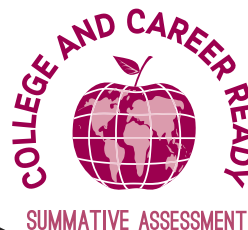


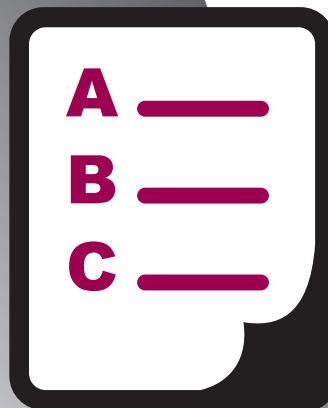
2026

dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



TEST COORDINATOR MANUAL



2026 TEST COORDINATOR MANUAL

Computer-Based & Paper-Based Testing

Mathematics & English Language Arts/Literacy

DoDEA Contact Information

For Questions About	Who to Contact	Contact Information and Resources
<ul style="list-style-type: none"> Technology, including Assessment Delivery and Management (ADAM) and TestNav Test administration Test materials 	DoDEA Customer Support	<p>Web: https://dodea.mypearsonsupport.com/</p> <p>Manuals: https://dodea.mypearsonsupport.com/summative-resources/</p> <p>Hours</p> <p>Americas: Monday-Friday 7:00 am - 4:30 pm (ET)</p> <p>Europe: Monday-Friday 7:00 am - 4:30 pm (CET)</p> <p>Bahrain: Sunday 8:00 am - Thursday 5:30 pm (AST)</p> <p>Asia: Monday - Friday 7:00 am - 4:30 pm (JST)</p>

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1.0 Overview

The Department of Defense Education Activity (DoDEA) College and Career Ready Standards (CCRS) summative assessments will be administered online. Paper testing is offered as an accommodation for students who have the accommodation in their education plans. English language arts/literacy (ELA/L) assessments will focus on writing effectively when analyzing text. Mathematics assessments will focus on applying skills and concepts, and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools. In both content areas, students will also demonstrate their acquired skills and knowledge by answering selected response items and fill-in-the-blank questions.

Each assessment comprises multiple units, and additionally, one of the mathematics units (at Grades 6 and 7 is split into two sections: a non-calculator section and a calculator section. Refer to Section 2.4 for additional information about the number of units for each assessment.

1.1 About this Manual

This manual provides instructions applicable to Test Coordinators and Technology Coordinators for the administration of the computer-based and paper-based versions of the DoDEA CCRS summative assessments, as well as the procedures and protocols to complete before, during, and after administration. Definitions for terms used in this manual can be found in **Appendix A**.

	Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only to computer-based tests.
	Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only to paper-based tests.

This manual also contains the policies related to test security and test administration that all school staff and students must follow.

Refer to DoDEA policy and guidance for further information.

References to documents are included throughout this manual. All documents can be found at <https://dodea.mypearsonsupport.com/>.

All administration instructions for Test Administrators are included in the *Test Administrator Manuals (TAMs)*. The *TAM* also includes administration scripts, which are also available as separate documents at the link below. In addition to English, the scripts are translated into the following languages: Amharic, Arabic, Chinese (Mandarin), French, German, Greek, Haitian Creole, Italian, Japanese, Korean, Navajo, Polish, Portuguese, Romanian, Russian, Spanish, Tagalog, Turkish, Ukrainian, Urdu, and Vietnamese. The translated scripts are available at <https://dodea.mypearsonsupport.com/summative-resources/>.

1.2 Roles of Individuals

District Test Coordinator (DTC), also known as the District Assessment and Accountability Instructional Systems Specialist (AA ISS), is the individual at the district level who is responsible for the overall coordination of test administration.

School Test Coordinator (STC), also known as the School Assessment Coordinator (SAC), is the individual at the school level who is responsible for the overall coordination of test administration.

The role may be taken by the Principal or Designee based on established criteria. This individual is responsible for coordinating test administration and resolving testing issues at his or her school. This individual is also responsible for all post testing procedures.

Test Administrator (TA) is an educator who is trained to administer DoDEA system-wide assessments.

Parents or legal guardians who are DoDEA employees may NOT serve as a TA for their own child, unless otherwise specified by DoDEA. In addition, student teachers may NOT serve as a TA in charge of administering the CCRS summative assessment. Note: A TA can be a Proctor, but a Proctor is not necessarily a TA.

Proctor is not a role in ADAM, it is an individual who may be called on to help a TA monitor a test under the supervision of the TA. A TA must be in the room at all times during testing if a Proctor is used. Student teachers may serve as Proctors who assist the TAs. Refer to your STC for more information about DoDEA policy. Note: A Proctor is not necessarily a TA, but a TA can be a Proctor.



A Proctor is recommended for all test sessions due to the nature of computer-based testing.



A Proctor is recommended for all test sessions with more than 25 students.

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

Technology Coordinator responsibilities include, but are not limited to:

- Ensuring each testing device meets technology requirements
- Ensuring the infrastructure (e.g., wireless access points, bandwidth) is adequate
- Installing the TestNav application
- Managing problems with firewalls
- Removing (or turning off) any software that would allow secure test material on testing devices to be viewed on another testing device during testing
- Providing technical support for STCs and TAs

2.0 Test Security and Administration Policies

2.1 Maintaining the Security of Test Materials and Content

The administration of the Department of Defense Education Activity (DoDEA) College and Career Ready Standards (CCRS) summative assessment is a secure testing event. Maintaining the security of test materials before, during, and after the test administration is crucial to obtaining valid and reliable results. STCs are responsible for ensuring that all personnel with authorized access to secure materials are trained in and subsequently act in accordance with all security requirements.

STCs must implement chain-of-custody requirements for materials as described in this section. STCs are responsible for distributing materials to TAs, collecting materials from TAs, returning secure test materials, and securely destroying (refer to Sections 5.1.2 and 5.2.3 for directions on securely destroying) certain specified materials after testing as described throughout Section 5.0.

STCs are required to maintain a tracking log to account for collecting and securely destroying secure test materials, including mathematics reference sheets written on by students and scratch paper written on by students. Schools must maintain the Chain-of-Custody Form or tracking log of secure materials for at least three years unless otherwise directed by DoDEA HQ (refer to DoDEA policy and guidance for additional information). Copies of the Chain-of-Custody Form for computer-based testing can be found on <https://dodea.mypearsonsupport.com/>. Copies of the Chain-of-Custody Form for paper-based testing will be included in each school's test materials shipment. TAs are NOT to have extended access to test materials before or after administration. TAs must document the receipt and return of all secure test materials (used and unused) to the STC immediately after testing.

	<p>The following test materials are secure:</p> <ul style="list-style-type: none"> • Student testing tickets • Mathematics reference sheets written on by students • Scratch paper written on by students • Human Reader scripts for mathematics (if applicable) • Tactile graphics (if applicable)
	<p>The following test materials are secure:</p> <ul style="list-style-type: none"> • Test booklets • Answer documents (grades 4–7) • Large print and braille test booklets • Mathematics reference sheets written on by students • Scratch paper written on by students • Human Reader scripts for mathematics (if applicable) • Tactile graphics (if applicable)

2.1.1 Test Coordinator Responsibilities for Maintaining Security

- Before testing, develop a security plan that aligns with school, district, and DoDEA policy and guidance.
- Ensure that personnel serving as TAs are DoDEA educators.
- Keep secure testing materials in locked central storage when tests are not being administered.
- Monitor the receipt and distribution of all test materials.



To ensure the integrity of the test administration, STCs may wish to periodically check student login records in ADAM to ensure that students in their school have only been logged in to TestNav on days they were expected to be testing.

2.1.2 Test Administrator Responsibilities for Maintaining Security

1. Receive training in administering test units properly and securely.

- Review the *TAM* and all relevant test security requirements before administering test units.
- Attend any training session(s) led by the STC/designee before test administration.
- Understand and follow the protocols related to administering accessibility features and accommodations, if applicable.

2. Administer all tests according to appropriate protocols.

- Administer tests during the CCRS summative testing window and in the prescribed order. Critical: For the summative assessment, TAs shall follow instructions on how and when to provide testing Seal Codes for each testing unit to students. TAs shall provide one Seal Code at a time when administering a testing unit to students. Providing ALL Seal Codes at once to students testing in one content area is a violation of test security and will lead to invalidation of student tests.
- Follow the directions and read the scripts in the *TAM* verbatim to students.
- Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (refer to Section 2.3).
- Provide students with all required test materials listed in the *TAM*.
- Prevent the use of prohibited materials (refer to Section 2.3) during testing units. Note that results may be invalidated for students who use cell phones or other prohibited electronic devices during a test unit, including after a student turns in his or her test materials, or during a break (See exception listed in Section 2.2.1).

3. Focus full attention on the testing environment at all times during testing.

- Monitor the testing process by continually moving unobtrusively about the room. While monitoring the classroom, for paper-based testing, **a TA may view students' test booklets and answer documents for the sole purpose of confirming that students are working in the correct unit.** A TA may not review test booklets and answer documents and/or confirm whether a student has responded to all test items.
- Ensure that students are supervised during testing, including during breaks.
- Ensure students are working only on the unit being administered. If a TA observes a student working in the incorrect unit of the test or reviewing the incorrect unit of the test, this can be a testing irregularity that must be reported to the STC. Refer to DoDEA policy and guidance for additional information on how to handle these situations.

4. Ensure that students do NOT participate in any form of cheating.

- Ensure that students do not consult notes, textbooks, or other teaching materials; do not share test questions with other students; and do not consult other students, school personnel, or anyone else during testing. Test Administrators are responsible for ensuring that students are not able to see content on other students' test materials or on students' testing devices.

5. Do NOT provide unauthorized assistance to a student that could impact his or her answers.

- At any time during a test session, a TA may repeat a portion of the *TAM* script if necessary for clarification.
- However, TAs must not assist a student during testing or alter or interfere with a student's response in any way that would impact his/her answers. Examples of unauthorized assistance include, but are not limited to:
 - Providing answers to a student
 - Indicating that a student has answered a question incorrectly or left a question blank
 - Defining words or providing synonyms
 - Spelling words
 - Influencing a student's responses by offering verbal or non-verbal hints, clues, or cues

- Altering, explaining, simplifying, or paraphrasing any test question, reading passages, writing prompt, or multiple-choice answer option
- Suggesting that a student write more on a question, check his or her work, or review or reconsider a response to a question

6. Follow proper test security procedures for providing universal features or accommodations.

- Ensure that students are ONLY provided accommodations that are listed specifically for use during testing in an approved Individualized Education Program (IEP) or a Section 504 plan, or an English Language Learners (ELL) plan.
- Follow guidelines on proper administration of accommodations or accessibility feature as prescribed in the *Universal Features and Accommodations (UF&A) Manual*.

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

2.1.3 Security Forms

To refer to or document proper test administration and security procedures, the following documents may be used:

- Chain-of-Custody Form
- Test Security Guidelines
- Form to Report Contaminated, Damaged, or Missing Materials

For your convenience, copies of the security reminders are included as appendices in this manual.

2.2 Testing Irregularities and Security Breaches

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

2.2.1 Examples of Testing Irregularities and Security Breaches

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

- **Electronic Devices Irregularities**
 - Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod®, smart watch, personal scanner, eReader) while secure test materials are still distributed, while students are testing, after a student turns in his or her test materials, or during a break.
 - Exception: STCs, TCs, TAs, and Proctors are permitted to use cell phones in the testing environment ONLY in cases of emergencies or when timely administration assistance is needed. Schools and districts may set additional restrictions on allowable devices as needed.
 - Exception: Certain electronic devices may be allowed for medical or audiological purposes during testing. DoDEA may require prior approval for this exception. Refer to DoDEA policy and guidance.
- **Test Supervision Irregularities**
 - Sharing all unit seal codes at once, instead of providing them as needed for each unit, is considered a testing irregularity. Students should only receive the seal code for the unit they are currently taking. If students are given all seal codes and access multiple

units when time only allows for one, those additional units will not be reset—they will be invalidated.

- Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test
- Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing
- Leaving students unattended without a TA for any period of time while secure test materials are still distributed or while students are testing (Proctors must be supervised by a TA at all times)
- Deviating from testing time procedures as outlined in Section 2.4
- Allowing cheating of any kind
- Providing unauthorized persons with access to secure materials
- Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
- Allowing students to test before or after the test administration window without DoDEA approval

- **Test Materials Irregularities**



Losing a student testing ticket

Losing a student test booklet or answer document

- Losing Human Reader scripts
- Leaving test materials unattended or failing to keep test materials secure at all times
- Reading or viewing the passages or test items before, during, or after testing
 - Exception: Administration of a Human Reader/Signer accessibility feature for mathematics which requires a TA to access passages or test items
- Copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials or online test forms
- Revealing or discussing passages or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication
- Removing secure test materials from the school building or removing them from locked storage for any purpose other than administering the test

- **Testing Environment Irregularities**

- Failing to follow administration directions exactly as specified in the *TAM*
- Displaying any resource (e.g., posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing
- Allowing preventable disruptions such as talking, making noises, or excessive student movement around the classroom
- Allowing unauthorized visitors in the testing environment
 - Unauthorized Visitors—Visitors, including parents/guardians, school board members, reporters, and school staff not authorized to serve as TAs or Proctors, are prohibited from entering the testing environment.
 - Authorized Visitors—Visits by DoDEA HQ monitors, district monitors, and DoDEA HQ authorized observers are allowed based on DoDEA specific policy, as long as

these individuals do not disturb the testing process. Refer to DoDEA policy and guidance.

2.2.2 Reporting Testing Irregularities and Security Breaches

For a list of security breaches and irregularities that must be reported and documented, refer to DoDEA policy and guidance. If an incident must be reported according to DoDEA policy and guidance, follow the protocol outlined below:

- The incident must be reported to the STC immediately.
- The irregularity must be submitted/reported within two school days through the DoDEA Assessment Helpdesk at https://service.dodea.edu/sp?id=sc_cat_item&sys_id=c7380a6d1bea3110b9df21f5624bcb1c&sysparm_category=7ba55eb3640cb70053f7f44ec93aeb7d.
- If follow-up documentation is required by your DTC or DoDEA HQ, complete any additional documentation.
- Occasionally, individuals will contact DoDEA HQ with allegations of testing irregularities or security breaches. In these instances, DoDEA HQ will contact the STC or DTC and ask the individual to investigate the allegations and report back to DoDEA HQ.

2.3 Testing Environment

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

- Some students may finish testing before others, and the expectations for what those students may do must be established in advance of the testing day. Refer to DoDEA policy and guidance on what students may do after testing.
- Unauthorized visitors are prohibited from entering the testing environment as described in Section 2.2.1.
- The testing sign in **Appendix B** in the *Test Administrator Manual* should be posted on the outside of the room door.
- Prohibited classroom resources (on the next page) should be removed or covered.

Administration Considerations for Students

The STC has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual. Accordingly, STCs may determine that any student may require one or more of the following test administration considerations, regardless of the student's status as a student with a disability or as an ELL:

- Small-group testing
- Frequent breaks
- Time of day
- Separate or alternate location
- Specified area or seating
- Adaptive and specialized equipment or furniture

For more information on administrative considerations that are available for ALL students, refer to Table 2 of the *Universal Features and Accommodations Manual*.

Materials Prohibited in the Testing Environment

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

The following materials may NOT be used at any time during a unit, including after a student has completed testing (e.g., turns in his or her test booklet) or during a break. Students, TAs, Proctors, or other authorized persons in the test environment may not possess these or any other materials.

- **Materials Prohibited During All Units**

- All personal electronic equipment not related to testing (e.g., cell phones, iPods®, personal document scanners, eBooks, electronic pens, smart watches; refer to Section 2.2.1 for one exception)
- Any resource (e.g., books, posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing. Refer to the *UF&A Manual* for additional information on approved resources for a student with a disability or an English learner.
- Mathematical formulas, number lines, and conversion tables other than the grade- or course- specific, DoDEA-provided mathematics reference sheets
- Any manipulative not approved through a unique accommodation request prior to testing (refer to Section 6.1 for more information)

Follow the general rule that if the material in question may help the student answer or find an answer, post or copy materials, it is NOT allowed in the testing environment.

Prior to testing, TAs should instruct students to place all prohibited materials out of reach during testing (e.g., locker, book bag). If a student is found to have any prohibited materials in his or her possession upon arrival for testing, the TA must instruct the student to hand in the materials or follow your local policy. As a reminder, if a student is found to have prohibited materials (including cell phones) during live testing, the test may be invalidated.

Refer to DoDEA policy and guidance for additional information.

Exceptions for Test Accommodations

A student with a disability or a student who is an English learner may be allowed to use certain tools or materials that are otherwise prohibited during testing, if the accommodation is documented in the student's IEP, Section 504 plan or English Language Learner (ELL) plan.

2.4 Scheduling and Testing Time

Administration Dates

All test units, including make-up testing (refer to **Appendix A** for definitions of session and unit), must be completed during CCRS summative testing window. Refer to DoDEA policy and guidance.

Testing Time

Suggested testing times for the tested content areas and grade levels are provided below, in Table 2.1 and Table 2.2. While it is anticipated that most students will complete the test sessions within the estimated time-periods, or less, schools should allow for an additional 30 minutes to keep students from feeling rushed and to encourage completion. TAs are responsible for keeping time during testing.

Students with extended time accommodation in their education plan will be offered extended time, per Section 2.4.3 of the manual.

Administration Time

Administration time is the total time that schools should schedule for each unit. It includes the unit testing time, the 30 additional minutes for each student to complete the test, and the approximate times for administrative tasks such as reading directions, answering questions, distributing materials, closing units, and collecting test materials (shown in Table 2.0 below).

While it is anticipated that most students will complete the test sessions within the estimated time-periods, schools should allow an additional 30 minutes to keep students from feeling rushed and to encourage completion.

Example: When the unit testing time is 90 minutes, schools might schedule a total of 145 minutes: 15 minutes for reading directions + 90 minutes suggested time + 30 minutes to allow all students to complete the test + 10 minutes for closing the unit.

Suggested test administration times are shown in Table 2.0 (note that times vary by content area, unit, and grade/course). In planning the school's CCRS summative assessment administration schedule, STCs should plan for the entire unit testing time for each unit.

Table 2.0 Administration Time

Guidelines for Scheduling	Task	Administration Time
	1. Pre-administration tasks, including reading instructions to students and answering questions	10 minutes
	2. Distribution of test materials to students	5 minutes
	3. Administration of unit	Refer to Unit Testing Times below (60–90 minutes)
	4. Provide additional 30 minutes for each student to complete the unit.	30 minutes
	5. End-of-unit activities, including logging students out of TestNav and collecting test materials	5–15 minutes

Tables 2.1–2.2 show the amount of time for each unit. TAs are responsible for keeping track of time during testing. Please note, in grades 6 and 7 the total unit testing time for Unit 1 mathematics includes the time for both non-calculator and calculator sections.

While it is anticipated that most students will complete the test sessions within the estimated time-periods, schools should allow an additional 30 minutes to keep students from feeling rushed and to encourage completion.

If **all** students have completed testing before the end of the unit testing time, the unit may end. Refer to DoDEA policy and guidance for additional information.

Table 2.1 Unit Testing Times for Grades 3–5

Subject(s)	Unit	Section	Unit Testing Time (Minutes)
Mathematics Grade 3	Unit 1	Non-calculator	60
Mathematics Grade 4	Unit 2	Non-calculator	60
Mathematics Grade 5	Unit 3	Non-calculator	60
ELA/Literacy Grade 3	Unit 1		75
	Unit 2		75
ELA/Literacy Grade 4	Unit 1		90
ELA/Literacy Grade 5	Unit 2		90

Table 2.2 Unit Testing Times for Grades 6–7

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



2.4.1 Guidelines for Scheduling

Units may be scheduled at any time on regular school days during the student’s normal school hours throughout the scheduled testing window. Contact your district if you have any questions about your testing dates.

Schools are encouraged to schedule testing for the early part of each testing window to maximize the number of available test days in case of weather-related disruptions or other issues. Testing should be scheduled on regular school days (i.e., not early dismissal days) during the testing window to ensure students have sufficient time. A test session (ELA/L or mathematics) may be scheduled across multiple days with one or more units administered each day. It is highly recommended that schools schedule **no more than two units per day** for any given student. When scheduling multiple units for a single day, schools should account for breaks between units (refer to Section 2.4.4 for the policy on breaks).

Schools may test multiple classrooms in one testing location, if desired, provided the unit is the same content area, has the same length of testing time, and uses the same administration script provided in the *Test Administrator Manual*. For example, a school may test Mathematics Grade 6 and 7 for Unit 1 together because they are the same content area, have the same testing time (60 minutes), and use the same administration script (available in the *Test Administrator Manual*). If using this option, schools may need to arrange for additional staff members to be available at the beginning of a unit to help students log in and begin testing. For a complete list of units that may be tested together, see **Appendix C** or refer to *Guidance on Testing Multiple Grades Concurrently in the Same Testing Environment* available at <https://dodea.mypearsonsupport.com/summative-resources/>.

Each student is expected to complete a unit in a single sitting (i.e., all at once), with limited exceptions due to illness during testing.



	For security purposes, each unit (e.g., Unit 1, Unit 2) should be scheduled as close together as possible for all students within the same grade/course—with the exception of make-up testing.
	For security purposes, each unit (e.g., Unit 1, Unit 2) must be completed by all students within the same grade/course on the same school day —with the exceptions of make-up testing and students with an extended time accommodation.

2.4.2 Make-Up Testing


Students who are NOT tested on the regular administration date should participate in make-up testing. Make-up tests may be scheduled after the original unit as long as it falls within the testing window. Every attempt should be made to administer make-up tests to students who were absent during the originally scheduled units.

Schools should consider that units may have different testing times when scheduling make-up tests. Students who require make-up testing may not be able to test together, if they are taking different units that have different administration times. For example, a student making up the Grade 3 ELA/L Unit 1 test may not be able to test in the same room at the same time as a student making up the Grade 6 ELA/L Unit 2 test because the units have different unit testing times (refer to Table 2.1).

If a student starts a unit and leaves the testing environment (e.g., due to illness, family emergency) without finishing that unit, he or she may be allowed to complete that unit on a different day. TAs must note the exact place in the unit where the student stopped and the amount of time remaining. Students are NOT allowed to alter any previously entered or written responses. They must pick up exactly where they left off.

	Tests will automatically resume at the exact point where a student exited. Test Administrators must closely monitor make-up testing to ensure students do NOT alter any previously entered responses.
	Test Administrators must closely monitor make-up testing to ensure students do NOT alter any previously written responses.

For make-up testing, the student who missed a unit must continue testing in unit order. STCs should advise TAs that the same test security and administration protocols must be in place for make-up tests as for the tests administered on the regularly scheduled days. When establishing a testing schedule, STCs should identify specific make-up testing day(s).

	For make-up testing for computer-based testing, step-by-step directions are available in the <i>Make-Up Testing Directions for Computer-Based Testing</i> guidance document available at https://dodea.mypearsonsupport.com/summative-resources/ . Make-up testing days may be used to test students who are affected by technology failures or interruptions.
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2.4.3 Extended Time

A student may be allowed an extended time accommodation beyond the unit testing time up to the end of the school day to complete a unit **ONLY IF** this accommodation is listed in his or her IEP, Section 504 or ELL plan. It is highly recommended that these students be scheduled to test in a separate setting. Refer to DoDEA policy and guidance. A student may be on a different testing schedule from

other students because of this accommodation, if testing is completed within the testing window (in addition, each unit must be completed on the day on which it begins).



When establishing a testing schedule, STCs should account for students with extended time accommodations.

Example: When the unit testing time is 90 minutes, schools might schedule a total of minutes required to provide the following: 15 minutes for reading directions + 90 minutes suggested time + 30 minutes to allow all students to complete the test + **additional time defined by education plan** + 10 minutes for closing the unit.

2.4.4 Breaks Between Testing

If administering more than one unit back-to-back, scheduled breaks are highly recommended between units. During the break, students are permitted to go to the restroom, stretch, and get a drink, if needed.

Break Policy

STCs must determine and discuss procedures for breaks with TAs prior to testing day. For breaks during testing, there should NOT be conversations among students, and students are NOT permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test. Students must be supervised at all times during breaks, including short breaks between units.

TAs are responsible for ensuring that students are not able to see content on other students’ test materials or on students’ testing devices. Guidance on breaks is provided below.



During short breaks, visual blocks should be applied to students’ computer screens (e.g., turn off the monitor, tape folders to the screen) instead of having students use computer functions to exit and resume the test. The TA should also ensure the security of students’ scratch paper and mathematics reference sheets (if locally printed).



The TA should ensure the security of students’ test booklets, answer documents, scratch paper, and mathematics reference sheets.

Restroom breaks during a unit: During a unit, individual restroom breaks may be provided at the discretion of the TA. It is recommended that no more than one student at a time be allowed to use the restroom and students be supervised. Unit time may NOT be adjusted for restroom breaks, and students should be encouraged to use the restroom prior to the beginning of the testing unit.

Classroom stretch break during a unit: At the discretion of the TA, a classroom may take one “stand-and-stretch” break of up to three minutes during testing, and the TA may adjust unit time by no more than three minutes.

Breaks between units: If administering two or more units back-to-back, scheduled breaks are highly recommended between units. During the break, students are permitted to go to the restroom, stretch, and get a drink, if needed.






Frequent breaks: Frequent breaks may be offered as an administration consideration.





3.0 BEFORE Testing











This section describes activities the School Test Coordinator (STC) and Technology Coordinator (TC) must complete before the first day of testing. Some or all tasks in this section may be applicable to the District Test Coordinator (DTC) depending on the procedures specific to your school, district, or DoDEA. Since Section 3.1 only provides a checklist of tasks, refer to Sections 3.2–3.12 for more details.





3.1 Checklist of Tasks for Test Coordinators and Technology Coordinators to Complete BEFORE Testing



Completing tasks during the timelines in this checklist are strongly recommended.






CBT/PBT	DTC	STC	TC	Task	Reference
At Least Two Months Before Testing					
	<input type="checkbox"/>	<input type="checkbox"/>		Verify users and update student accommodations in ASPEN.	Section 3.2
	<input type="checkbox"/>	<input type="checkbox"/>		Develop security, training, and logistics plans for test administration.	Section 3.3
	<input type="checkbox"/>	<input type="checkbox"/>		Establish the test schedule.	Section 3.6
At Least One Month Before Testing					
		<input type="checkbox"/>		Review student accommodations/universal features list and develop a plan to track accommodations use. How to Run a Report for Student Accommodations in ADAM 1. Log in to ADAM. 2. Navigate to Operations > Session Explorer. 3. In the Session Explorer Search menu under Test Information, set the Test Program filter to Spring 2026. 4. Under Report Filters, select Accommodations. ◦ You can choose one or multiple accommodations to include in your report. 5. Click Search. 6. In the top-right corner, click the ellipsis (three dots) and select Export Selected Sessions.	<i>UF&A Manual</i>
		<input type="checkbox"/>	<input type="checkbox"/>	Meet with TCs: • Discuss test security and administration protocols and plans. • Plan technology setup. • Review test day activities.	Section 3.4

CBT/PBT	DTC	STC	TC	At Least One Month Before Testing	
				<p>Complete Technology Setup:</p> <ul style="list-style-type: none"> • Check every device and inventory software applications—some applications will need to be closed/disabled on all testing devices on test days. • Verify content filter/firewalls and allow the appropriate sites. • Configure common applications (e.g., anti-virus, email notification, pop-up blockers, automatic updates) to NOT launch on test-taking devices during testing. • Run App Check. • Install the TestNav App • Conduct Infrastructure Trial (if needed). • Prepare TA devices for testing. 	Section 3.5
				Schedule and administer the Student Readiness Tool and practice tests (recommended). Encourage teachers to familiarize students with the ELA/Literacy scoring rubrics.	https://dodea.mypearsonsupport.com/summative-resources/

CBT/PBT	DTC	STC	TC	At Least One Month Before Testing, continued	
				Review security, training, and logistics plans for test administration.	Section 3.3
				Schedule and conduct trainings for TAs and Proctors, including accommodations training.	Section 3.3.1
				Meet with students to review test day procedures.	Section 3.12
				Update student registration and student accommodation file as needed.	https://dodea.mypearsonsupport.com/summative-resources/

CBT/PBT	DTC	STC	TC	At least Two Weeks Before Testing	
				Finalize the testing locations and assign TAs and Proctors to student testing groups.	Section 3.11
				<p>Meet with TAs and Proctors:</p> <ul style="list-style-type: none"> • Discuss test security and administration protocols and plans. • Review day of test activities. 	Section 3.8

CBT/PBT	DTC	STC	TC	At Least One Week Before Testing	
				<p>Receive, document, and store materials:</p> <ul style="list-style-type: none"> • Ensure each test booklet has a corresponding answer document with the appropriate grade/course (grades 4–7). • Account for damaged test materials. 	Sections 3.10.2–3.10.4



CBT/PBT	DTC	STC	TC	At Least One Week Before Testing	
		<input type="checkbox"/>	<input type="checkbox"/>	Set up test sessions in ADAM: <ul style="list-style-type: none"> • Print student testing tickets. • Confirm TA accounts are active. • Check that online form assignments and student accommodations are correct. • Ensure students are in the correct proctor groups, including students requiring Human Reader. 	Section 3.2.4, Section 6.1
		<input type="checkbox"/>	<input type="checkbox"/>	Confirm results of the Infrastructure Trial have been resolved, then freeze the environment for testing.	<i>Infrastructure Trial Readiness Guide</i>
		<input type="checkbox"/>	<input type="checkbox"/>	Confirm that online form assignment and student accommodations are correct.	Section 6.1
CBT/PBT	DTC	STC	TC	Day of Testing	
	<input type="checkbox"/>	<input type="checkbox"/>		Check that online form assignments and student accommodations are correct.	Section 6.1
			<input type="checkbox"/>	Share only one seal code with students for the one unit being tested to prevent test invalidations.	Section 2.1.2

3.2 ADAM Setup

DTCs and STCs must verify all data and information for the district and school are properly configured in ADAM, the management system for online and paper testing. The following sections provide guidance on the tasks for the setup of ADAM.

3.2.1 Reviewing Accommodations

Review the Student Accommodations guidance documents to ensure that the student accommodation data is correct. STCs or their designee should carefully review the Student Registration and Accommodations Field Definitions document (available at <https://dodea.mypearsonsupport.com/summative-resources/>).

	In order to receive test materials, including paper-based accommodated test materials, tactile graphics for computer-based testing, and Human Reader Scripts, STCs must note any paper accommodations by the initial order deadline or place an additional order after the receipt of initial shipment of test materials.
	In order to receive student ID labels and the correct amount of test materials, STCs must ensure student accommodation data are in ADAM by DoDEA's deadline.



3.2.2 Verify User Roles

Users will have different levels of access depending on the user role they are assigned. If you cannot access the site, contact DoDEA.



3.2.3 Create and Manage Proctor Groups (For Computer-Based Testing Only)

Proctor Groups are groupings of students who will take the same test at the same time and place. Use an easily identifiable naming convention (e.g., Mrs. Smith's Grade 7 Math Classroom) for the proctor

group name in ADAM. In ADAM proctor groups, STCs may need to view or edit proctor group details (e.g., add, remove, or move students) and add or change the test form assigned to students in ASPEN.



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

To ensure students have the correct accessibility features and accommodations before test administration begins, follow the process below:

1. Verify all accommodation information for students needing accessibility features and accommodations in ADAM.
2. Create proctor groups and add students to proctor groups.
3. Verify form assignments (for form-supported accommodations). In ADAM, select the proctor group. On the proctor dashboard, under the Student List, check the Accom column to confirm.

Prior to testing, it is a best practice to review your school's student accommodation data in ADAM. Once a student starts a test with the incorrect accommodation form assignment, the task of correcting the accommodation form assignment requires more steps. If accommodations are not assigned correctly and the student completes testing, the score may be invalidated. For more information on available accommodations, see the *UF&A Manual* and Section 6.1 of this manual.

3.2.5 Managing Testing for Students Who Transfer Schools

During testing, it is possible students will transfer between schools or districts. In the event of a student transfer, student registration information in ASPEN must be updated.

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

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

STCs must review DoDEA policy for procedures on securely transferring test booklets and answer documents or testing using a new test booklet and answer document.

3.3 Develop a Test Administration Plan

3.3.1 Training Plan

STCs are responsible for training all TCs, TAs, Proctors, and all other staff with access to secure materials. Training attendance should be documented and kept on file according to DoDEA policy. An effective training plan will familiarize all school staff with their individual responsibilities and DoDEA Test Security policies listed under Section 2.0. The STC will:

- Explain chain-of-custody requirements.
- Distribute and/or provide links to the *Test Administrator Manuals* to TAs before this meeting.
 - Manuals are available at <https://dodea.mypearsonsupport.com/summative-resources/>.
 - Test Administrators will read scripts and other instructions from the *Test Administrator Manual*. A script-only document, as well as translated scripts, are available at <https://dodea.mypearsonsupport.com/summative-resources/>.



Ensure Technology support staff are trained on the technology setup resources at <https://dodea.mypearsonsupport.com/>.



Ensure all relevant staff understand their user roles in ADAM and how to complete tasks (as applicable).



Ensure all relevant staff are familiar with the Student Readiness Tool and practice tests.



Indicate how TAs can get assistance for technical issues from TCs during testing, if necessary.



Review plans for an Infrastructure Trial (If applicable).

3.3.2 Security Plan

STCs must develop a security plan for their school. An effective security plan will accomplish the following:

- Inform all individuals with access to secure materials of security protocols, prohibited activities, testing irregularities and security breaches.
- Establish and document the chain-of-custody of test materials (described in Section 2.1).
 - Ensure that test materials are accounted for at all times before, during, and after test administration.
 - Chain-of-Custody Form templates are available at <https://dodea.mypearsonsupport.com/summative-resources/>.
- Designate a central locked location with limited access for secure storage of test materials.
- Document that TCs, TAs, and Proctors have received necessary materials and training for successful, secure administration of the CCRS summative assessments.
- Establish who is responsible for securely destroying or recycling specified test materials after administration (described in Sections 5.1.2 Computer Based Testing and 5.2.3 Paper Based Testing).

Note: Failure to implement an effective security plan may result in test invalidations.

Security Guidelines

Before testing, all staff (e.g., DTCs, STCs, TAs, Proctors, observers) with access to secure test materials should review the test security guidelines. Refer to DoDEA policy and guidance.

3.3.3 Prepare the Testing Environment

When choosing testing locations, STCs should make sure assessment settings have good lighting and ventilation, comfortable room temperatures, and are as free as possible from noise and interruptions so students can work comfortably and without disruption. Chairs should be comfortable and tables at an appropriate height with sufficient room for approved testing materials. Confirm that each student will have adequate work space and be sufficiently separated from other students to support a secure testing environment. Check that all needed materials and equipment are available and in good and working condition.

Changes to the setting, including the testing location and conditions within the testing environment can benefit students who are easily distracted in large groups or who concentrate best in small group and individual settings.



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

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

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

- Card stock (e.g., manila folders) that can be taped to the sides of monitors
- Flattened cardboard boxes that can be cut, folded, and taped to form a visual barrier between testing devices
- Tri-fold display boards (such as those used for science project exhibits) that can stand freely between testing devices
- Cardboard carrels
- Privacy screens that narrow the viewing angle of a computer monitor so that it is visible only to someone sitting directly in front of it. Schools that have privacy screens available should affix them to monitors prior to the beginning of testing and ensure that students are seated so that they cannot view the monitor of the student seated in the row in front of them.

In the event that a laptop or other modular devices are used, they must be monitored and may NOT be removed from the test setting during test administration.



3.4 Meet with Technology Support Staff (For Computer-Based Testing Only)

Meet with your school's TC to explain the procedures for the Department of Defense Education Activity (DoDEA) College and Career Ready Standards (CCRS) summative assessment, preparations that will need to be made at your school, and the level of technical support that your school may need from this individual during testing. These meetings should include but are not limited to the following tasks:

- Review resources available for preparing for computer-based testing, available on <https://dodea.mypearsonsupport.com/technology-setup/>.
- Review the technology specifications for testing and discuss your school's technology readiness. **IMPORTANT:** Be sure to check the current specifications and requirements as these may change between administrations. Specifications and requirements can be found at <https://dodea.mypearsonsupport.com/technology-setup/>.
- Discuss the tasks for completing technology set-up (refer to Section 3.5) and timeline for completion.
- Schedule and plan an Infrastructure Trial. Read and discuss the Infrastructure Trial Guide available on <https://dodea.mypearsonsupport.com/technology-setup/>.
- Discuss a plan for logistics (including testing schedule) and how to resolve any hardware or network issues.
- Request that the TC remain in the school building to assist with troubleshooting during the days that students will be testing and create an escalation protocol for technical issues on or before testing day.
- Discuss your school's security plan, including creating and maintaining a secure testing environment.
- Review the Security Guidelines.



3.5 Complete Technology Setup (For Computer-Based Testing Only)

3.5.1 Plan an Infrastructure Trial (If Needed)

The Infrastructure Trial introduces students to the TestNav testing interface through the online test content and prepares TAs to understand their responsibilities in ADAM.

This is a dress rehearsal to confirm that:

- TestNav is configured correctly.
- Devices and assistive technology can successfully interact with TestNav.
- Your network can support school-wide testing.
- Participating staff know the proper procedures for administering computer-based tests.
- Students are familiar with the computer-based tools and format, including the use of student testing tickets.

All instructions required to run an Infrastructure Trial are included in the *Infrastructure Readiness Guide* posted on <https://dodea.mypearsonsupport.com/technology-setup/>.

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

3.5.2 Prepare Student Testing Devices

Prepare testing devices to meet security needs:

- Any software that would allow secure test content on student testing devices to be viewed on another computer must be turned off.
- Any applications that can automatically launch on a testing device should be configured not to launch during testing. Common applications that can launch automatically include anti-virus software performing automatic updates, power management software on laptops (low-battery warning), screen savers, and email message notifications. These will cause TestNav to close.
- If using tablet devices, determine whether the school will use external keyboards (which are highly recommended). The decision should be generally consistent with what is used during instruction.
- Ensure headphones are available as needed (see Section 3.9.1).

Maximize the number of wireless access points, and limit the number of testing devices per wireless access point. Positioning testing devices as close as possible to wireless access points is preferable, as well as limiting obstructions between testing devices and wireless access points.

Note: Refer to the technology set-up page on <https://dodea.mypearsonsupport.com/technology-setup/> for more information.

3.6 Establish a Testing Schedule

Refer to Section 2.4 for guidance on scheduling proctor groups. Units must be administered in order, with the exception of make-up testing.

3.7 Schedule Student Readiness Tool and Practice Tests

Administering the Student Readiness Tool and practice tests is an important preparation step for both administration staff and students. It is highly recommended that STCs develop a plan to provide students with an opportunity to become familiar with the CCRS summative assessment using the DoDEA Student Readiness Tool and both paper and computer based practice tests available online at <https://dodea.mypearsonsupport.com/>. The Student Readiness Tool familiarizes students and educators with the items types, testing tools, accessibility features, accommodations, and test format and/or navigation of TestNav (CBT only) that will be used for CCRS summative assessments. Practice tests provide a similar testing experience for each grade and content area. In addition, answer keys are available, and for the ELA/L assessments, the writing rubrics are available for each grade level. Practice Tests are available on <https://dodea.mypearsonsupport.com/> and via an infrastructure trial in ADAM.

During the test, TAs will NOT be allowed to assist students with TestNav functionality and navigation. Therefore, it is important that these questions be answered during Student Readiness Tool and practice

tests. Districts and schools may set their own schedules, but the Student Readiness Tool and practice tests should be administered on a separate day before the CCRS summative assessment is administered. Note, there may be changes in TestNav from year-to-year. Therefore, it is important to administer the current Student Readiness Tool and practice tests each year, so that students have an opportunity to practice with any new functionality.

Schools should also strongly encourage teachers to familiarize students with the ELA/L scoring rubrics prior to administration to help them understand the criteria by which their responses to prompts on ELA/L assessments will be scored.

3.8 Meet with Test Administrators and Proctors

To prepare TAs and Proctors for the CCRS summative assessment, schedule a meeting with them prior to the administration to review their responsibilities. This meeting should include but is not limited to the following tasks:

- Discuss training as specified in Section 3.3.1.
- Discuss your school's security plan and emphasize the following:
 - Chain-of-custody requirements
 - Testing irregularities and security breaches
 - Policies on testing time
 - Active proctoring during testing (i.e., focusing full attention on students at all times to confirm that students are working independently)
- Review DoDEA policy and guidance, and emphasize the following:
 - TAs must use timing boxes.
 - TAs may post "Go On" and "Stop" signs as visual cues for students at the start of testing (a copy of the sign is available in the *TAMs*).
 - TAs and Proctors shall NOT comment on any student work at any time.
 - TAs and Proctors shall NOT help students in any way except to clarify the general instructions or provide directions as specified in the *TAMs*.
 - Clarify the types of questions from students TAs can answer during testing.
 - Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.
 - All test items and all student responses, including student work on scratch paper, in the CCRS summative assessment are secure and may NOT be released, copied, or duplicated in any way, or kept at the school once testing is completed.
- Review local policies for testing day, including but not limited to:
 - Procedures for breaks
 - Calculators
 - Mathematics tools
 - Procedures for students who finish early, including allowable materials for students after testing
 - Procedures for dismissing ill or disruptive students
 - Escalation protocol for technical issues on testing day
- Review universal features and accommodations that will be available in the DoDEA CCRS summative assessments.
- Ensure that TAs who will administer accessibility features or accommodations that require TA interaction (e.g., Human Reader/Human Signer) have specific training so that they know what is allowed during the assessment.

- Provide TAs and Proctors with his or her assigned group of students for testing. Provide a copy of the testing schedule to TAs and Proctors, and explain how it will be implemented for your school.
- Explain that some mathematics units include a non-calculator and a calculator section and that testing time includes both sections.
- Inform TAs and Proctors of your school's procedures for make-up testing.
- Review the security guidelines and refer to DoDEA policy and guidance for more information.



Review tasks for ADAM as needed.



Review common TestNav errors and how to resolve them.



3.9 Organize Test Materials for Computer-Based Testing

DTCs and STCs are responsible for ensuring the school has all necessary testing materials and tools available and organized prior to the start of testing. Secure materials should be kept in a centrally located, locked storage with limited access.



3.9.1 Secure and Nonsecure Test Materials

The STC must distribute test materials to and collect materials from the TAs each test administration day. To maintain their security, test materials must NOT be stored in classrooms prior to or following the day of administration. Refer to DoDEA policy and guidance for more information.

Test materials that must be distributed to and collected from TAs include:

- **DoDEA-supplied materials (printed from ADAM at the school)**
 - Student testing tickets
 - Seal codes
- **DoDEA-supplied materials (shipped by vendor):**
 - TAMs
- **School-supplied materials**
 - Wooden No. 2 pencils with eraser(s)
 - Blank scratch paper
 - TAs must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the unit, if needed.
 - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units.
 - TAs are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
 - Calculators (if using hand-held calculators; see Calculators section for more information)
 - Mathematics tools (see Mathematics Tools for Administration section for more information)
 - Mathematics reference sheets (may be printed locally; see Mathematics Tools for Administration section for more information)
 - Testing devices that meet the minimum technology specifications set forth by DoDEA (**Note:** A student should NOT supply his or her own device for testing.)
 - Headphones (see Headphones section for more information)
 - Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, see Section 6.1.)

- Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
- “Testing — Please Do Not Disturb” sign to post on the doors of the testing rooms (a copy of the sign is available in the TAMs)
- Computer or tablet for TAs if they are managing proctor groups

Calculators

- For grades 3–5, calculators are allowed for accommodation use only. Students with a calculator accommodation may only use a four-function calculator with square root and percentage functions.
- For grades 6, 7, students may only use four-function calculators with square root and percentage functions for all calculator sections.

For computer-based testing, the calculator will be available through the testing platform. In order to provide comparability across schools, students must only use calculators that are allowable for their grade/course assessment. Allowing the use of a calculator that is designated for a lower or higher grade level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Only students with a specific calculator accommodation may use calculators outside of their grade level.

Schools may provide students with hand-held calculators during calculator sections of mathematics units. Schools should make this determination based on what is regularly used during instruction. If schools choose this option, they will determine who is responsible for providing hand-held calculators (e.g., school, student).

Additionally, schools must adhere to the following additional guidance regarding calculators:

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during CCRS summative assessments.
- Students are NOT allowed to share calculators with another student during a test unit.
- TAs must confirm that the memory on all calculators has been cleared before and after the testing sessions.
- Calculators with “QWERTY” keyboards are NOT permitted.
- If schools permit students to bring their own hand-held calculators for CCRS summative assessment purposes, STCs or TAs must confirm that the calculators meet DoDEA requirements as defined above.

For students who meet the guidelines in the *UF&A Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator sections of any DoDEA mathematics assessment. If a student needs a calculator as part of an accommodation in a non-calculator section, the student will need a hand-held calculator because an online calculator will NOT be available. If a student needs a specific calculator (e.g., large key, talking), the student may also bring his or her own, provided it is specified in his or her approved IEP or Section 504 plan. For more clarifications and complete guidance, refer to *UF&A Manual*.

Mathematics Tools for Administration

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

- **Rulers and Protractors:** For computer-based assessments, required tools will be provided through the TestNav platform. Schools may not provide their own rulers and protractors in the grades where rulers and protractors are DoDEA-provided tools (see Table 3.0).
- **Paper Copies of Mathematics Reference Sheets:** For computer-based testing, mathematics reference sheets are available to students in grades 5–7 through the testing platform. However, schools may choose to locally print and provide copies to students during testing. If providing students with printed copies of the mathematics reference sheets, the following protocols must be followed:
 - The printed copies must be DoDEA-approved mathematics reference sheets, available at <https://dodea.mypearsonsupport.com/summative-resources/>.
 - The copies must be free of any writing or notes.
 - If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that unit.

Table 3.0 Rulers and Protractors for Computer-Based Testing

Grade(s)/Course(s)	DoDEA (Provided)	Allowable (Not Provided)
Grade 3	<ul style="list-style-type: none"> • Ruler ($\frac{1}{4}$ inch) 	–
Grades 4–7	<ul style="list-style-type: none"> • Ruler ($\frac{1}{4}$ inch) • Protractor 	–

If these tools are used, place the materials in a predetermined location in the testing room. If schools allow students to bring their own tools, they must be given to the STC or TA prior to testing to ensure that the tools are appropriate for testing (e.g., tools do NOT have any writing on them). For more Mathematics Tools clarifications, please see the Mathematics Tools policy at <https://dodea.mypearsonsupport.com/summative-resources/>.

Headphones

Headphones are needed for assessments with reading passages (List of specific units will be provided during the pre-administration training and posted in Schoology for schools to access in preparation of testing). Additionally, headphones will be required for students who receive the Text-to-Speech accommodation for the assessments.

Stand-alone headphones (i.e., headphones not connected to a device) are an accessibility feature; therefore, some students may use headphones as noise buffers to minimize distractions or filter external noise during testing. If students use headphones for this purpose, TAs are responsible for ensuring that the headphones are NOT plugged into any device.

Schools have several options for ensuring they have a sufficient number of headphones. First, schools can instruct students to bring their own headphones. Second, if schools have a smaller number of headphones than students testing at the same time, schools can separate classes into a smaller number of students for administration. Third, schools can purchase additional device-compatible headphones.

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

Note: Music programs on all testing devices should be closed and not running in the background.

Human Reader Scripts

Schools will receive paper copies of Human Reader scripts for students registered to take mathematics assessments with the Human Reader accommodation. These secure documents are required to be used when providing a Human Reader accommodation for mathematics. Human Reader scripts must be returned to Pearson at the end of testing.

These scripts are necessary for the completion of testing and are considered secure materials. If students were not properly registered prior to the deadline, TCs must place an additional order for these materials. Contact DoDEA HQ to request additional orders.



3.10 Organize Test Materials for Paper-Based Testing

DTCs and STCs are responsible for ensuring the school has all necessary testing materials and tools available and organized prior to the start of testing. Test materials will be automatically generated based on the student accommodations, provided the deadline is met. Secure materials should be kept in a centrally located, locked storage with limited access.

3.10.1 Secure and Nonsecure Test Materials

The STC must distribute test materials to and collect materials from the TAs each test administration day. To maintain their security, test materials must NOT be stored in classrooms prior to or following the day of administration. Refer to DoDEA policy and guidance.

Test materials that must be distributed to and collected from TAs include:

- **DoDEA-supplied materials (shipped by vendor)**
 - Test booklets
 - Answer documents (grades 4–7)
 - Mathematics reference sheets (grades 5–7)
 - Rulers and protractors (if applicable, see Mathematics Tools for Administration section for additional information)
 - *TAMs*
- **School-supplied materials**
 - Wooden No. 2 pencils with eraser(s)

Note: Mechanical pencils must NOT be used; students should bring No. 2 pencils on the day of the test, but a supply should also be available.
 - Blank scratch paper
 - TAs must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the unit, if needed.
 - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units.
 - TAs are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
 - Calculators (see Calculators section for additional information)
 - Mathematics tools (see Mathematics Tools for Administration section for additional information)
 - Materials necessary for the administration of accommodations (For a full list of materials included in accommodated kits, see Section 6.1.)
 - Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)

- “Testing — Please Do Not Disturb,” “Go On” (PBT only), and “Stop” (PBT only) signs to post on the doors of the testing rooms or the board (a copy of the sign is available in the TAMs)

Calculators

- For grades 3–5, calculators are allowed for accommodation use only. Students with a calculator accommodation may only use a four-function calculator with square root and percentage functions.
- For grade 6–7, students may use only four-function calculators with square root and percentage functions for all calculator sections.

In order to provide comparability across schools in the consortium, students must only use calculators that are allowable for their grade/course assessment. Allowing for the use of a calculator that is designated for a lower or higher grade level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Only students with a specific calculator accommodation may use calculators outside of their grade level.

During units that are comprised of both a non-calculator section and calculator section, students will be prompted to raise their hand to ask for a calculator if this option applies.

Additionally, schools must adhere to the following additional guidance regarding calculators:

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during CCRS summative assessments.
- Students are NOT allowed to share calculators with another student during a test unit.
- TAs must confirm that the memory on all calculators has been cleared before and after the testing sessions.
- Calculators with “QWERTY” keyboards are NOT permitted.

For students who meet the guidelines in the *UF&A Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator sections of any CCRS summative mathematics assessment. If a student needs a specific calculator (e.g., large key, talking), the student may also bring his or her own, provided it is specified in his or her approved IEP or Section 504 plan.

Mathematics Tools for Administration

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

- **Rulers and Protractors:** DoDEA will provide required rulers and protractors for paper-based assessments at certain grade levels, as outlined in Table 3.1.
 - Required tools will be included in the shipment of materials.
 - Students are not permitted to use outside rulers or protractors if these tools are provided by DoDEA for use on their grade level assessment.
- **Mathematics Reference Sheets:** Mathematics reference sheets are provided in the test materials shipments for grades 5–7.
 - The copies must be free of any writing or notes. Do NOT distribute copies with student writing.

- If additional copies are needed, schools may either locally print the DoDEA-approved copies available at <https://dodea.mypearsonsupport.com/summative-resources/> (recommended) or order them through ADAM.
- If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that unit.

Table 3.1 Rulers and Protractors for Paper-Based Testing

Grade(s)/Course(s)	DoDEA (Provided)	Allowable (Not Provided)
Grade 3	<ul style="list-style-type: none"> • Ruler ($\frac{1}{4}$ inch) 	—
Grades 4–7	<ul style="list-style-type: none"> • Ruler ($\frac{1}{4}$ inch) • Protractor 	—

If these tools are used, place the materials in a predetermined location in the testing room. If schools allow students to bring their own tools, they must be given to the STC or TA prior to testing to ensure that the tools are appropriate for testing (e.g., tools do NOT have any writing on them).

3.10.2 Receive, Document, and Store Materials

Test booklets and answer documents are shrink-wrapped separately and packed in boxes, clearly labeled with the school's name, and shipped to either the DTC or the STC. Refer to DoDEA policy and guidance.

Shrink-wrapped packages can be opened at the school level between two to five school days prior to the day of testing.

Each day before and after test administration, both scorable and nonscorable test materials must be stored in a secure location, and daily distribution and collection must be documented using the Chain-of-Custody Form or other tracking log (refer to Section 2.1). Follow the instructions below for receiving materials and taking inventory, which should be done immediately after receiving test materials.

- Remove the packing list and School Chain-of-Custody Form from box 1.
- Remove the resealable package labeled "Test Coordinator Kit." Review the contents of this package and notify the DTC if additional materials are needed. Place the Test Coordinator Kit, and all of its contents, in a secure location to be retrieved after the completion of testing. The kit contains the following items:
 - Resealable plastic bag (holds all materials)
 - Paper bands for bundling and returning scorable test booklets (grade 3) and scorable answer documents (grades 4–7)
 - Pearson Return Labels for **scorable** materials (Scorable and nonscorable labels will be different colors.)
 - Pearson Return Labels for **nonscorable** materials (Scorable and nonscorable labels will be different colors.)
 - Return Labels for **scorable** materials
 - Return Labels for **nonscorable** materials
 - Student ID labels (one per student)
 - Student Roster
 - Pearson Return Instructions Sheet
 - Shipping Carrier Return Instructions

- Count the materials received to verify that the quantities listed on the school packing list were shipped as indicated, and also that there is an adequate number of *Test Administrator Manuals*, test booklets, and answer documents (for grades 4–7) for students in the school. Schools will be provided a three percent overage of these testing materials. If additional materials are needed, please contact DoDEA HQ. Refer to DoDEA policy and guidance.
 - One *Test Administration Manual* will be provided for every 25 students registered in ADAM.
- Ensure that any missing or damaged test booklets and answer documents are replaced. If additional materials are needed, contact DoDEA HQ.
- Keep all test materials in centrally located, locked storage with limited access until distributing them to the TAs. Test materials must be distributed only on the test administration day and must be returned to the STC for secure storage immediately after testing using the Chain-of-Custody Form or other equivalent (except when needed for accommodations).
- Remind TAs that all test materials are secure and must be returned immediately after testing.
- Keep all boxes in which the test materials were delivered for returning materials when testing is complete.
- Report the following occurrences immediately to Pearson using the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix B**.
 - Non-receipt of any packages of test booklets or answer documents listed on the School Packing List
 - Discovery of a damaged test booklet or answer document
 - Discovery of missing or duplicate sequence numbers on any test booklets or answer documents. Barcodes for test booklets are on the front cover in the lower right-hand corner.

3.10.3 Account for Damaged Test Booklets and Answer Documents (For Paper-Based Testing Only)

Review your shipment for damaged materials. Return damaged test booklets and answer documents with all other nonscorable materials.

During testing, if a student discovers a damaged test booklet or answer document, give the student a replacement test booklet or answer document. When the student completes all units, follow the directions for transcription in Section 5.2.2. Grid all student demographic information on the replacement test booklet (grade 3) or answer document (grades 4–7). Then follow instructions in Section 5.2.2 for “Do Not Score” booklets (grade 3) and answer documents (grades 4–7).

3.10.4 Additional Orders

If additional materials are needed, contact DoDEA HQ.

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

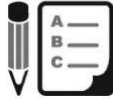
Before testing, STCs must confirm the following tasks have been completed:

- Verify that testing rooms are configured so that students are separated by a reasonable distance to encourage independent work and to prevent cheating.
- Ensure testing rooms are clear of all instructional displays (refer to Section 2.3 for prohibited materials).
- Prepare to distribute testing materials to TAs.



For computer-based testing, STCs must also:

- Confirm that all the testing devices meet the requirements needed to administer the computer-based tests.
- Confirm that headphones are available for every student taking computer-based tests for ELA/L or accommodations purposes only.
- Print student testing tickets.
- Provide seal codes (e.g. write on the blackboard).
- Create proctor groups in ADAM.
- Verify the students needing accommodations (e.g., text-to-speech) have been assigned the correct test form.
- Distribute proctor login credentials.



For paper-based testing, STCs must also record all test materials (with security numbers listed on the secure documents) in chain-of-custody documentation in preparation for hand-off to TAs on testing day.

3.12 Meet with Students

Prior to testing, it is recommended STCs meet with students to review the following information:

- Testing schedule
- Materials students are allowed to bring with them to testing (e.g., headphones, hand-held calculators, recreational book for after testing)
- Policy that making calls, texting, taking pictures, and browsing the internet are NOT allowed in the testing environment
- Any local school procedures during testing (i.e., procedures for breaks)

4.0 DURING Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) to perform during testing days. Section 4.1 provides directions for schools administering computer-based testing and Section 4.2 provides directions for schools administering paper-based testing. Some or all tasks in these sections may be applicable to the District Test Coordinator (DTC) depending on the procedures specific to your school, district, or DoDEA.

4.1 Computer-Based Testing

This section describes activities for the STC and TC during testing days. Section 4.1.1 contains the checklist for all activities related to computer-based testing while Section 4.1.2 contain specific details for tasks during testing.

4.1.1 Checklist of Tasks for School Test Coordinators to Complete DURING Computer-Based Testing

Completing tasks during the timelines in this checklist is strongly recommended.

DTC	STC	TC	Task	Reference
Day of Testing				
	<input type="checkbox"/>	<input type="checkbox"/>	Ensure that TAs have a computer or tablet available.	Section 3.5
	<input type="checkbox"/>		Distribute test materials to TAs.	Section 3.9
	<input type="checkbox"/>		Monitor each testing room to ensure that test administration and security protocols are followed, and required administration information is being documented and collected. Be available during testing to answer questions from TAs.	Section 4.1.4
<input type="checkbox"/>	<input type="checkbox"/>		Investigate all testing irregularities and security breaches and follow DoDEA policy and guidance for reporting these incidents.	Section 2.2
<input type="checkbox"/>	<input type="checkbox"/>		Ensure that TAs provide applicable students with their approved testing accommodations.	Section 4.1.4
	<input type="checkbox"/>		Schedule and supervise make-up testing.	Section 4.1.5
		<input type="checkbox"/>	Respond to all technology-related issues.	Section 4.1.3
	<input type="checkbox"/>		Collect materials from TAs.	Section 4.1.5

4.1.2 Managing Proctor Groups in ADAM (Day of Testing)

Before students can begin testing, STCs or TAs will need to log in to proctor group in ADAM and check accommodated form assignments. After a session is started, Test Administrators can monitor the real-time status of students by refreshing their proctor dashboards. Table 4.0 describes the possible statuses for a student during each unit.

Table 4.0 Student Statuses in ADAM

Status	Description
Not Started	The student has not yet started the assessment.
In Progress	The student has logged in and started the assessment.
Exited	The student has exited TestNav but has not submitted responses. (Student cannot resume testing unless authorized by TA.)
Resumed	The student has been authorized to resume the assessment. Reseat to resume the test when a student exits a unit (either intentionally or unintentionally) before finishing the unit and you want the student to continue. Only students in Exited status can be resumed.
Submitted	The test is complete and is being scored.

Note: If a student has been assigned a test without their proper accommodation, the accommodation must be assigned to the student in ASPEN and the test must be reset.

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

4.1.3 Technology Tasks DURING Testing

Troubleshooting Computer-Based Testing

TCs or their designee should be on hand to help address any technology issues. They should be mindful of test security procedures. Resources for troubleshooting the following common computer-based testing issues have been developed:

- If a student has the wrong form assignment for accommodated testing (refer to Section 4.1.2)
- If a student exits TestNav (either unintentionally or intentionally)

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

- Verify that TestNav is shut down for the student.
- Reseat the student's test in ADAM
 - 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.

TCs should respond as quickly as possible when technology disruptions occur. Cell phones are permitted in the testing environment to contact the DoDEA Customer Support when troubleshooting guidance is needed. However, TCs must NOT take photos of error screens. Error codes for TestNav and guidance for resolving computer-based testing issues can be found in the *TestNav 8 User Guide* or at <https://support.assessment.pearson.com/TN/error-codes-16908303.html>.

4.1.4 Monitor Test Activity and Maintain Test Security

The DTC or the STC must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. STCs must be available during testing to answer questions from TAs and Proctors. DTCs must monitor reports of testing irregularities and security breaches and ensure that STCs submit the irregularity within two school days through the DoDEA Assessment Branch Helpdesk.

STCs must ensure that during each unit of the test, TAs and Proctors walk around the room and check that students are working in the correct unit and section (if applicable). At no time are any school staff allowed to log in to TestNav using a student testing ticket; however, TAs may help students log in if issues arise.

In addition, ensure that TAs provide applicable students with their approved testing accommodations and pre-identified accessibility features.

4.1.5 End-of-Unit Tasks

Collect Materials

Immediately after each unit in each grade/course is completed, collect the test materials listed below from TAs.

- Student testing tickets
- Used and unused scratch paper (unused scratch paper may be reused)
- Accommodated test materials
- Printed mathematics reference sheets for grades 5–7 (if printed locally, refer to Section 3.9.1 for more information)

At the end of each day of testing, ensure all materials from the CCRS summative assessment have been returned to the locked storage area.

Ensure TestNav Logout

As students complete each unit, TAs will use the instructions at the end of the administration script to help students log out of TestNav. TAs may provide navigational guidance as students click through the log out steps and may reference a printed copy of the *TestNav Log-In and Log-Out Instructions* during testing.

STCs may check to ensure all students have logged out of TestNav by reviewing student statuses on the proctor dashboard in ADAM. Students logged in to TestNav will appear in an **In Progress** status. Those student testing devices should be checked to make sure TestNav has been exited after testing.

Only submit a student test in ADAM if the student started but will NOT complete the unit.

Administer Make-Up Testing

If a student is NOT tested during the regular administration, he or she will have an opportunity to make up the missing portion of the test as long as the make-up test is completed during the test administration.

Multiple proctor groups and/or units may be tested at once according to the directions in *Testing Multiple Grades Guidance* at <https://dodea.mypearsonsupport.com/summative-resources/> as long as the testing times and administration scripts are the same.

4.2 Paper-Based Testing

This section describes activities for the STC during testing days. Section 4.2.1 contains the checklist for all activities related to paper-based testing while Sections 4.2.2–4.2.4 contain specific details for tasks during testing.

4.2.1 Checklist of Tasks for Test Coordinators to Complete DURING Paper-Based Testing

Completing tasks during the timelines in this checklist is strongly recommended.

DTC	STC	TC	Task	Reference
Day of Testing				
	<input type="checkbox"/>		Distribute test materials to TAs.	Section 3.10
	<input type="checkbox"/>		Monitor each testing room to ensure that test administration and security protocols are followed, and required administration information is being documented and collected. Be available during testing to answer questions from TAs.	Section 4.2.2
<input type="checkbox"/>	<input type="checkbox"/>		Investigate all testing irregularities and security breaches and follow DoDEA policy for reporting these incidents.	Section 2.2
<input type="checkbox"/>	<input type="checkbox"/>		Ensure that TAs provide applicable students with their approved testing accommodations.	Section 4.2.2
	<input type="checkbox"/>		Schedule and supervise make-up testing.	Section 4.2.4
	<input type="checkbox"/>		Follow the protocol for contaminated or damaged test materials, and refer to DoDEA policy for reporting these incidents.	Section 4.2.3
	<input type="checkbox"/>		Collect materials from TAs and ensure all test booklets and answer documents have a student name and/or student ID label.	Section 4.2.4

4.2.2 Monitor Test Activity and Maintain Test Security

The DTC or the STC must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. DTCs must also monitor reports of testing irregularities and security breaches and ensure that STCs submit the irregularity within two school days through the DoDEA Assessment Branch Helpdesk.

STCs must be available during testing to answer questions from TAs and Proctors. STCs must ensure that during each unit of the test, TAs and Proctors walk around the room and check that students are working in the correct unit and section (if applicable).

In addition, ensure that TAs provide students with their approved testing accommodations. Remember, the Human Reader script must be used if a human reader is administering the mathematics assessment, and Human Reader scripts are secure test materials.

4.2.3 Procedures for Contaminated, Torn, or Damaged Materials

Contaminated Test Materials

If any test materials (e.g., test booklets, answer documents) become contaminated with bodily fluids (e.g., student becomes ill on a test booklet or answer document), the following procedures must be followed.

1. The TA must immediately:
 - a. Stop testing for the student or group, as needed.
 - b. Record the amount of time remaining.
 - c. If possible, record the item number and page number where the student stopped testing.
 - d. Follow your school procedure for medical emergencies.
2. Qualified school personnel must safely handle the soiled test booklet or answer document and place it in a resealable, plastic bag with the security barcode label visible from the exterior. Handling materials must be done in accordance with procedures outlined in Occupational Safety and Health Administration regulations.
3. After the testing area is cleaned and the students have returned, the TA must remind students of the amount of time remaining for the test unit prior to the disruption. Testing may then resume.
 - a. If the ill student returns to resume testing and the completed responses can be transcribed into a replacement test booklet (grade 3) or answer document (grades 4–7), the TA must provide the student with a new test booklet or answer document. The TA must ensure the student's name is recorded on the front of the replacement test booklet or answer document for proper identification.
 - b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement test booklet (grade 3) or answer document (grades 4–7), the student must be given the opportunity to retake those units using a replacement test booklet and answer document during make-up testing. Contact DoDEA HQ for further guidance if necessary.
4. After testing is complete, the STC must:
 - a. Apply the student ID label to the replacement test booklet (grade 3) or answer document (grades 4–7) prior to returning it.
 - b. Record the security barcode number of the contaminated test booklet or answer document on the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix B**.
 - c. Record the security barcode number of the replacement test booklet or answer document on the Chain-of-Custody Form.
 - d. If applicable, transcribe the completed response from the contaminated test booklet or answer document into a replacement one.
 - i. Follow the guidelines for transcribing student responses in Section 5.2.2.
 - ii. Return the replacement test booklet to Pearson along with the rest of the scorable materials.
 - e. Securely destroy the contaminated test booklet or answer document according to district biohazard protocols. Do not return contaminated material to Pearson.
 - f. Compile a list of contaminated test booklets and answer documents and maintain it on file.
5. The STC must notify the DTC as soon as reasonably possible (Refer to DoDEA policy and guidance for additional information.).

Torn or Damaged Test Materials

If any test materials are damaged (e.g., ripped pages, incorrectly applied labels), the following procedures must be followed.

1. The test booklet or answer document must be replaced. After testing but within the test window, the student's answers must be transcribed into a replacement test booklet or answer document.
 - a. Answers must be transcribed following the guidelines for transcribing student responses in Section 5.2.2.
 - b. The STC must immediately notify the DTC. Refer to DoDEA policy and guidance for additional information.
2. The TA must ensure the student's name is recorded on the front of the replacement test booklet or answer document.
3. After testing is complete, the STC must:
 - a. Apply the student ID label to the replacement test booklet (grade 3) or answer document (grade 4–7) or fill out the data grid completely.
 - b. Record the security barcode number of the replacement test booklet or answer document on the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix B**.
 - c. Return the replacement test booklet or answer document to Pearson along with all other scorable materials.
 - d. Pack the damaged test booklet or answer document with the nonscorable materials and return it to Pearson (refer to Section 5.2.2 for more information about marking test materials as Do Not Score).
 - e. Compile a list of all damaged test booklets and answer documents and maintain it on file. Refer to DoDEA policy and guidance for additional information.

4.2.4 End-of-Unit Tasks

Collect Materials

Immediately after each unit in each grade/course is completed, collect the test materials listed below from TAs.

- All used and unused test booklets (Ensure all test booklets have a student name written on them.)
- All used and unused answer documents for grades 4–7 (Ensure all answer documents have a student name written on them.)
- Used and unused scratch paper (Unused scratch paper may be reused.)
- DoDEA-supplied mathematics reference sheets, rulers, and protractors
- Any accommodated responses provided in another format (If the response is being transcribed directly from a computer, then the computer must remain secure until the responses are transcribed. Then the responses must be totally removed from the computer).

Follow all chain-of-custody procedures. At the end of each day of testing, ensure all materials from the CCRS summative assessment have been returned to the secure storage area. Take inventory of all secure materials to be sure that none are missing. Refer to DoDEA policy and guidance.

Administer Make-Up Testing

Students who are NOT tested on the regular administration date due to a temporary illness or other excused absence should be tested during the make-up testing period.

4.3 Procedures for Testing Irregularities (Day of Testing)

4.3.1 Dismissing Students for Misconduct

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


If a student is observed with any of the items listed in Section 2.3 during testing or during breaks, the TA should collect the prohibited materials. Refer to DoDEA policy and guidance for additional information.



If a student is dismissed, the TA must exit the student's test in TestNav.

4.3.2 Item Irregularities During Testing

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

- For computer-based testing : If the issue being experienced is with a particular item, the TA should instruct the student to bookmark the item and continue testing. At the end of testing, the TA should try to troubleshoot the issue with the remaining item by contacting their TC or by using troubleshooting guidance available at <https://dodea.mypearsonsupport.com/>. If troubleshooting does not resolve the issue, the TA, TC, or STC should call DoDEA customer support to report the issue.
- If a timely solution cannot be found, the TA should:
 - Instruct the student to proceed with the test.
 - Note the content area, course/grade level, form ID (CBT only), item number, test format (online or paper), and a brief description of the issue and provide that information to the STC to complete the Form to Report a Testing Irregularity or Security Breach. Actual wording from the question should never be included either verbally or in writing.
- Remember, school personnel may NOT read or review a test item [Exception: Accommodations that require review of items].

4.3.3 Procedures for Safety Threats and Severe Weather

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

- Proceed with testing only if the unit can be completed that day.
 - If the unit cannot be completed, schedule the unit during make-up testing.
- Document the situation, noting the event, date, and time, students affected, and any other specific details regarding the situation.
- Refer to DoDEA policy and guidance about reporting safety threats and severe weather.

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

- If possible, note the time of the disruption so that the remaining time for the unit can be calculated.
- If leaving the test environment, take necessary steps to ensure the security of the test materials.
- Upon returning to the testing room, prepare students for the continuation of the unit:
 - TAs must inform students how many minutes remain in the unit.
 - TAs must write on the board the updated start time and stop time of the unit.
 - Students may need to be Resumed in ADAM.
- Using the DoDEA Assessment Branch Helpdesk.
- Refer to DoDEA policy and guidance about reporting safety threats and severe weather.

5.0 AFTER Completion of ALL Testing

5.1 Computer-Based Testing

5.1.1 Checklist of Tasks for Test Coordinators and Technology Coordinators AFTER Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) to perform after testing is complete. Some or all tasks in this section may be applicable to the District Test Coordinator (DTC) depending on the procedures specific to your DTC or DoDEA. Since Section 5.1 only provides a checklist of tasks, refer to Sections 5.1.2–5.1.5 for more details.

DTC	STC	TC	Task	Reference
Day of Final Test Unit				
	<input type="checkbox"/>		Verify all students with completed tests are in a Submitted status in ADAM.	Section 5.1.3
Within One Week of Final Test Unit				
	<input type="checkbox"/>		Destroy scratch paper written on by students and DoDEA-supplied mathematics reference sheets written on by students.	Section 5.1.2
	<input type="checkbox"/>		Destroy all printed student testing tickets.	Section 5.1.2
	<input type="checkbox"/>		Recycle <i>Test Administrator Manuals</i> , blank or unused scratch paper, and unused DoDEA-supplied mathematics reference sheets.	Section 5.1.2
	<input type="checkbox"/>		Complete the Post-Test Certification Form.	Section 5.1.4
	<input type="checkbox"/>		Keep records according to DoDEA policy and guidance.	Section 5.1.5

5.1.2 Collect and Organize Materials

Secure Materials

Immediately after the final unit is administered, collect the test materials listed below from TAs.

Secure test materials that must be securely destroyed:

- Student testing tickets
- Any reports or other documents that contain personally identifiable student information
- All scratch paper
- All printed mathematics sheets

Secure test materials that must be shipped back to Pearson:

- Accommodated paper test booklets, if applicable. Braille and large print test booklets must be transcribed (Section 5.2.2) and returned (Section 5.2.4) in order to be scored.
- Human Reader scripts
- Tactile graphics

Again, ensure all materials from the CCRS summative assessment have been collected. Take inventory of all secure materials to be sure that none are missing. If any secure materials are missing, contact DoDEA HQ and submit an irregularity report. **Note:** All accommodated paper-based booklets, Human Reader scripts, and tactile graphics are secure materials that must be shipped back to Pearson. Ship these secure materials back to Pearson within the first 5 days after the district testing window closes.

Materials To Be Securely Destroyed

The STC must ensure that the following test materials are securely destroyed/shredded immediately after all testing is complete:

- Scratch paper written on by students during testing
- Printed mathematics reference sheets written on by students during testing
- Printed student testing tickets
- Any other school-generated reports or documents, which contain personally identifiable student information
- All accommodated responses (Do NOT destroy test booklets, answer documents, and Human Reader scripts.)

Shredding (or other method of securely destroying test materials) may be done at the school or by using an outside company. Once secured destruction of materials is complete, it must be documented on the Chain-of-Custody Form or other tracking log (refer to Section 2.1). Do NOT return these materials to Pearson.

Nonsecure Materials To Be Recycled

The STC must ensure the following test materials are recycled immediately after all testing is complete:

- *Test Administrator Manuals*
- Unused mathematics reference sheets

Once recycling is complete, it should be documented on the Chain-of-Custody Form or other tracking log. Recycling and documentation may be done at the school. Do NOT return these materials to Pearson.

Note: If no paper-based or accommodated materials were shipped to the school/district, there may not be anything that needs to be shipped to Pearson.

5.1.3 ADAM Cleanup Activities for Computer-Based Testing

Submit Sessions

STCs or their designee must manually submit tests for students who exited the test and did not resume testing or exited a test instead of clicking **Submit**.

5.1.4 Complete the Post-Test Certification Form

The purpose of the form is for the Principal and STC to certify that the security and integrity of your school's test administration was maintained before, during, and after testing. Once materials have been securely destroyed or recycled, the STC must complete and sign the Post-Test Certification Form. The Principal, if different from the STC, must also sign the form. Refer to <https://dodea.mypearsonsupport.com/> for a copy of the form. Refer to DoDEA policy and guidance on the use and submission of this form.

5.1.5 Keep Records

The following records (physical or electronic) must be maintained by your school as noted by DoDEA's policy.

Required:

- Chain-of-custody documentation (refer to Section 2.1)
- If not already included in chain-of-custody documentation, test group/classroom roster records noting who administered each test session (both TA and Proctors), and noting the names of students assigned to that group

If Applicable:

- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials

5.2 Paper-Based Testing

5.2.1 Checklist of Tasks for Test Coordinators AFTER Testing

This section describes activities for the STC to perform after testing is complete. Some or all tasks in this section may be applicable to the DTC. Since Section 5.2.1 only provides a checklist of tasks, refer to Sections 5.2.2–5.2.6 for more details.

DTC	STC	TC	Task	Reference
Day of Final Test Unit				
	<input type="checkbox"/>		Collect materials and verify that all distributed test materials have been returned using the Chain-of-Custody Form.	Section 5.2.2
Within One Week of Final Test Unit				
	<input type="checkbox"/>		Organize and return scorable and nonscorable test materials.	Sections 5.2.2–5.2.4
	<input type="checkbox"/>		Destroy scratch paper written on by students and DoDEA-supplied mathematics reference sheets written on by students.	Section 5.2.3
	<input type="checkbox"/>		Recycle <i>Test Administrator Manuals</i> and unused DoDEA-supplied mathematics reference sheets.	Section 5.2.3
	<input type="checkbox"/>		Return secure materials and ensure that all return boxes have appropriate labels within five business days of the school testing end date.	Section 5.2.4
	<input type="checkbox"/>		Complete the Post-Test Certification Form.	Section 5.2.5
	<input type="checkbox"/>		Keep records according to DoDEA policy and guidance.	Section 5.2.6

5.2.2 Collect and Organize Materials

Immediately after the final unit is administered, collect the test materials listed below from TAs. Take inventory of all secure test materials using the Chain-of-Custody Form and organize them in preparation for shipment. If any secure materials are contaminated or missing, refer to DoDEA policy and guidance.

- All used and unused test booklets
- All used and unused answer documents
 - Test booklets and answer documents are considered used in any instance where a student has tested, including incomplete or partially complete test booklets and answer documents.
- Human Reader Scripts
- Any reports or other documents that contain personally identifiable student information
- Used and unused scratch paper
- *Test Administrator Manual*
- DoDEA-supplied mathematics reference sheets

Note: Schools may keep rulers and protractors after testing for instructional use. These materials must NOT have any writing on them. Rulers and protractors containing student notes should be securely destroyed.

Report Contaminated and Damaged Test Materials

If a test booklet or answer document becomes contaminated or damaged, follow your school or district protocol for reporting this to the DoDEA HQ assessment office and complete the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix B**. Refer to Section 4.2.3 for how to handle contaminated or damaged test materials.

Report Missing Test Materials

Schools must investigate any report of missing test materials. If, after a thorough investigation, the missing materials are not found, the STC must refer to DoDEA policy and guidance. Complete the Form to Report Contaminated, Damaged, or Missing Materials and submit an irregularity report.

Transcription of Student Test Responses

Certain situations require a student's responses to be transcribed into a **standard, scorable test booklet** (grade 3) or **answer document** (grades 4–7). These situations may include:

- Answers were recorded in another student's test booklet or answer document.
- A test booklet or answer document became damaged or contaminated (e.g., torn, wrinkled).
- A student took the test using a special test format (e.g., large print, braille).
- The student used a speech-to-text converter, augmentative communication device, or assistive technology device.
- As an accommodation, a student recorded answers on blank paper, instead of on the required test booklet or answer document.

If a student's responses must be transcribed after test administration is completed, the following steps must be followed:

1. At least two authorized staff members must be present during any transcription of student responses. One will serve as the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized DTC or STC. Refer to DoDEA policy and guidance.
2. The student's responses must be transcribed verbatim into the test booklet (grade 3) or answer document (grades 4–7). Confirm the test booklet and answer document are for the same form (e.g., main or accommodated).
 - Mark the original test booklet or answer document "Do Not Score" according to the directions in the following section.
 - Exception: A scribe for a student who signs his or her responses in ASL will write the student's responses in English (e.g., student signs "HOUSE WHITE LIVE THERE ME." Scribe writes "I live in the white house.").
3. Any original student responses that were printed from an assistive technology device or recorded in another accommodation document such as blank paper, must be securely destroyed.

Failure to transcribe a student's test responses in these situations will result in the student NOT receiving a score.

**AFTER Completion
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Based Testing**

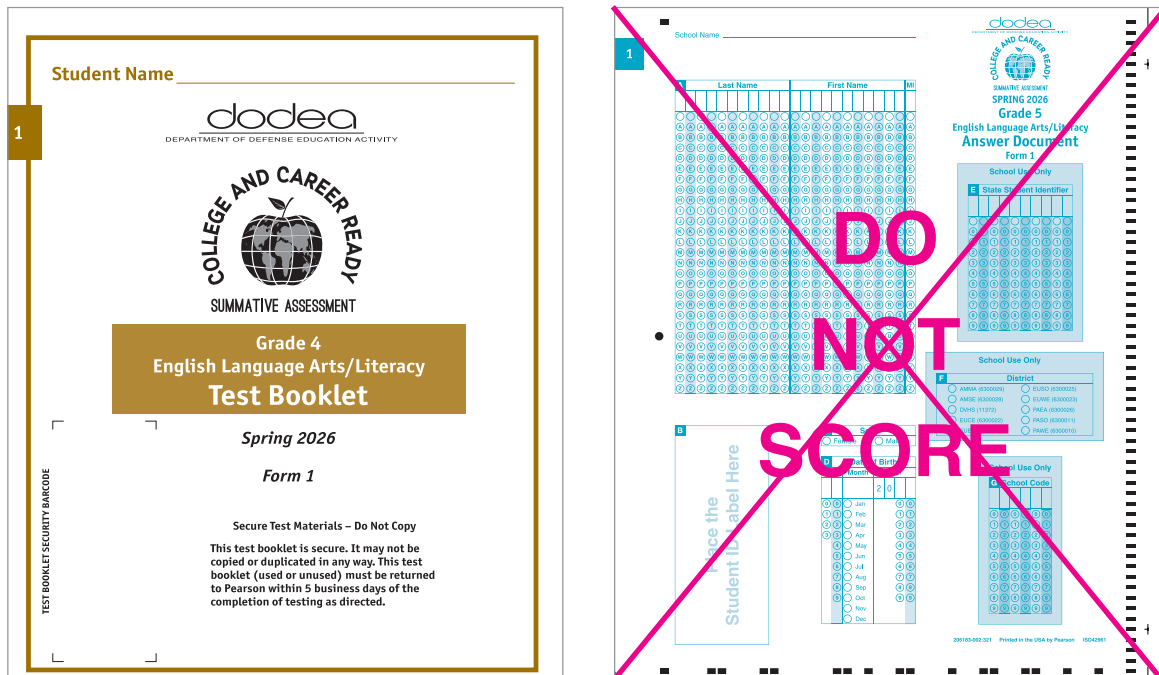
“Do Not Score” Test Materials

If there is a test booklet (grade 3) or answer document (grades 4–7) already assigned for a student in one of the categories below, write “DO NOT SCORE” in large letters or draw a large “X” across the front cover. Both methods are acceptable for indicating materials should not be scored.

- A student whose test booklet or answer document became damaged/unusable (Refer to Transcription of Student Test Responses above for instructions on transcribing the student’s responses to a new test booklet (grade 3) or answer document (grades 4–7).)
- A student whose student ID label has already been applied to a test booklet or answer document but did not participate in any testing (e.g., absent with or without medical documentation)

AFTER Completion
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Figure 5.0 Do Not Score Test Materials



5.2.3 Organize Materials

Apply student ID labels to the front covers of the test booklet (grade 3) or answer document (grades 4–7) in the lower left-hand corner.

- Locate the student ID labels that were shipped in the resealable package labeled “Test Coordinator Kit.”
- ONLY the STC or designee may apply labels; parents/guardians and students are prohibited from doing so.
- Before applying a label on top of box C on the booklet cover, confirm that the name that has been handwritten in box A at the top of the front cover of the test booklet matches the name on the label.
- **The student ID label will override any bubbled demographic information.**
- If a student ID label includes incorrect information, apply the label to the student’s test booklet (grade 3) or answer document (grades 4–7) and update the student’s information in ASPEN.
- Set aside student ID labels that were not used (e.g., labels for students who transferred out of the school before testing began, labels with incorrect information) to be securely destroyed/shredded.

It is recommended that schools apply the student ID labels after testing. However, schools may apply them before testing.

Figure 5.1 Sample Student ID Label

<STUDENT LAST NAME, FIRST NAME, MI>	DD <ADMIN NAME 2026 >
SEX: <SEX>	GR: <GRADE>
ST-DIST-SCHL: DD- <CDS CODE>	
DIST: <DISTRICT NAME>	
SCH: <SCHOOL NAME>	
	
999999999-9	
SID: <SID>	

Hand Grid Demographic Pages

If there is no student ID label available for the student, **all information** on the student demographic data grid must be marked on the test booklet (grade 3) or answer document (grades 4–7) using a wooden No. 2 pencil. If there is a label for a student, only box A will be completed.

Table 5.0 Instructions for Hand Gridding Demographic Pages
(complete all fields if there is not a label)

Box	Description	Instructions
A	Student Name, School Name, District Name	TAs will instruct students to write their names in this box during administration. Students will not be instructed to fill in the school or district name and are not required to do so.
B	Student Name	<p>Using the student’s legal name, print the student’s last name in the row of boxes under the section for “Last Name.” Print only one letter in each box, beginning in the first box on the left (i.e., left justified). If there are not enough boxes for all of the letters in the student’s last name, leave off the letters at the end.</p> <p>Print the student’s first name in the row of boxes under the section for “First Name.” Do not use a nickname. Print only one letter in each box, beginning in the first box on the left (i.e., left justified). If there are not enough boxes for all of the letters in the student’s first name, leave off the letters at the end.</p> <p>Print the first letter of the student’s middle name in the box under the section for “MI.” Leave the box blank if the student does not have a middle name.</p> <p>Fill in the appropriate bubble in the column under each letter in the student’s name. If there are any blank boxes at the end of their name, fill in the empty bubbles at the top of the column.</p>
C	Student ID labels	If a school does not have a pre-printed student ID label, this box should remain blank.
D	Gender	Fill in the bubble that corresponds to the student’s gender.
E	Date of Birth	Fill in the bubbles for the Day, Month, and Year for the student’s date of birth. For example, if the student was born March 2, 2001, fill in the bubbles for 0 and 2 in the Day column, for the month of March designated by “Mar” in the Month column, and the bubble for 2, 0, 0, and 1 in the Year column.
F	State Student Identifier	Enter the student’s State Student ID Number in the boxes at the top of the columns. Fill in the appropriate bubble in the column under each number beginning in the first box on the left (i.e., left justified).

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Materials To Be Securely Destroyed

The STC must ensure the following test materials are destroyed/shredded immediately after all testing is complete:

- Scratch paper written on by students during testing
- Mathematics reference sheets written on by students during testing
- Any reports or other documents that contain personally identifiable student information

Once shredding (or other method of securely destroying test materials) is complete, it must be documented on the Chain-of-Custody Form or other tracking log. Secured destruction of materials and documentation may be done at the school. Do NOT return these materials to Pearson.

Nonsecure Materials To Be Recycled

The STC must ensure the following test materials are recycled immediately after all testing is complete:

- *Test Administrator Manuals*
- Unused mathematics reference sheets

Once recycling is complete, it should be documented on the Chain-of-Custody Form or other tracking log. Recycling and documentation may be done at the school. Do NOT return these materials to Pearson.

5.2.4 Package Materials for Return Shipping

Refer to the Pearson Return Instruction Sheet and Shipping Carrier Return Instructions included in the Test Coordinator Kit shipped with your testing materials. Materials must be packed according to the school level, NOT the district level. Materials must be shipped no longer than 5 days after your school testing window closes. Materials returned late risk not receiving scores.

- **Scorable materials**
 - Used test booklets (grade 3)
 - Used answer documents (grades 4–7)
 - Transcribed test booklets (grade 3)
 - Transcribed answer documents (grades 4–7)
- **Nonscorable materials**
 - Unused test booklets (including for absent students)
 - Unused answer documents (grades 4–7)
 - Used test booklets (grade 3) and answer documents (grades 4–7) that have been marked “Do Not Score”
 - Used test booklets (grades 4–7)
 - Human Reader scripts
 - Tactile graphics
 - Large print test booklets
 - Braille test booklets

Required Ancillary Materials for Return

For all materials being returned, schools and districts will need the following:

- Scorable
 - Paper bands
 - Red scorable return labels
 - Return labels for scorable materials

- Nonscorable
 - Purple nonscorable return labels
 - Return labels for nonscorable materials

If you do not have a sufficient amount of these materials, contact DoDEA HQ.

Scorable Materials Return Paper Bands

- Place paper bands around each stack of scorable test booklets (grade 3, no more than 25 per band) or answer documents (grades 4–7, no more than 25 per band).

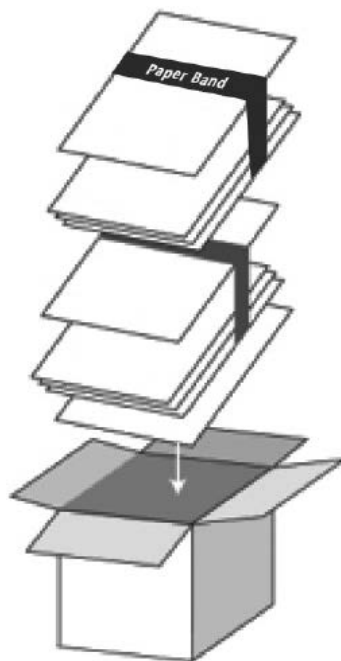
Return Scorable Materials

Use the boxes in which the test materials were delivered for return shipping. If these boxes were damaged in the original shipment, use sturdy replacement boxes.

Place all scorable materials in the shipping boxes as shown in Figure 5.4. Do NOT place more than one school's materials in a box. Within a school, materials for different grades can be placed in the same box. Ensure that **NO** extraneous materials are returned (e.g., scratch paper, rulers, manuals).

Note: Schools that qualify for freight shipment will receive a freight bill (instead of UPS return materials) and freight return directions in your Test Coordinator Kit.

Figure 5.4 Packing Diagram for Scorable Test Materials



Note: Box scorable and nonscorable materials separately, as these will be shipped to different addresses.

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

Locate the resealable package labeled “Test Coordinator Kit.” This package contains Pearson scorable materials return shipping labels.

- Place one scorable materials return shipping label on top of each box.
- Count the total number of scorable boxes.
- On the line that reads “SCH: BOX _ OF _” fill in the sequence of scorable boxes being returned for the school (e.g., indicate box 1 of 3, box 2 of 3, and box 3 of 3). Be sure to number scorable materials in a separate sequence from non-scorable.
- Do NOT write anything else on the labels.
- Do NOT include your nonscorable box count with your scorable box count.

Return Nonscorable Materials

Use the boxes in which the test materials were delivered for return shipping. If these boxes were damaged in the original shipment, use sturdy replacement boxes.

Place all nonscorable materials in the shipping boxes. Do NOT place more than one school’s materials in a box. Ensure that **NO** extraneous materials are returned (e.g., scratch paper, rulers, manuals).

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

Locate the resealable package labeled “Test Coordinator Kit.” This package contains Pearson nonscorable materials return shipping labels.

- Place one nonscorable materials return shipping label on top of each box.
- Count the total number of nonscorable boxes.
- On the line that reads “BOX _ OF _” fill in the sequence of nonscorable boxes being returned for the school (e.g., indicate box 1 of 3, box 2 of 3, and box 3 of 3). Be sure to number nonscorable materials in a separate sequence from scorable.
- Do NOT write anything else on the labels.
- Do NOT include your scorable box count with your nonscorable box count.

Generic Return Labels

Each administration includes scorable and nonscorable generic return labels; these labels follow the same color convention as regular materials return shipping labels:

- **Red Labels**—Scorable Materials Return Shipping Label and Scorable Generic Return Label
- **Purple Labels**—Nonscorable Materials Return Shipping Label and Nonscorable Generic Return Label

Contact Carrier to Schedule Pickup

Refer to the Shipping Carrier Return Instructions included in the Test Coordinator Kit for return shipping instructions.

Pick-ups must occur as soon as possible after testing is complete. Refer to DoDEA policy and guidance. It is recommended that all materials are shipped for return within 5 days of the completion of testing in your school.

5.2.5 Complete the Post-Test Certification Form

Once materials have been shipped and materials securely destroyed or recycled, the STC must complete and sign the Post-Test Certification Form. The Principal, if different from the STC, must also sign the form. This form certifies that all materials have been tracked using the Chain-of-Custody Form or other tracking log and were accounted for upon packing and shipping. Refer to the DoDEA resource page for a copy of the form at <https://dodea.mypearsonsupport.com/summative-resources/>.

5.2.6 Keep Records

The following records (physical or electronic) must be maintained by your school as noted by DoDEA policy and guidance.

Required:

- Chain-of-custody documentation (refer to Section 2.1)
- The security barcode for testing documents assigned to each student
- If not already included in chain-of-custody documentation, test group/classroom roster records noting who administered each test session (both TA and Proctors), names of students assigned to that group

If applicable:

- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials
- Tracking numbers

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6.0 Universal Features and Accommodations

The *Universal Features and Accommodations Manual (UF&A) Manual* is available online at: <https://dodea.mypearsonsupport.com/summative-resources/>. Schools/districts must refer to the *UF&A Manual* for full information about identifying and administering universal features and accommodations.

Universal features are tools or preferences that are either built into the assessment system or provided externally by TAs. Universal features can be used by any student taking the CCRS summative assessments.

Accommodations are intended to reduce or even eliminate the effects of a student's disability and/or English language proficiency level and provide equitable access for students with disabilities or English Language Learners (ELLs). Accommodations do NOT reduce learning expectations. All accommodations for students with disabilities or ELLs must be approved and documented in advance in an Individualized Education Program (IEP), Section 504 plan, or an English Language Learner (ELL) plan. Responsibility for confirming the need and appropriateness of an accommodation rests with the school-based team involved with each student's instructional program. A master list of all students and their accommodations must be maintained by the school and/or district.

All accommodations used on CCRS summative assessments should be generally consistent with those used in daily instruction.

Administration Guidance in the *UF&A Manual*

The *UF&A Manual* provides guidance for STCs and TAs on before testing, during testing, and after testing activities necessary for successful administration of each accommodation.

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

Accommodations Example

	Administration Guidelines
Large Print Edition ¹	<p>Before Testing:</p> <ul style="list-style-type: none"> The student's accommodations settings must have Large Print Edition selected. Materials: Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, Test Administrator large print scripts, and supplementary large print mathematics materials (large print ruler & protractor), when appropriate. Test Administrator Training: TAs of students with visual impairments must review: <ul style="list-style-type: none"> Appendix J: CCRS Summative Assessments for Students with Visual Impairment, Including Blindness. Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based CCRS Summative Assessments. <p>During Testing: A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. TAs should refer to the TAM Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).</p> <p>After Testing:</p> <ul style="list-style-type: none"> Responses must be transcribed verbatim by a TA in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be an STC. Refer to Appendix B: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.

¹ Distribution quantities for any paper based accommodations and accessibility features are derived from the student registration process. Any materials required for paper-based accommodations and accessibility features for students registered after the deadline for paper registration must be ordered via Additional Orders.

6.1 Before Testing: Preparing for Accessible Test Administration

Reference the *UF&A Manual*: Tables 1, 3, 4, 5, and 7, and **Appendix A** in the *UF&A Manual* outline the before testing activities necessary for TAs to successfully provide students with each accessibility feature and accommodation.

Identification of Universal Features and Accommodations

Accommodations should be based on observations and stated preferences by the student or parent/guardian related to a student's testing needs that have been found to increase access during instruction and assessment. Observations based on a student's interaction with the online testing platform can be made through the practice tests. A student's testing needs should be reviewed at least annually, and revised as appropriate, to reflect current education-related needs or preferences.

- For *students with disabilities*, the IEP team or Section 504 plan coordinator will collect student information to populate the Student Accommodation Layout File.
- For *ELLs*, the educators responsible for selecting accommodations (or an English learner team, if available) will identify the accommodations in the Student Accommodations Layout File.
- For *ELLs with disabilities*, the IEP, Section 504 plan, and ELL plan coordinators will make accommodations decisions.
- For students *without* disabilities, and who are NOT ELLs, accommodation decisions will be made based on the student's education-related needs and preferences by a team, which may include the:
 - Student (as appropriate)
 - Parent/guardian
 - Student's primary educator in the assessed content area(s)

The following accommodations are delivered via separate forms of the test and some cannot be combined:

Paper-Based Testing

- Braille Test Kit
- Large Print Test Kit
- Read Aloud Test Kit

Computer-Based Testing

- Assistive Technology - Screen Reader
- Assistive Technology - Non-Screen Reader
- American Sign Language (ASL)
- Closed Captioning (CC) - ELA/L only
- Text-to-Speech (TTS)
- Human Reader

STCs and TAs can review students' assigned accommodations. It is extremely important to ensure accommodations are correct prior to starting a test for a student. If a TA discovers that a student has an incorrect accommodation during testing, the TA and/or STC will need to correct the form assignment.

Training for Test Administrator Delivered Accommodations

Students who use embedded accommodations will test independently, and therefore there is no during testing role for the TA. However, there are some accommodations that the TA provides external to the testing platform for computer-based testing. For these accommodations, the *UF&A Manual* indicates where the TA must review any training documents before testing.

Accommodation	UF&A Manual References
Human Reader	<p>Appendix K: Test Administration Protocol for the Human Reader for Mathematics Assessments</p> <p>Appendix G: DoDEA Mathematics Audio Guidelines, used to ensure consistency in how items are read</p> <p>Human reader scripts: Secure materials (shipped with test materials) used to ensure mathematics assessments are read consistently</p>
Human Scribe	Appendix B: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses, used to ensure consistency of scribing and transcription
Human Signer	Appendix I: Human Signer Guidelines
Extended Time	Appendix C: Guidance for Selecting and Administering the Extended Time Accommodation
Large Print and Braille	Appendix J: CCRS Summative Assessments for Students with Visual Impairment, Including Blindness
Assistive Technology (Screen Reader and Non-Screen Reader)	Assistive Technology Guidance available at https://dodea.mypearsonsupport.com/summative-resources/

Accommodated Materials

See a list of accommodated materials below:

What is included in a Large Print Test Kit?

- Large Print Test Administrator script
- Large Print test booklet
- Answer document (except for grade 3 which will have a consumable test booklet)
- Large Print mathematics reference sheet (grades 5–7, mathematics only)
- Ruler (grades 3–7, mathematics only)
- Protractor (grades 4–7, mathematics only)

What is included in a Human Reader Test Kit?

- Human reader script (mathematics only)
- 2 standard test booklets
- Answer document (except for grade 3 which will have a consumable test booklet)
- Ruler (grades 3–7, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Mathematics reference sheet (grades 5–7, mathematics only)

What is included in a Braille Test Kit?

- Braille Test Administrator script
- Braille notes/special instructions
- Braille test booklet
- Standard test booklet
- Standard answer document (except grade 3 which will have a consumable test booklet)

- Braille mathematics reference sheet (grades 5–7, mathematics only)
- Braille ruler (mathematics only)
- Braille protractor (mathematics only)
- Additional Braille paper
- Duplicate pages (when appropriate)

What is included in a Tactile Graphic Kit (to support students using Assistive Technology Screen Reader)?

Grade 3 Mathematics Tactile Graphic kit includes:	<ul style="list-style-type: none"> • Grade 3 mathematics Tactile Graphic booklet • Braille notes/special instructions (1 copy) • Grade 3 Braille ruler (in a zip top baggie) • Braille paper (6 blank sheets) • Duplicate pages (when appropriate)
Grade 4 Mathematics Tactile Graphic kit includes:	<ul style="list-style-type: none"> • Braille protractor • Grade 4 mathematics Tactile Graphics booklet • Braille notes/special instructions (1 copy) • Braille ruler (in a zip top baggie) • Braille paper (6 blank sheets) • Duplicate pages (when appropriate)
Grades 5–7 Mathematics Tactile Graphic kit includes:	<ul style="list-style-type: none"> • Braille protractor • Braille mathematics reference sheet • Mathematics Tactile Graphics booklet • Braille notes/special instructions (1 copy) • Braille ruler (in a zip top baggie) • Braille paper (6 blank sheets) • Duplicate pages (when appropriate)

Unique Accommodations Guidance

Students may require additional accommodations that are not available in the *UF&A Manual*. DoDEA HQ will review requests for unique accommodations on an individual basis. Approval will be given ONLY if the requested accommodation will result in a valid score for the student (i.e., does NOT change the construct being measured by the test and does NOT violate test security requirements).

Refer to DoDEA policy and guidance.

Preparing the Test Environment for Accommodations

Some students may require externally provided accommodations during testing. The TA must review each student's accommodations to ensure the classroom is prepared with any materials the students need. Examples include: noise buffers, word prediction external device, and a hard copy braille edition.

Tables 1, 3, 4, 5, and 7 of the *UF&A Manual* indicate when TAs must check to make sure materials are available for the student during testing. For paper-based testing, refer to **Appendix A** of the *UF&A Manual*.

6.2 During Testing: Test Administration of Accommodations

TAs may provide the following accommodations to a student during testing:

- General Administration Directions Read Aloud, Repeated, or Clarified as needed
- Redirect Student to the Test
- Human Reader for the Mathematics Assessment (*identified in advance in ASPEN*)
- Human Signer for the Mathematics Assessment (*identified in advance in ASPEN*)

TAs may need to provide the following accommodations to a student with an IEP/Section 504 plan during testing:

- Human Signer for ELA/Literacy
- Human Signer for Test Directions
- Human Scribe for Dictated Responses
- Human Scribe for Signed Responses
- Extended Time
- Monitor Test Response

TAs may need to provide the following accommodations to an English Learner during testing:

- Extended Time
- Human Scribe for Mathematics
- General Administration Directions Read Aloud, Repeated, or Clarified as needed in Student's Native Language

Special Accommodations Circumstances During Testing

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

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

Contact your STC if either of these circumstances occurs.

6.3 After Testing: Completing Accessible Test Administration as a Test Coordinator

The STC and TAs will have no after testing activities for embedded accessibility features and accommodations, except in cases where student responses must be scribed/transcribed or in cases where the student produces secure testing material.

STCs (or their designee) are responsible for after testing activities for the following accommodations for students with IEPs or Section 504 plans:

- Assistive Technology
- Hard Copy Braille Edition
- Large Print Edition
- Braille Note-taker
- Braille Writer
- Speech-to-Text Device
- Human Scribe/Signer

STCs (or their designee) are responsible for after testing activities for the following accommodations for students who are ELLs:

- Speech-to-Text Device
- Human Scribe

Appendix A

Glossary of Terminology

Glossary of Terminology

Term	Definition
Accommodations	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student's disability or level of English proficiency. Accommodations must be listed in the student's approved IEP, Section 504 plan, or ELL plan. More information on accommodations is available at https://dodea.mypearsonsupport.com/summative-resources/ .
ADAM	The acronym stands for Assessment Delivery and Management. The website used for the setup, preparation, and management of both the paper-based and computer-based formats of the CCRS summative assessments. ADAM requires username and password setup.
Administration Time	Administration time is the total time schools should schedule for each unit, including the unit testing time and the approximate times shown in Table 2.0 for reading directions, answering questions, distributing materials, closing units, and collecting test materials.
IEP, Section 504 Plan, or ELL Plan	<p>IEP refers to Individualized Education Program plan. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services.</p> <p>The Section 504 plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.</p> <p>An English Language Learner (ELL) plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.</p>
Mathematics Tools for Administration	Mathematics tools for administration include rulers and protractors, mathematics reference sheets, and geometry tools. Mathematics tools for accommodations may include large print ruler, braille ruler, tactile compass, or braille protractor. See the <i>UF&A Manual</i> for more information on mathematics tools for accommodations.
Non-secure	Test materials that have been made available to the public, including manuals and user guides. The availability of non-secure materials does not compromise test security or score validity.
Proctor Group	In ADAM, a proctor group is the group of students registered to test a content area together (same time and location).
Seal Code	A seal code is a unique four-digit number used to allow students to access a section of the online assessment. TAs shall provide ONLY ONE Seal Code at a time when administering a testing unit to students.
Section	A portion of a mathematics unit – non-calculator section and calculator section.
Secure	A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to test booklets and answer documents. For both the paper-based and computer-based administrations, secure materials also refer to mathematics reference sheets written on by students and scratch paper written on by students.

Term	Definition
Test Coordinator	Test Coordinator is the individual at the school/district level responsible for the overall coordination of test administration.
Testing Environment	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
TestNav	The application used to administer the computer-based assessment is available at https://dodea.mypearsonsupport.com/technology-setup/ .
Unit	Each content area of the CCRS summative assessments is comprised of units. Each unit has a set administration time within a session and is typically administered all at once. The tables in Section 2.4 of this manual provide unit details. In mathematics, certain units may be comprised of more than one section.
Unit Testing Time	Unit testing time is the amount of time any student who needs it must be provided to complete the unit. As such, it is the amount of testing time schools must schedule for each unit. A new unit cannot be started until all students in the unit are finished or until unit testing time has expired.
Universal Features	Universal features are tools or preferences that are either built into the assessment system or provided externally by TAs. Universal features can be used by any student taking the CCRS summative assessments.

Appendix B

Form to Report Contaminated, Damaged, or Missing Materials

College and Career Ready Standards (CCRS) Assessment
Form to Report Contaminated, Damaged, or Missing Materials

Schools may use this form to gather the detail. Schools will contact their District Assessment and Accountability Instructional Systems Specialist and DoDEA HQ for missing materials. Schools will submit an irregularity report within two school days through the DoDEA Assessment Branch Helpdesk.

Instructions:

1. Follow the instructions in the *Test Coordinator Manual* if test materials become contaminated (Section 4.2.3), damaged (Section 4.2.3), or missing (Section 3.10.2).
2. Then report the incident using this form to describe the circumstances.
3. Submit the form to Pearson and according to DoDEA policy and guidance, to your DTC or DoDEA HQ.

Agency

Contact Name

Contact Phone and Ext

Contact DoDEA Assessment Branch Helpdesk.

Contact Email

School Name

School Organization Code

District Name

District Organization Code

Complete this form and submit the completed form to Pearson via the following Email DoDEACCRS@pearson.com

☐ Spring

Document Type/Subject/Grade	Quantity	Security Barcode or Range of Barcode Numbers	Description of Circumstances
Example Grade 4 ELA Test Booklet	1	123456789-0	Student had a nosebleed on the booklet and it has now been destroyed according to school or DoDEA protocol.

Appendix C

Guidance on Testing Multiple Grades Concurrently in the Same Testing Environment

The purpose of this appendix is to provide additional guidance for schools that wish to schedule multiple testing grades of students in the same testing environment¹ at the same time.

Schools may schedule different grades of students in the same environment at the same time, provided that the unit testing time, content area, and administration script are the same. For example, for the English Language Arts/Literacy Unit 1, students in grades 4 and 5 may be combined into the same testing environment because all grades have the same unit testing time and use the same administration script. Grade 3 paper-based testing (PBT) must be separate from grades 4 and 5 because the administration directions differ due to different testing materials (i.e., grade 3 has test booklets, but grades 4 and 5 have test booklets and answer documents). However, grade 3 computer-based testing (CBT) can be in the same environment as grades 4 and 5, since the directions and materials are the same. Guidance on which grades can be combined into the same testing environment is provided on pages 2 through 3.

A **separate** testing environment is needed for:

- Paper-based and computer-based (Administration scripts are different.)
- English language arts/literacy and mathematics (Testing times and administration scripts are different.)
- Student directions read aloud in a language other than English (As a reminder, there are translated administration scripts for different languages posted at <https://dodea.mypearsonsupport.com/>.)

Note: Schools cannot combine students with the Human Reader accommodation across grades. For example, Grade 4 students with a Human Reader can be tested together, but Grade 4 and Grade 5 students with a Human Reader accommodation cannot be tested concurrently in the same testing environment.

English Language Arts/Literacy—Computer-Based Testing
Suggested Testing Time + 30 minutes to allow all students to complete the test

ELA/L Unit	Grades that May Be Grouped Together	Unit Testing Time (minutes)
Unit 1	Grade 3	75
	Grade 4, Grade 5	90
	Grade 6, Grade 7	90
Unit 2	Grade 3	75
	Grade 4, Grade 5	90
	Grade 6, Grade 7	90

¹ Testing environment is defined as a room or location where secure CCRS summative testing occurs (e.g., a classroom, library, media center, computer lab).

English Language Arts/Literacy—Paper-Based Testing
Suggested Testing Time + 30 minutes to allow all students to complete the test

ELA/L Unit	Grades that May Be Grouped Together	Unit Testing Time (minutes)
Unit 1	Grade 3	75
	Grade 4, Grade 5	90
	Grade 6, Grade 7	90
Unit 2	Grade 3	75
	Grade 4, Grade 5	90
	Grade 6, Grade 7	90

Mathematics—Computer-Based Testing
Suggested Testing Time + 30 minutes to allow all students to complete the test

Unit	Grades that May Be Grouped Together	Unit Testing Time (minutes)
Unit 1	Grade 3, Grade 4, Grade 5	60
	Grade 6, Grade 7 (<i>non-calculator/calculator unit</i>)	60
Unit 2	Grade 3, Grade 4, Grade 5	60
	Grade 6, Grade 7	60
Unit 3	Grade 3, Grade 4, Grade 5	60
	Grade 6, Grade 7	60

Mathematics – Paper-Based Testing
Suggested Testing Time + 30 minutes to allow all students to complete the test

Unit	Grades that May Be Grouped Together	Unit Testing Time (minutes)
Unit 1	Grade 3 (Grade 3 PBT Mathematics cannot be administered in the same environment as grades 4 and 5 due to the difference in test materials causing differences in directions.)	60
	Grade 4, Grade 5	60
	Grade 6, Grade 7 (<i>non-calculator/calculator unit</i>)	60
Unit 2	Grade 3 (Grade 3 PBT Mathematics cannot be administered in the same environment as grades 4 and 5 due to the difference in test materials causing differences in directions.)	60
	Grade 4, Grade 5	60
	Grade 6, Grade 7	60
Unit 3	Grade 3 (Grade 3 PBT Mathematics cannot be administered in the same environment as grades 4 and 5 due to the difference in test materials causing differences in directions.)	60
	Grade 4, Grade 5	60
	Grade 6, Grade 7	60

Computer-Based Testing:

Are you ready?

- ☐ Manage proctor groups and review each student's status in ADAM.
- ☐ Check for an accommodation indicator next to the State Student ID (SSID) to confirm accommodations (e.g., TTS).
- ☐ Proctor log in.
- ☐ Resume students (as needed).
- ☐ Ensure students have submitted completed test units.

Confirming Accessibility Features and Accommodations

Before starting every session, confirm students have the correct forms. Look for the form indicator near their names in the session. Here is what you should see:

Indicator	Accommodation
ASL	American Sign Language
SR	Assistive Technology—Screen Reader
Non-SR	Assistive Technology—Non-Screen Reader
CC	Closed Captioning
TTS	Text-to-Speech

If you do not see an accommodation for a student who should have one, do not let the student log in. Contact your STC.

Paper-Based Testing:

Are You Ready?

- ☐ Receive test materials from School Test Coordinator and track receipt using the Chain-of-Custody.
- ☐ Distribute test materials to students and administer the DoDEA CCRS summative assessment according to the directions in this manual and using the appropriate administration script.
- ☐ Monitor testing time.
- ☐ Supervise test administration and provide breaks (if applicable).
- ☐ Return all testing materials to the School Test Coordinator.
- ☐ Complete any documentation necessary for reporting any testing irregularity or security breach.

Paper-Based Testing:

After You're Done

Transcribe accommodated responses

(Braille, Large Print, and other Response Accommodations)

Return Materials to the School Test Coordinator

- ☐ Test Administrator Manual
- ☐ DoDEA-supplied mathematics reference sheets
- ☐ Mathematics tools, if applicable (e.g., calculator, rulers, protractors)
- ☐ Used and unused scratch paper

Secure materials which must be returned to Pearson (scorable or nonscorable)

- ☐ Test booklets (all grades)
- ☐ Answer documents (Grades 4–7)
- ☐ Human Reader scripts
- ☐ Braille Test Booklets
- ☐ Large Print Test Booklets
- ☐ Tactile Graphics



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