General Administration Directions Clarified in Student’s Native Language** accommodation to an English learner, then these guidelines must also be followed in providing clarifications in the student’s native language.

The test administration symbols shown below are used throughout the “SAY” directions.

	Precedes the directions the Test Administrator is to read aloud to students. “SAY” directions are printed in bold type .
	Appears as a reminder to unlock a test unit.
	Appears as a reminder to lock a test unit.
	Accompanies anything concerning the timing of the test.
	Indicates a reminder to verify text-to-speech volume prior to students signing into the test.
	Appears with a page number at the end of the “SAY” directions, indicating where the Test Administrator should begin reading “SAY” directions if students are proceeding to the next test unit immediately after completing the current test unit.

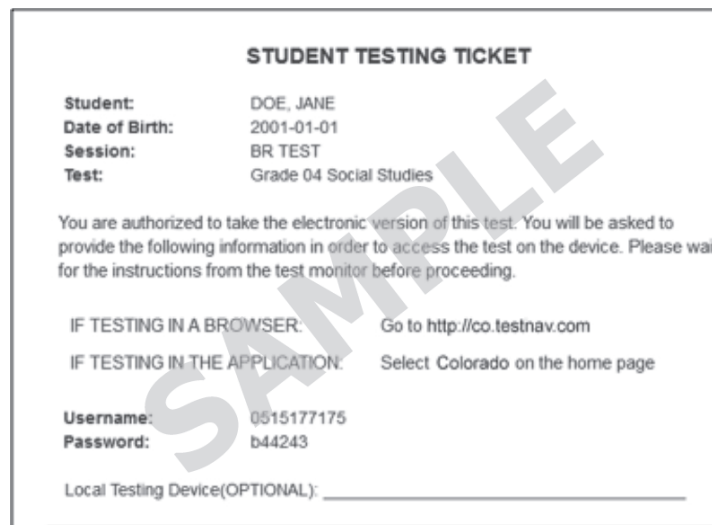
Test Administrator Notes Prior to Testing

1. Confirm that all testing devices are turned on and the TestNav Sign In screen for Colorado is available.



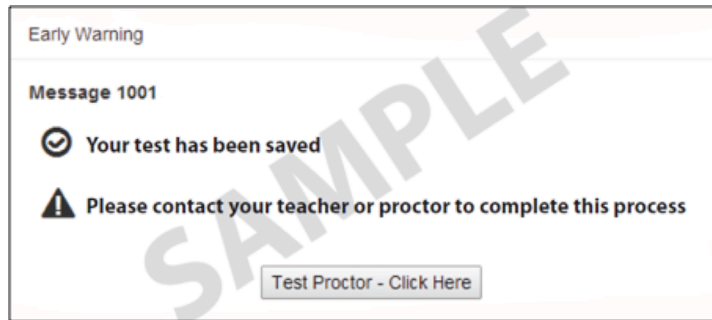
- **App Testing:** Open the TestNav app and select Colorado.
 - **Browser Testing:** Open the Firefox ESR 45 (32-bit) browser and enter co.testnav.com.
 - After entering the TestNav URL, a security warning message concerning Java may appear. Select the Yes, Allow or Don't Block button to enable Java for TestNav.
2. The SAY directions will tell you when to distribute the following student test materials:
 - Student Testing Tickets – If a student arrives to test and you do not have a ticket for that student, immediately contact the SAC.
 - Scratch paper (optional)
 3. Note any students who are absent and provide this information to the SAC to arrange for make-up testing. Lock the test unit for the individual absent student(s) in PearsonAccess^{next}.
 4. Administration directions will need to be adjusted for students requiring additional materials needed as part of an accommodation plan.
 5. Note the specific device on which each student is testing. This can be recorded on the “Local Testing Device” line that appears on the Student Testing Ticket. Each student should use the same device for all three units to aid in response data recovery if needed.

Sample Student Testing Ticket

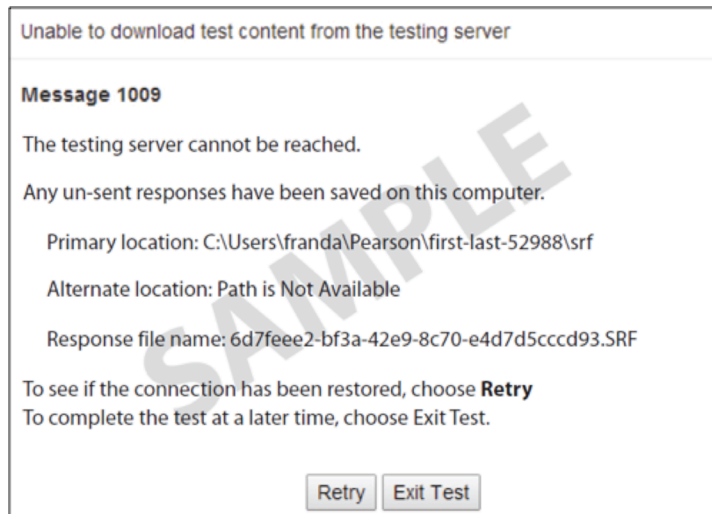


Sample TestNav Errors

If a student receives an Early Warning message, select the Test Proctor - Click Here button on the student's screen.




Then select Retry.





A list of the top ten error messages received by students is located in the Appendix of this manual. This list includes steps for error resolution. If the errors cannot be resolved, call the Pearson Help Desk at 1-888-687-4759.

Science Test “SAY” Directions (Online) – All Units

Use this script for all units of the online High School science test.

 **At the session level in PearsonAccess^{next}, unlock the unit that is to be tested before reading the “SAY” directions.**

- At the student level, lock () the unit for any absent students.
- At the student level, unlock () appropriate test units for any make-up students.

Confirm that all testing devices are turned on and the TestNav Sign In screen for Colorado is available.

- It is highly recommended that students use the same device for each day of testing. This can be tracked on Student Testing Tickets by identifying the device used by each student (e.g., iPad #7, Chromebook #26).

Read to students for each unit:

SAY Today you will take Unit ___ (fill in the appropriate unit) of the CMAS High School Science assessment.

If you have any make-up students in the room, communicate the unit, if different.

If your district allows reading materials

SAY If you brought a book with you, place it under your seat.

Make sure students do not have access to cell phones or other electronic devices during testing. These devices are prohibited and their use for any purpose may result in a misadministration.

SAY You may not have any electronic devices other than your testing device. Making calls, texting, taking pictures, using social media, and browsing the Internet are not allowed.

If cell phones can be collected at your school,

SAY If you have your cell phone or any other devices with you, make sure they are turned off and I will collect them now. I will return them to you at the end of the testing session.

If cell phones cannot be collected at your school,

SAY If you have your cell phone or any other device with you, make sure they are turned off and securely stored.

If your school has a policy that prohibits the collection of cell phones, be sure that students have stored their cell phones in their lockers, backpacks, or other designated areas prior to starting the assessment.

SAY You will take this assessment using an online testing system. I will hand you a Student Testing Ticket. You will use this to sign in to the test. Do NOT sign in until I tell you to do so. Hold on to your ticket. It will be collected at the end of the unit.

Distribute Student Testing Tickets. Ensure that every student has a Student Testing Ticket with his/her name on it. Maintain the Student Testing Tickets for absent students and store separately. At a later time, you may choose to write on the ticket: Absent Unit ___ (fill in the appropriate unit). Provide absent student information to the SAC after the testing session to arrange for make-up testing.

NOTE: If a student begins testing on another student’s online test, this may result in a misadministration.

If any students are assigned a text-to-speech form, read the following SAY directions preceded by the TTS icon:

TTS If you are using text-to-speech, plug-in your headphones and put them on now.

Pause.

TTS On the screen below the “Sign In” button, select the “Test Audio” link. Make sure you can hear through your headphones and adjust the volume on your device. The volume cannot be changed after you sign in to begin the test. Raise your hand if you need help.

*Verify in PearsonAccess^{next} that these students are assigned the appropriate text-to-speech form (see **TTS** (English) or **STTS** (Spanish) marker next to the student’s SASID). If the marker is missing, the form was not assigned to the student. DO NOT have the student sign in to TestNav. Immediately contact the SAC. A form cannot be reassigned once a student signs in to TestNav.*

SAY Look at your Student Testing Ticket. Find your first and last name on it. If your name is not on the ticket, raise your hand.

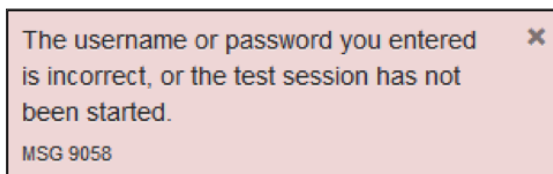
Ensure that every student has a Student Testing Ticket with his/her name on it and that each student signs in to his/her online test.

NOTE: If a student begins testing on another student’s online test, this may result in a misadministration.

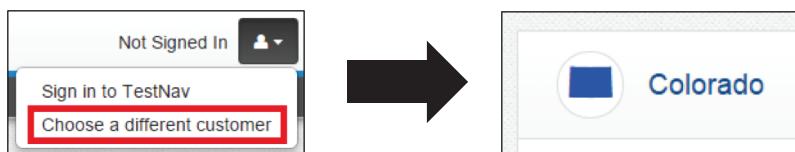
★ SAY Enter your Username exactly as it appears on the bottom of your ticket.

Pause while students locate their username on the Student Testing Ticket and type it into the field on the computer screen.

SAY Enter the Password exactly as it appears on your ticket. Select the blue Sign In button (**Sign In**). If you receive a message that says, “The username or password you entered is incorrect,” raise your hand.



Assist any students having problems with the sign in process. Ensure that students are entering their username and password exactly as they appear on their Student Testing Tickets. For the desktop app, tablets, and Chromebooks, ensure that the Sign In screen says “Colorado”. If students are using an app and the Sign In screen does not say “Colorado”, select the user menu in the top right corner of the screen and select “Choose a different customer” from the drop-down menu. On the new screen, select the “Colorado” icon.




*After the student enters the username and password, the student may see a pop-up box asking “Do you want to run this application?” The student will need to select the checkbox saying not to show this message again and then select the **Run** button.*

When all students have signed in, continue.

SAY You will see a message that says, “Confirm App Self-Lock.” Click or tap “Yes” to continue testing.


Students who click or tap “No” cannot start or continue testing.

SAY Once you have signed in, find **your name** in the top right corner of the screen (J. Doe ). If you do not find **your name**, raise your hand.

Assist any student who does not find his or her name displayed at the top of the screen. If a different name appears on the TestNav screen:

- Have the student exit the test by selecting the button next to the displayed name; choose the option **Sign out of TestNav**.
- Check that the student has the correct Student Testing Ticket and attempt to sign in again.
- If the error persists, continue administering the test to the rest of the class. After reading the rest of the Administrator “SAY” instructions and after the other students have started testing, contact the Pearson Help Desk at 1-888-687-4759.

NOTE: If a student begins testing on another student’s online test, this may result in a misadministration.

SAY You should be on the “Available Tests” screen. The assessment is divided into three units. You will only work on Unit __ (fill in the appropriate unit) at this time. Select the Start button for Unit __ (fill in the appropriate unit). If you cannot select the Start button, select the Refresh button ( Refresh), and then select the Start button. Raise your hand if you need help.

Wait for students to select the Start button. If you have any make-up students in your test environment, communicate the appropriate make-up unit information to the students and check to make sure they have access to that test unit.



SAY You should see a “Welcome” screen that says “CMAS High School Science.” Does everyone see “CMAS High School Science” on the screen?

Assist any students who do not see the words “High School Science” on their screen.

SAY Select the blue Start Test Now button ().

Wait for students to select Start Test Now.

SAY You should see a screen that says Unit __ (fill in the appropriate unit). If you do not see this screen, raise your hand.

Verify that all students are on the correct unit. If the student's screen does not say the correct unit, check that the appropriate unit is unlocked for the student in PearsonAccess^{next} and that the other units are locked for the student.

- If the TestNav unit matches the unlocked unit for the student in PearsonAccess^{next}, the wrong unit may have been unlocked. Instruct the student to sign out of TestNav, lock the incorrect unit in PearsonAccess^{next}, unlock the correct unit, and then instruct the student to sign back into TestNav.
- If the TestNav unit does not match the unlocked unit for the student in PearsonAccess^{next}, continue to deliver the Administrator "SAY" directions to the other students. After reading the rest of the Administrator "SAY" instructions and after the other students have started testing, contact the Pearson Help Desk at 1-888-687-4759.

SAY You will take this test by yourself. You may not go to other websites or use materials from class. You may not look at another student's test or answers, or show another student your test or answers. You may not talk or write about the test with other students during or after the test.

Pause.

SAY I will not be able to help you with the online tools or test questions during the test.

Pause.

SAY Read each question. Then, follow the directions to answer each question. If you do not know the answer to a question, you may bookmark it and go on to the next question. Keep in mind that test questions may take a few seconds to load.

Pause.

SAY You may use the Notepad tool (), found in the toolbar, to take notes while you take the test.

Follow the district's scratch paper policy:

If no scratch paper is to be provided,	Skip ahead to "SAY" directions that appear after this option box
If scratch paper is to be provided,	SAY If you would prefer to use scratch paper for taking notes, raise your hand. <i>Distribute blank scratch paper, as requested, to students. Students may exchange for a new piece of scratch paper during the unit, but may only have one piece at a time.</i>

SAY There will be an exhibits button on the right side of your screen. You may select this button to access a periodic table during the test. Select an element to view its information.

Pause.

SAY After the last question, you will come to the "End of Unit" screen. If you finish early, you may review your answers and any questions you may have bookmarked. When you are ready, submit your final answers for the from the "End of Unit" screen. Once you submit your final answers, you will not be able to return to the unit.

Pause.

SAY If you need help submitting your final answers for the unit or have any difficulties with your testing device, raise your hand and I will help you. Are there any questions?

Pause to answer any questions and then continue.

SAY You will have 60 minutes to complete Unit __ (fill in the appropriate unit) of the test. I will let you know when you have 10 minutes of testing time left.



Options for timing of the test administration will vary. Read the appropriate option based on your district's policy.

Option A – Students are to sit quietly when they are done testing.	SAY If you have completed the unit and submitted your final answers before the time is up, you must sit quietly for the remainder of the time.
Option B – Students will be dismissed when they are done testing.	SAY If you have completed the unit and submitted your final answers before the time is up, I will dismiss you.
Option C – Students may read when they are done testing.	SAY If you have completed the unit and submitted your final answers before the time is up, you may sit quietly or read for the remainder of the time.

SAY Select the blue Start Section button (← →) and begin working now.



Record the start time. Calculate the stop time and the time to announce the 10 minute warning. At the discretion of the Test Administrator, a 3 minute class stretch break may be allowed during the unit.

- Add 50 minutes to the start time. This is the 10 minute warning time.
- Add 60 minutes to the start time. This is the stop time. Write this time on the blackboard, whiteboard, chalkboard, or other display.
- If you are pausing the test for a 3 minute stretch break, the stop time must be adjusted by 3 minutes at the end of the break.

At the discretion of the Test Administrator, if/ when a stretch break is taken,	<p>SAY Please stop and cover your screen. We will take a silent three minute stretch break. No talking is allowed.</p> <p style="text-align: center;"><i>Adjust the stop time by 3 minutes.</i></p> <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Start time</td> <td style="padding: 2px;">8:40</td> </tr> <tr> <td style="padding: 2px;">Start time + 50 minutes</td> <td style="padding: 2px;">9:30 (10 minute warning)</td> </tr> <tr> <td style="padding: 2px;">Start time + 60 minutes</td> <td style="padding: 2px;">9:40 (stop time)</td> </tr> <tr> <td style="padding: 2px;">Stop time + 3 minutes</td> <td style="padding: 2px;">9:43 (time adjusted for stretch break)</td> </tr> </table> <p style="text-align: center;"><i>After 3 minutes have passed,</i></p> <p>SAY You may now resume testing.</p>	Start time	8:40	Start time + 50 minutes	9:30 (10 minute warning)	Start time + 60 minutes	9:40 (stop time)	Stop time + 3 minutes	9:43 (time adjusted for stretch break)
Start time	8:40								
Start time + 50 minutes	9:30 (10 minute warning)								
Start time + 60 minutes	9:40 (stop time)								
Stop time + 3 minutes	9:43 (time adjusted for stretch break)								

Monitor students

- While students work, move around the room. Ensure that students are focused on their own work. This can be done without actively reading the test content on students' device screens.

- You may monitor the status of each student's unit from your computer or tablet while viewing the Students in Sessions screen. Remember to refresh the page occasionally. You may also monitor each student's item-by-item test progress by selecting the unit status in line with their name on the Students in Sessions screen.
- Test Administrators must be actively engaged in observing student behavior at all times during the administration of the CMAS: Science assessment.
 - Test Administrators must confirm that students do not have access to any prohibited materials, such as cell phones or other personal electronic devices.
 - If a student is off task (e.g., the student is sleeping or not paying attention to the task), you may redirect the student's attention to the test without coaching or assisting the student in any way. You may do this by saying, "[Student name], please continue working." You may not remind or encourage a student to answer all questions if the student has only completed some questions on the assessment, except at the 10 minute warning. You may not use redirection as a pacing strategy.

Interruptions

- If a student must temporarily leave the testing area, the student's device screen must be covered.
- With the exception of a school emergency, only one student may leave at a time. Even individual students should only be allowed to exit under extreme circumstances.
- If a student receives an Early Warning message, select the Test Proctor - Click Here button on the student's screen. Then select Retry. For additional information, you may refer to the Appendix for a list of common error codes and their resolutions or go to <https://support.assessment.pearson.com/display/TN/Error+Codes>. If the test does not resume, call the Pearson Help Desk at 1-888-687-4759.
- Refer to the "Stops in Testing" section on pages 9 and 10 of this manual for more information.

If a student finishes before 60 minutes have passed and needs help exiting TestNav,

Refer to the exit instructions on page 32 to guide the student through the exit process. If the student has signed out successfully, the student's unit status will change to "Completed" in PearsonAccess^{next}.

Once the student has completed and successfully submitted his/her final answers for the test unit, he or she may be permitted to read silently if allowed by the school district. No talking and no other schoolwork is permitted.



After students have been testing for 50 minutes, if any students are still working on the test,

SAY There are 10 minutes remaining. Remember to check your work and make sure that you try to answer all the questions.



When students have tested for 60 minutes (or if all students have finished before 60 minutes),

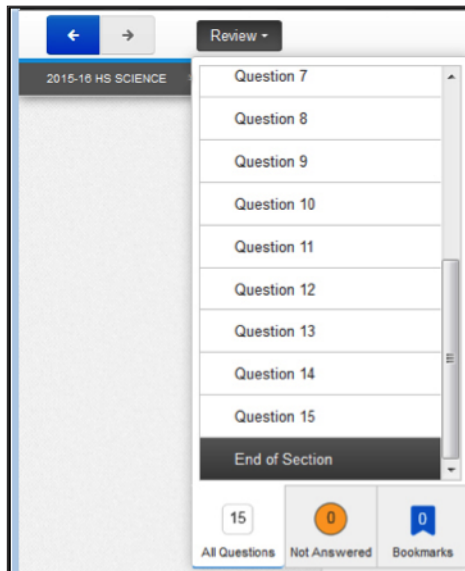
SAY Stop. This is the end of Unit __ (fill in the appropriate unit).

Pause.

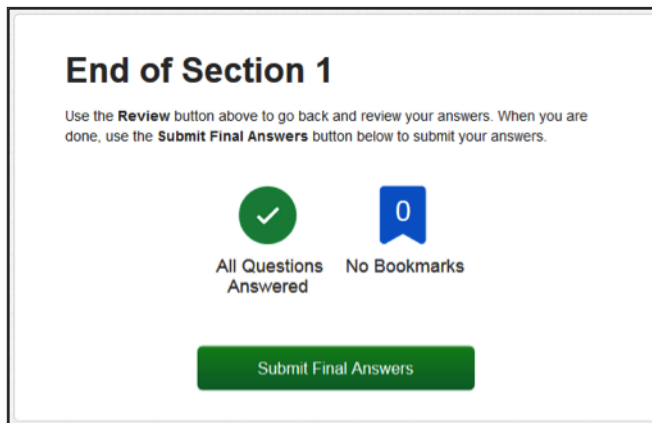
SAY Select the Review drop-down menu at the top left corner of your screen (Review ▾).

Pause.

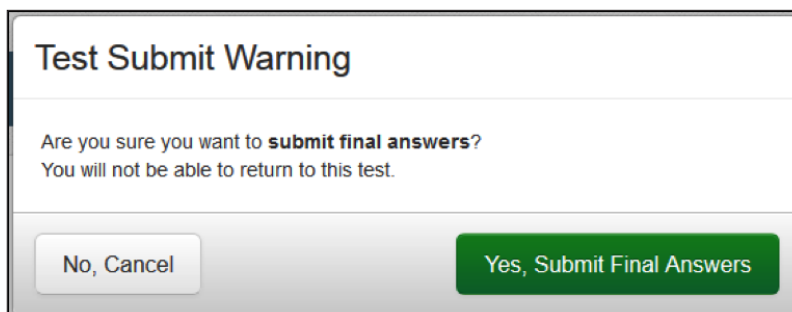
SAY Scroll to the bottom of the Review drop-down menu and select End of Section.



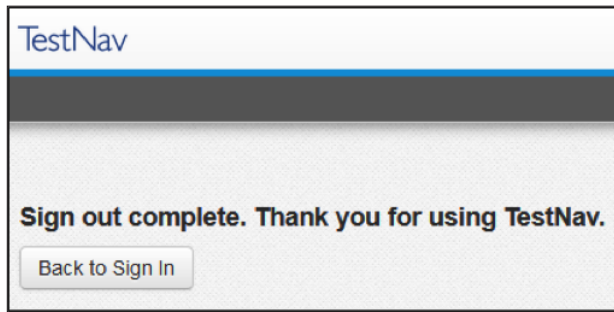
SAY Next, select the green “Submit Final Answers” button.



SAY The “Test Submit Warning” screen will appear. Select the green “Yes, Submit Final Answers” button.



SAY You should see a message on the screen that says, “Sign out complete. Thank you for using TestNav.”

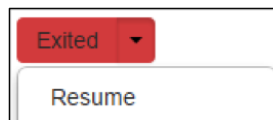


SAY Are there any questions?

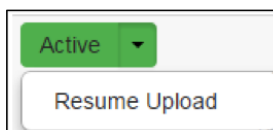
Pause to answer any questions.

Verify in PearsonAccess^{next} that all students who just completed testing show a unit status of “Completed” (Completed) in the appropriate unit column on the **Students in Session** screen.

- If any students are in “Exited” status, they did not submit their final answers before signing out of TestNav.



- Resume the student’s test and have the student sign in to TestNav using their Student Testing Ticket.
- The student should then go through the proper steps to submit their final answers.
- Confirm that the student’s unit status changes to “Completed” in PearsonAccess^{next}.
- If any students are in “Active” status, but they are no longer signed in to TestNav, they are not properly logged out of the test (e.g., the computer froze or the browser crashed during testing or while the student was submitting their answers).



- Change the student’s status to “Resume Upload” and have the student sign in to TestNav on the same device using their Student Testing Ticket.
- The student should then go through the proper steps to submit their final answers again.
- Confirm that the student’s unit status changes to “Completed” in PearsonAccess^{next}.



Lock the tested unit at the session level.

- The unit status for students who just completed testing should now be locked and “Completed” (Completed).
- The unit status for students who were absent should be locked and “Ready” (Ready).

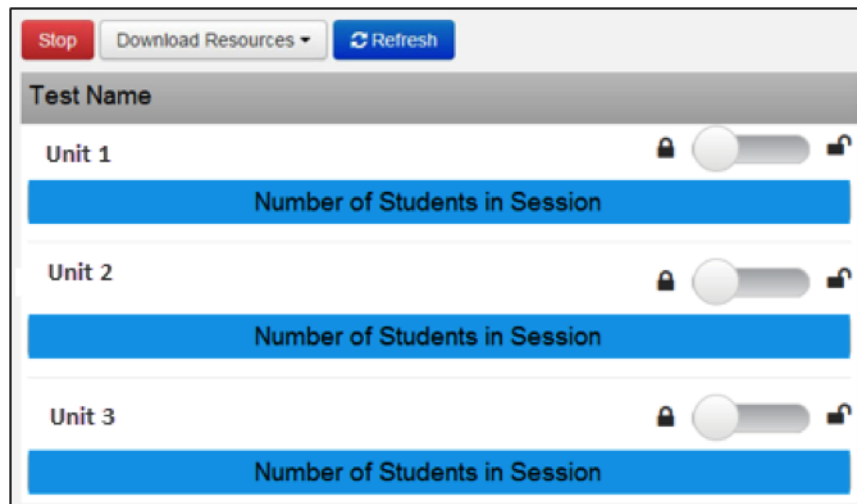
<p><i>If students are proceeding to the next unit immediately after completing the tested unit,</i></p>	<p>Collect any used scratch paper.</p> <p>SAY Select the “Back to Sign In” button.</p> <p>Turn to page 24 to resume the “SAY” directions for the next unit, beginning at the star (★). Students will not be able to start the next unit until:</p> <ul style="list-style-type: none"> • all students in the test environment have completed the current unit, • the Test Administrator has locked the current unit in PearsonAccess^{next}, and • the Test Administrator has unlocked the next unit.
<p><i>If students are taking an extended break before the next unit or will be taking the next unit on another day,</i></p>	<p>Sign out of PearsonAccess^{next}. Do not stop the test session in PearsonAccess^{next} until all three units have been completed. Collect Student Testing Tickets, any accommodated test materials, and used scratch paper and place in an unsealed secure return envelope.</p> <p>Return the secure return envelope to the SAC. Document the return of all secure test materials (used and unused) on your school’s chain of custody form.</p>
<p><i>If all students in the session have completed all three units of the test,</i></p>	<p>See the steps on page 32 for “Completing Online Administration”.</p>

Completing Online Administration

A student's test will be submitted for scoring as soon as the student selects the green **Submit Final Answers** button at the end of Unit 3. Incomplete tests will need to be marked as complete by the SAC.

After all students have submitted all three units, stop the session.

- All units for all students in the session must be in "Completed" or "Marked Complete" status to stop the session.


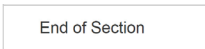


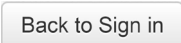


- Select the red Stop button located on the Students in Sessions screen to close the test session. This will be completed by the SAC only if student test units need to be marked complete.

Student Testing Tickets, any accommodated materials, and used scratch paper must be returned to the SAC after the test session.

TestNav Exit Instructions

Refer to the following instructions as a guide to help students log out of TestNav. If a student submits final answers prior to completing a unit, contact the SAC who will contact the DAC.

1. Select the  button.
 2. Scroll to the bottom of the drop-down menu and select the  option.
 3. Select  on the End of Unit screen.
 4. Select  on the Test Submit Warning screen.
 5. The student will see a message on the screen that says, "Sign out complete. Thank you for using TestNav." The student has submitted their answers for the unit and logged out successfully from TestNav.
- If continuing to the next unit, select  on the screen.

This part of the Test Administrator Manual includes information about Paper Test Administration for when paper-based testing is being utilized. Information includes:

- Responsibilities of the Test Administrator
- Student Test Materials
- Activities on the Testing Day
- Administrator “SAY” Directions
- Completing Paper Administration

Responsibilities of the Test Administrator

The primary responsibility of the Test Administrator is to provide a standardized, ethical administration of the assessment. This will ensure that every student has an equal opportunity to demonstrate, within the standard conditions provided to all students in Colorado, his or her knowledge and skills.

Test Administrator Responsibilities Checklist

During All Stages:

- Ensure that all test materials are secured at all times following state requirements. Test materials must be kept in a secure, locked central location at all times when not being used for testing. Test materials must not be stored in classrooms.
- Maintain test security and the chain of custody for secure materials.

Before Testing:

Training

- Attend the trainings provided by your district or school. For additional information regarding proper testing procedures and training, go to: <http://avocet.pearson.com/CO/Home>.
- Sign the *Colorado Security Agreement* form and return it to the SAC.
- Review the *CMAS Test Administrator Manual* and the *CMAS and CoAlt Procedures Manual*, including *Section 6.0 Administrative Considerations, Accessibility Features, and Accommodations* (if administering an accommodated form of the assessment).

Preparing Students

- Discuss accommodations with students prior to testing to explain what materials or types of assistance will be available to them during the assessment. This includes explaining to students the level of reading support the Test Administrator is allowed to provide to students during the test.

Paper Testing Setup

- Prepare the testing space appropriately.
- Post the “Do Not Disturb” sign on the door outside the testing space.

- ❑ Use the CMAS Roster for Paper Forms as a checklist to verify that students listed on the roster have pre-ID labels. If the information on a pre-ID label is incorrect, Test Administrators may be designated to complete the demographic page on the test book. Check with the SAC for guidance.
- ❑ Receive paper-based test materials from SACs.
- ❑ Verify that all materials have been received for the administration of accommodated forms (i.e., visual descriptions with large print and braille test kits, oral script for the Auditory Presentation accommodation, periodic tables, Spanish test books).
- ❑ If the SAC has not done so, prior to testing, write school, district, and teacher information on students' test books. (This may be done immediately after the testing session.)

During Testing:

- ❑ Account for all students enrolled in the test session.
 - If a student is absent, notify your SAC.
- ❑ Keep track of make-up students who may be taking a different unit of the test than other students in the same room.
 - If a student is making up a previously started unit, monitor and ensure the student does not alter any previous responses.
 - Contact your SAC for further instructions on make-up testing.
- ❑ Read aloud the Administrator "SAY" directions exactly as printed in the *CMAS Test Administrator Manual*.
 - **Test Administrators providing an Auditory Presentation: Oral Script (i.e., *Oral Script English – PBT*, *Oral Script Spanish – PBT*, *Oral Script for Translation – PBT* [for translation into languages other than English or Spanish]) or Human Signer accommodation must follow the guidelines in the oral script document that is provided separately.**
 - Clarify only general administration instructions (i.e., questions regarding test procedures) after reading the "SAY" directions word-for-word. Do not answer any questions related to test content.
- ❑ Distribute materials (e.g., test books, periodic tables, scratch paper, visual descriptions with large print test kits, Spanish test books). If pre-ID labels were previously applied to test books, ensure that the materials are distributed to the correct students.
- ❑ Actively administer the test.
- ❑ Maintain the security of all secure materials, including accommodated materials and used scratch paper.
- ❑ At the end of each test unit:
 - Collect any used and unused secure test materials and deliver them to the SAC.
 - Document the return of all secure test materials (used and unused) on your school's chain of custody form.
- ❑ Document any unusual circumstances or breaches of test security regulations.

After Testing:

- ❑ Report any unusual circumstances or breaches of test security regulations to the SAC, who must then notify the DAC.

Student Test Materials

Required Test Materials

Students may have only the following materials on their desks during testing:

- Pencil; only No. 2 pencils with erasers may be used.
- Paper-based test materials (e.g., test books, periodic tables) and accommodated materials (e.g., Spanish test books, visual descriptions included in large print kit).
- Scratch paper (blank, lined, graph, or as specified in a student's IEP and/or 504 Plan).*

* Each student is to be provided with scratch paper for each test unit. Students may exchange used scratch paper for a new piece of scratch paper, but may only have one piece at a time. All scratch paper must be inspected before use to verify that it is free of any writing. All used scratch paper must be collected at the end of the unit and returned to the SAC in an unsealed secure return envelope.

Large Print and Braille Test Materials

The large print test books are spiral bound and the dimensions of the books are 14 inches by 18 inches. Each large print test book is sealed by test unit.

Separate visual description documents are included in the large print test kits. These picture descriptions describe some of the images or graphics in the student's test book. Descriptions are not included for all visuals; they are included to increase accessibility to select images.

Braille test books are not sealed. Teachers of students with visual impairment (TVIs) who are administering the assessment in braille will need early access to the braille notes, up to four days prior to administering the assessment, in order to gather additional materials needed to provide students with access to the assessment. While reviewing the Teacher Notes, TVIs are not to review the test book contents.

Spanish Test Materials

Spanish test materials, which provide test content in Spanish, are available for use by English learners who meet the accommodation criteria (see *Section 6.0 Administrative Considerations, Accessibility Features, and Accommodations* in the *CMAS and CoAlt Procedures Manual* for additional information). These printed books are sealed by unit.

Activities on the Testing Day

Access to Secure Test Materials

- Test Administrators administering the paper-based CMAS: Science assessment may have access to test books and periodic tables only on the days the assessment is being administered.
 - Test Administrators providing accommodations to students may need access to accommodated materials (i.e., oral scripts, teacher notes for braille) prior to the testing day.
- Test books and periodic tables must be distributed just prior to administration.
- CDE recommends that tests are distributed no more than 15 minutes prior to the testing session and are collected within 15 minutes after the testing session.
- Test Administrators are allowed to read the Administrator SAY instructions. These instructions may be repeated or clarified as long as the substance of the directions is not changed.

Monitor the Paper Test Session

Test Administrators engage in active proctoring by walking around the testing environment during testing.

Clarify only general administration instructions (i.e., questions regarding test procedures) after reading the “SAY” directions word-for-word. Do not answer any questions related to test content.

Test Administrators must not read the test content appearing in the students’ test books.

Interruptions to Testing

If there is an interruption to testing, students must close their test books. This includes:

- Giving students breaks.
- Changing test rooms.
 - When changing testing rooms, students may not carry their own test materials.
 - The new room should be properly prepared for testing.
- Allowing a student to leave the test room in emergency situations.
 - If an emergency arises and a student needs to leave the testing room, no test materials may be taken from the room.
 - If a student cannot continue testing, contact the SAC.

Administrator “SAY” Directions




The Administrator “SAY” directions are a script for Test Administrators to follow on each day of testing. The Test Administrator must read aloud WORD-FOR-WORD the material that is preceded by the “SAY” symbol and printed in bold type. A “SAY” script is provided for Unit 1 and a separate script is provided for Units 2 and 3. The material in italics is information meant for Test Administrators and should not be read aloud to students.

Test Administrators providing the Auditory Presentation: Oral Script or Human Signer accommodation must follow the guidelines in the *Oral Script, PBT* document (English, Spanish, or for Translation) that is provided separately.

After the “SAY” directions are read word-for-word, they may be repeated or clarified, at the request of students, as long as the substance of the directions is not changed. “SAY” directions may be repeated as many times as needed. No test items may be clarified.

If providing the General Administration Directions Clarified in Student’s Native Language accommodation to an English learner, then these guidelines must also be followed in providing clarifications in the student’s native language.

The test administration symbols shown below are used throughout the “SAY” directions.

	Precedes the directions the Test Administrator is to read aloud to students. “SAY” directions are printed in bold type .
	Accompanies anything concerning the timing of the test.
	Appears with a page number at the end of the “SAY” directions, indicating where the Test Administrator should begin reading “SAY” directions if students are proceeding to the next test unit immediately after completing the current test unit.

Test Administrator Notes Prior to Testing

1. Distribute No. 2 pencils to students before starting the SAY directions.
2. The SAY directions will tell you when to distribute the following student test materials:
 - Test books with school, district, and teacher name completed
 - Periodic tables
 - Scratch paper
3. Note any students who are absent and provide this information to the SAC to arrange for make-up testing.
4. Administration directions will need to be adjusted for students requiring additional materials needed as part of an accommodation plan.

Science Test “SAY” Directions (Paper) – Unit 1

Use this script for Unit 1 of the paper High School science test only. The script for Units 2 and 3 begin on page 43.

Read to students for Unit 1:

SAY Today you will take Unit 1 of the CMAS High School Science assessment. The only material you should have with you is a pencil [add additional materials needed as part of an accommodation plan].

If you have any make-up students in the room, communicate the unit, if different.

If your district allows reading materials

SAY If you brought a book with you, place it under your seat.

Make sure students do not have access to cell phones or other electronic devices during testing. These devices are prohibited and their use for any purpose may result in a misadministration.

SAY You may not have any electronic devices. Making calls, texting, taking pictures, using social media, and browsing the Internet are not allowed.

If cell phones can be collected at your school,

SAY If you have your cell phone or any other devices with you, make sure they are turned off and I will collect them now. I will return them to you at the end of the testing session.

If cell phones cannot be collected at your school,

SAY If you have your cell phone or any other device with you, make sure they are turned off and securely stored.

If your school has a policy that prohibits the collection of cell phones, be sure that students have stored their cell phones in their lockers, backpacks, or other designated areas prior to starting the assessment.

SAY I will hand you a test book, a periodic table, and a piece of scratch paper. You will need these materials to take the Science assessment. When you get your materials, do NOT open them, write on them, or break the seal on the edge of your test book until I tell you to do so. Do not fill in any information unless I tell you to do so. Keep your pencil on your desk until I tell you that you may use it.

If administering large print assessments,

SAY I will also give you a document that describes some of the images or graphics in your test book. Descriptions are not included for all visuals; they are included to help you access some of the images.

Distribute the test books, periodic tables, scratch paper, and appropriate accommodated materials. If pre-ID labels have already been affixed to the test books, make sure students get the test book with their pre-ID label. Note any students who are absent and provide this information to the SAC after the testing session to arrange for make-up testing.

SAY Look at the front of your test book. Does everyone see “High School Science” on the front of their test book?

Assist any students who do not have the correct test book.

SAY Print your first and last name in the space marked “Name” at the top of your test book and periodic table. The periodic table may be referenced during this assessment.

When all students are ready, continue.

SAY Open your test book to page 3 and follow along as I read the directions.

Wait for students to open their test books.

SAY The test is divided into three units. At the bottom of each page you will see the words GO ON or STOP. When you see the words GO ON, you may go on to the next page. When you see the word STOP, do not continue until told to do so.

Read each question, then mark the space for your answer in your test book. Do NOT make additional marks or notes in your test book; use the provided scratch paper. Only answers marked in your test book will be scored. If you need to change an answer, be sure to erase your first answer completely.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may go back and review questions and your answers in that unit only.

Pause.

SAY Does anybody have any questions about the directions?

Pause to answer any questions.

SAY Now you will see a set of three sample questions, starting with Sample A. The sample questions show examples of items like the ones that will be on the test.

Check to make sure students are on the correct page.

SAY Look at Sample A. This is a multiple choice item. Read the question and answer choices. Then fill in the bubble next to the best answer choice. It is important to completely fill the bubbles whenever you answer this type of question. It is also important to completely erase any mark you want to change. When you have finished Sample A, put your pencil down and look up.

When all students have stopped working,

SAY Are there any questions about how to mark your answer?

Pause to answer any questions about marking answers.

SAY Look at Sample B on page 4. This is a matching item. Read the question and answer choices. Draw a line from each description to the correct box in the diagram. When you have finished Sample B, put your pencil down and look up.

When all students have stopped working,

SAY Are there any questions about how to complete matching items?

Pause to answer any questions.

SAY Look at Sample C on page 5. This is a constructed response item. It will require you to write your answer in the box. Your answers to constructed response items will not be scored for spelling or grammar. Be sure to answer every part of the question. Read the information and then write your answer in the box. Make sure that your response does not go outside of the box surrounding the blank answer lines. When you have finished Sample C, put your pencil down and look up.

When all students have stopped working,

SAY Are there any questions about how to complete constructed response items?

Pause to answer any questions.

SAY You will take this test by yourself. You may not use materials from class. You may not look at another student's test or answers, or show another student your test or answers. You may not talk or write about the test with other students during or after the test.

Pause.

SAY I will not be able to help you with test questions during the test.

Pause.

SAY You may use the scratch paper that has been provided to you. If you need a clean piece of scratch paper during the test, raise your hand and I will bring one to you. You may not share your scratch paper with other students. Answers written on scratch paper will not be scored.

Students may exchange for a new piece of scratch paper during the unit, but may only have one piece at a time.

Directions for breaking the seal follow. Pick up one of your students' test books and, without breaking the seal, demonstrate as you read the following.

SAY Turn to page 7. Your test book is closed by three seals on the right side. The first seal on the edge of your test book needs to be broken. First watch me do it. To break the seal, hold your test book in one hand. Then use your other hand to pull and remove the red tab on the edge of the test book. Break only the first seal on your test book in the same way as I have demonstrated. Raise your hand if you need help.

Monitor the students to ensure that they are breaking the correct seals. Move around the testing room to collect the detached tabs and to assist any student who may be having difficulty. Dispose of the tabs that detached while breaking so that they are not returned with the test books. When all students are ready, continue.

SAY After the last question, you will see the word STOP. You will see text below the STOP icon that reads: "You have finished this unit. Check that you have answered every question in this unit." You must not go beyond this page. When you finish, close your test book, raise your hand, and I will collect your test materials. Once I have collected your materials, you will not be able to return to the unit. Are there any questions?

Answer all questions. When all students are ready, continue.

SAY You will have 60 minutes to complete Unit 1 of the test. I will let you know when you have 10 minutes of testing time left.



Options for timing of the test administration will vary. Read the option below based on your district's policy.

Option A – Students are to sit quietly when they are done testing.	SAY If you have completed the unit and turned in your test book before the time is up, you must sit quietly for the remainder of the time.
Option B – Students will be dismissed when they are done testing.	SAY If you have completed the unit and turned in your test book before the time is up, I will dismiss you.
Option C – Students may read when they are done testing.	SAY If you have completed the unit and turned in your test book before the time is up, you may sit quietly or read for the remainder of the time.

SAY Remember, you must not go beyond the STOP page in your test book. Turn the page and begin working now.



Record the start time. Calculate the stop time and the time to announce the 10 minute warning. At the discretion of the Test Administrator, a 3 minute class stretch break may be allowed during the unit.

- Add 50 minutes to the start time. This is the 10 minute warning time.
- Add 60 minutes to the start time. This is the stop time. Write this time on the blackboard, whiteboard, chalkboard, or other display.
- If you are pausing the test for a 3 minute stretch break, the stop time must be adjusted by 3 minutes at the end of the break.

At the discretion of the Test Administrator, if/ when a stretch break is taken,

SAY Please stop and close your test book. We will take a silent three minute stretch break. No talking is allowed.

Adjust the stop time by 3 minutes.

Example:

Start time	8:40
Start time + 50 minutes	9:30 (10 minute warning)
Start time + 60 minutes	9:40 (stop time)
Stop time + 3 minutes	9:43 (time adjusted for stretch break)

After 3 minutes have passed,

SAY You may now resume testing.

Monitor students

- While students work, move around the room. Ensure that students are focused on their own work. This can be done without actively reading the test content in students' test books.
 - Make sure students are using No. 2 pencils, not pens.
- Test Administrators must be actively engaged in observing student behavior at all times during the administration of the CMAS: Science assessment.
 - Test Administrators must confirm that students do not have access to any prohibited materials, such as cell phones or other personal electronic devices.
 - If a student is off task (e.g., the student is sleeping or not paying attention to the task), you may redirect the student's attention to the test without coaching or assisting the student in any way. You may do this by saying, "[Student name], please continue working." You may not remind or encourage a student to answer all questions if the student has only completed some questions on the assessment, except at the 10 minute warning. You may not use redirection as a pacing strategy.

Interruptions

- If a student must temporarily leave the testing area, the student's test book must be closed.
- With the exception of a school emergency, only one student may leave at a time. Even individual students should only be allowed to exit under extreme circumstances.
- Refer to the "Stops in Testing" section on pages 9 and 10 of this manual for more information.

If a student finishes before 60 minutes have passed

SAY Are you completely done with this unit?

Upon student confirmation, remove all test materials from the student's work area.

Once the student has turned in test materials, he or she may be permitted to read silently if allowed by the school district. No talking and no other schoolwork is permitted.



After students have been testing for 50 minutes, if any students are still working on the test,

SAY There are 10 minutes remaining. Remember to check your work and make sure that you try to answer all the questions.



When students have tested for 60 minutes (or if all students have finished before 60 minutes),

SAY Stop. This is the end of Unit 1. Close your test book.

Pause.

SAY Are there any questions?

Pause to answer any questions.

If students are proceeding to Unit 2 immediately after completing Unit 1,

Collect used scratch paper and distribute new scratch paper to students.

Turn to page 44 to resume the "SAY" directions for Units 2 and 3, beginning at the star (★).

If students are taking an extended break before Unit 2 or will be taking Unit 2 on another day,

Collect all test materials, including any accommodated test materials, and place used scratch paper in an unsealed secure return envelope. Make sure the name of each student is written on his or her test book and periodic table before the materials are collected.

Return the materials to the SAC. Document the return of all secure test materials (used and unused) on your school's chain of custody form.

Science Test “SAY” Directions (Paper) – Units 2 and 3

Use this script for Units 2 and 3 of the paper High School science test.

Read to students for Units 2 and 3:

SAY Today you will take Unit ___ (fill in the appropriate unit) of the CMAS High School Science assessment. The only material you should have with you is a pencil [add additional materials needed as part of an accommodation plan].

If you have any make-up students in the room, communicate the unit, if different.

If your district allows reading materials

SAY If you brought a book with you, place it under your seat.

Make sure students do not have access to cell phones or other electronic devices during testing. These devices are prohibited and their use for any purpose may result in a misadministration.

SAY You may not have any electronic devices. Making calls, texting, taking pictures, using social media, and browsing the Internet are not allowed.

If cell phones can be collected at your school,

SAY If you have your cell phone or any other devices with you, make sure they are turned off and I will collect them now. I will return them to you at the end of the testing session.

If cell phones cannot be collected at your school,

SAY If you have your cell phone or any other device with you, make sure they are turned off and securely stored.

If your school has a policy that prohibits the collection of cell phones, be sure that students have stored their cell phones in their lockers, backpacks, or other designated areas prior to starting the assessment.

SAY I will hand you a test book, a periodic table, and a piece of scratch paper. You will need these materials to take the Science assessment. When you get your materials, do NOT open them, write on them, or break the seal on the edge of your test book until I tell you to do so. Do not fill in any information unless I tell you to do so. Keep your pencil on your desk until I tell you that you may use it.

If administering large print assessments,

SAY I will also give you a document that describes some of the images or graphics in your test book. Descriptions are not included for all visuals; they are included to help you access some of the images.

Distribute the test books, periodic tables, scratch paper, and appropriate accommodated materials. Ensure that every student has a test book with his/her name written in the space marked “Name” at the top of the test book. Note any students who are absent and provide this information to the SAC after the testing session to arrange for make-up testing.

SAY Look at the front of your test book. Does everyone see “High School Science” and their name on the front of their test book?

Assist any students who do not have the correct test book.

SAY At the bottom of each page you will see the words GO ON or STOP. When you see the words GO ON, you may go on to the next page. When you see the word STOP, do not continue until told to do so.

Read each question, then mark the space for your answer in your test book. Do NOT make additional marks or notes in your test book; use the provided scratch paper. Only answers marked in your test book will be scored. If you need to change an answer, be sure to erase your first answer completely.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may go back and review questions and your answers in this unit only.

Pause.

SAY Does anybody have any questions about the directions?

Pause to answer any questions.

SAY You will take the assessment by yourself. You may not use materials from class. You may not look at another student's test or answers, or show another student your test or answers. You may not talk or write about the test with other students during or after the test.

Pause.

SAY I will not be able to help you with test questions during the test.

Pause.

★ SAY Open your test book to page __ (fill in the appropriate page number: 39 for Unit 2, 73 for Unit 3).

Wait for students to open their test books.

SAY You may use the scratch paper that has been provided to you. If you need a clean piece of scratch paper during the test, raise your hand and I will bring one to you. You may not share your scratch paper with other students. Answers written on scratch paper will not be scored.

Students may exchange for a new piece of scratch paper during the unit, but may only have one piece at a time.

Directions for breaking the seal follow. Pick up one of your students' test books and, without breaking the seal, demonstrate as you read the following.

SAY The seal on the edge of your test book for Unit __ (fill in the appropriate unit) needs to be broken. First watch me do it. To break the seal, hold your test book in one hand. Then use your other hand to pull and remove the red tab on the edge of the test book. Break only the seal for Unit __ (fill in the appropriate unit) on your test book in the same way as I have demonstrated. Raise your hand if you need help.

Monitor the students to ensure that they are breaking the correct seals. Move around the testing room to collect the detached tabs and to assist any student who may be having difficulty. Dispose of the tabs that detached while breaking so that they are not returned with the test books. When all students are ready, continue

SAY After the last question, you will see the word STOP. You will see text below the STOP icon that reads: "You have finished this unit. Check that you have answered every question in this unit." You must not go beyond this page. When you finish, close your test book, raise your hand, and I will collect your test materials. Once I have collected your materials, you will not be able to return to the unit. Are there any questions?

Answer all questions. When all students are ready, continue.

SAY You will have 60 minutes to complete Unit ___ (fill in the appropriate unit) of the test. I will let you know when you have 10 minutes of testing time left.



Options for timing of the test administration will vary. Read the option below based on your district's policy.

Option A – Students are to sit quietly when they are done testing.	SAY If you have completed the unit and turned in your test book before the time is up, you must sit quietly for the remainder of the time.
Option B – Students will be dismissed when they are done testing.	SAY If you have completed the unit and turned in your test book before the time is up, I will dismiss you.
Option C – Students may read when they are done testing.	SAY If you have completed the unit and turned in your test book before the time is up, you may sit quietly or read for the remainder of the time.

SAY Remember, you must not go beyond the STOP page in your test book. Turn the page and begin working now.



Record the start time. Calculate the stop time and the time to announce the 10 minute warning. At the discretion of the Test Administrator, a 3 minute class stretch break may be allowed during the unit.

- Add 50 minutes to the start time. This is the 10 minute warning time.
- Add 60 minutes to the start time. This is the stop time. Write this time on the blackboard, whiteboard, chalkboard, or other display.
- If you are pausing the test for a 3 minute stretch break, the stop time must be adjusted by 3 minutes at the end of the break.

At the discretion of the Test Administrator, if/ when a stretch break is taken,	<p>SAY Please stop and close your test book. We will take a silent three minute stretch break. No talking is allowed.</p> <p style="text-align: center;"><i>Adjust the stop time by 3 minutes.</i></p> <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Start time</td> <td style="padding: 2px;">8:40</td> </tr> <tr> <td style="padding: 2px;">Start time + 50 minutes</td> <td style="padding: 2px;">9:30 (10 minute warning)</td> </tr> <tr> <td style="padding: 2px;">Start time + 60 minutes</td> <td style="padding: 2px;">9:40 (stop time)</td> </tr> <tr> <td style="padding: 2px;">Stop time + 3 minutes</td> <td style="padding: 2px;">9:43 (time adjusted for stretch break)</td> </tr> </table> <p style="text-align: center;"><i>After 3 minutes have passed,</i></p> <p>SAY You may now resume testing.</p>	Start time	8:40	Start time + 50 minutes	9:30 (10 minute warning)	Start time + 60 minutes	9:40 (stop time)	Stop time + 3 minutes	9:43 (time adjusted for stretch break)
Start time	8:40								
Start time + 50 minutes	9:30 (10 minute warning)								
Start time + 60 minutes	9:40 (stop time)								
Stop time + 3 minutes	9:43 (time adjusted for stretch break)								

Monitor students

- While students work, move around the room. Ensure that students are focused on their own work. This can be done without actively reading the test content in students' test books.
 - Make sure students are using No. 2 pencils, not pens.
- Test Administrators must be actively engaged in observing student behavior at all times during the administration of the CMAS: Science assessment.

- Test Administrators must confirm that students do not have access to any prohibited materials, such as cell phones or other personal electronic devices.
- If a student is off task (e.g., the student is sleeping or not paying attention to the task), you may redirect the student’s attention to the test without coaching or assisting the student in any way. You may do this by saying, “[Student name], **please continue working.**” You may not remind or encourage a student to answer all questions if the student has only completed some questions on the assessment, except at the 10 minute warning. You may not use redirection as a pacing strategy.

Interruptions

- If a student must temporarily leave the testing area, the student’s test book must be closed.
- With the exception of a school emergency, only one student may leave at a time. Even individual students should only be allowed to exit under extreme circumstances.
- Refer to the “Stops in Testing” section on pages 9 and 10 of this manual for more information.

If a student finishes before 60 minutes have passed,



Are you completely done with this unit?

Upon student confirmation, remove all test materials from the student’s work area.

Once the student has turned in test materials, he or she may be permitted to read silently if allowed by the school district. No talking and no other schoolwork is permitted.



After students have been testing for 50 minutes, if any students are still working on the test,



There are 10 minutes remaining. Remember to check your work and make sure that you try to answer all the questions.



When students have tested for 60 minutes (or if all students have finished before 60 minutes),



Stop. This is the end of Unit ___ (fill in the appropriate unit). Close your test book.

Pause.



Are there any questions?

Pause to answer any questions.

<p><i>If students are proceeding to Unit 3 immediately after completing Unit 2,</i></p>	<p><i>Collect used scratch paper and distribute new scratch paper to students.</i></p> <p><i>Turn to page 44 to resume the "SAY" directions for Units 2 and 3, beginning at the star (★).</i></p>
<p><i>If students are taking an extended break before Unit 3 or will be taking Unit 3 on another day,</i></p>	<p><i>Collect all test materials, including any accommodated test materials, and place used scratch paper in an unsealed secure return envelope. Make sure the name of each student is written on his or her test book and periodic table before the materials are collected.</i></p> <p><i>Return the materials to the SAC. Document the return of all secure test materials (used and unused) on your school's chain of custody form.</i></p>
<p><i>If all students in the session have completed all three units of the test,</i></p>	<p><i>Collect all test materials, including any accommodated materials, and place used scratch paper in an unsealed secure return envelope. Make sure the name of each student is written on his or her test book and periodic table before the materials are collected.</i></p> <p><i>See the steps below for "Completing Paper Administration".</i></p>

Completing Paper Administration

Test Administrators must return all used and unused test materials to the SAC. These include test books, periodic tables, scratch paper, and other paper accommodated materials (e.g., oral scripts). Document the return of all secure test materials on your school's chain of custody form.

APPENDIX: TestNav 8 Error Codes and Resolutions

The table below lists the top ten errors received by students through the Early Warning System (EWS). Steps to resolve the error are listed next to each code. For a complete list of error codes, refer to the TestNav 8 Error Codes website (<https://support.assessment.pearson.com/x/DwACAQ>).

Error Number	Error Message	Additional Information and Instructions
1001	Your test has been saved. Please notify your test administrator.	Connectivity issues likely caused this error. Follow the on-screen instructions.
1004	<p>Unable to save response file (during test). This message is displayed when all of the below are true:</p> <ul style="list-style-type: none"> • The student has visited one or more items. • The Saved Response File cannot be saved to any of the designated locations. • TestNav is unable to successfully send responses to Pearson. • The test has not yet been exited or submitted. 	<p>Each operating system platform handles the EWS response file a bit differently. When displayed, the messages will include instructions unique to the platform being used for dealing with the error. You may need to contact your School or District Technology Coordinator.</p> <p>Desktop/Laptop OS</p> <p>Check to see if the student’s machine is connected to the school network by verifying the Ethernet cable is still plugged into the wall and computer. Also, verify if a wireless router has been disconnected or has been accidentally shut off.</p> <p>Select Retry to check whether the connection is restored. If you believe the connection may be restored, select Retry again.</p> <p>If you have selected Retry and the connection with the testing server is not restored, select Exit Test. When the student closes TestNav, the student remains in Active testing status.</p> <p>After the connection is restored, the student can log in. TestNav will automatically search for and submit the response file.</p> <p>iPad or Chromebook</p> <p>Select Retry to check whether the connection is restored. If you believe the connection may be restored, select Retry again.</p> <p>If you have selected Retry and the connection with the testing server is not restored, select Exit Test. When the student closes TestNav, the student remains in Active testing status.</p> <p>After the connection is restored, the student can log in. TestNav will automatically search for and submit the response file.</p>

<p>1005</p>	<p>No saved response file found (Resume w/ file).</p>	<p>The student's status is set to Resumed-Upload, but no file was found in the designated response file location. The Resumed-Upload status indicates that a student has exited the test abnormally. To retrieve all previously provided responses, follow the appropriate directions below. This will reload the Saved Response File (SRF) that was saved when the student was last in the TestNav session. You may need to contact your School or District Technology Coordinator. If you continue testing without loading a response file by selecting Skip Upload, any responses from the student's previous login that were not already received by the Pearson testing server will be lost. *If this error code is received before the student has answered any questions, Skip Upload should be selected as there are no previous responses.</p> <p>Desktop/Laptop OS</p> <p>Select Browse to locate the response file, and then select Upload Response File to submit the responses to the testing server.</p> <p>If the response file is located on a computer or a network drive that is unavailable at this time, select Exit Test.</p> <p>After the SRF has been located and saved to a location that can be accessed from the student's testing machine, the student can log in. The SRF location will depend on your school's network configuration; the default is the desktop of the local computer. TestNav will automatically search for the response file.</p> <p>If the file is not found, EWS comes back to this 1005 error code screen.</p> <p>Select Browse for a response file and point to the location of the moved response file and upload. The student may need to be resumed before attempting to log in again.</p> <p>iPad or Chromebook</p> <p>Check the device for response file. If you cannot locate the file select Exit Test.</p> <p>To locate the response file, check the device using instructions available at https://support.assessment.pearson.com/x/DAACAQ. Once located, the student can log in using the same device.</p>
<p>1009</p>	<p>Unable to download test content.</p>	<p>The connection with the testing server was interrupted prior to the student finishing the test. The student's responses saved in the designated response file location, but not all test content downloaded from the testing server. TestNav cannot download the entire test. Select Retry to check whether the connection is restored. If the connection is not restored, select Exit Test. When the student closes TestNav, the student remains in Active testing status. After the connection is restored, you can set the student's testing status to Resume, and he or she can log in. TestNav automatically searches for, and submits, the response file.</p>

3005	TestNav has detected that another application attempted to become the active window, which may compromise the security of this test. TestNav has been shut down. You may need assistance from your test monitor to restart the test.	The student test session has been terminated. The Test Administrator must resume the student's test.
3029	Test window has exited fullscreen mode. Test aborted. Please ask your proctor for assistance.	The student's test session has been terminated. The test administrator must resume the student's test.
3031	There was an error launching the Java applet. Please ask your proctor for assistance.	Contact your School or District Technology Coordinator.
8026	Unable to connect to the proctor caching computer. Please contact your administrator.	<p>Contact your School or District Technology Coordinator; the connection to the proctor caching server could not be established. This is usually the result of a network connectivity problem. Verify the network connection, and try again.</p> <p>If you cannot connect after the second attempt, close TestNav. Fix any network connectivity issues. Check that the testing machine is connected to the school's network. Check ethernet cables or wireless connections, routers and switches, and so on. Check that proctor caching is running on the proctor caching computer and that the appropriate ports are open in the firewall.</p> <p>When a working network connection is confirmed, try again. After the connection is restored, check the student's test status in the administrative application and refresh, if needed. Then, you can resume the student's test and have the student log in.</p>
9026	This test must be resumed by the proctor to allow it to be taken again.	The Test Administrator must resume the student's test in PearsonAccess ^{next} .
9059	The username or password you entered is incorrect.	The student entered an invalid username or associated password. Either the student has the wrong information or incorrectly typed the information. Verify the student's information and that it is entered correctly.

