DC SCIENCE TEST ADMINISTRATION MANUAL

Latest revision: April 28, 2016

DC Science Contact Information

For Questions About	Who to Contact	Contact Information and Resources
Technology, including PearsonAccess^{next} and TestNav Test administration Test materials	Pearson Support Center	**Hours:** 7:00 a.m. – 8:30 p.m. (eastern, Mon.–Fri.) **Email:** dchelp@support.pearson.com **Telephone: 1-866-688-9555**
Policy , Test security, Managing users in PearsonAccess^{next}, Science administration	LEA or State Contact	**Hours**: 8 a.m. – 4 p.m. (eastern, Mon. –Fri.) **OST**: https://octo.quickbase.com/ **Hotline: 202-304-3269**

What's New for Spring 2016?

New Content
1. A paper form as an accommodation will be available for each grade.
2. An audio form will be available as an accommodation for each grade. Headphones will be required for those students only.
3. The Student Registration and Personal Needs Profile files will be combined into a single file (SR/PNP) for registration.
4. The Google Chrome browser is no longer supported for DC Science testing. Schools may instead use a TestNav desktop app or a different supported browser (e.g., Internet Explorer, Firefox). **Chromebooks are still supported devices.** Refer to the technology set-up page for full technology requirements on http://parcc.pearson.com/technology-setup.
5. There are functionality updates to student screens in TestNav, including the use of "bookmarking" items, rather than "flagging" items. Please refer to the tutorials and practice tests for updates, available at http://parcc.pearson.com/tutorial.
6. Students are no longer required to write their names on scratch paper.
7. Paper test booklets will be ordered via online request form. Include the number of tests required per grade, and the contact name and shipping address for delivery.
8. Seal codes will be used for computer-based testing when moving between Part 1 and Part 2 of the test.

Table of Contents

What's New for Spring 2016? iii

1.0 Spring Overview 4

1.1 About this Manual 4

1.2 Roles of Individuals 4

2.0 Test Security and Administration Policies 5

2.1 Maintaining the Security of Test Materials and Content 5

2.1.1 Test Coordinator and Test Administrator Responsibilities for Maintaining Security 5

2.2 Testing Environment 6

Administration Considerations for Students 6

Materials Prohibited in the Testing Environment 6

Exceptions for Test Accommodations 6

2.3 Scheduling and Testing Time 6

Administration Dates 6

Testing Time 7

Break Policy 7

3.0 BEFORE Testing 8

3.1 Checklist of Tasks to Complete BEFORE Testing 8

Guidelines for Scheduling 9

Make-up Testing 9

Headphones 9

Secure and Non-secure Test Materials 10

Account for Damaged Test Booklets (PBT only) 10

4.0 DURING Testing 10

4.1 Computer-Based Testing 10

4.1.1 Checklist of Tasks to Complete DURING Testing Computer-Based Testing 10

Managing Test Sessions in PearsonAccess^{next} 11

Troubleshooting Computer-Based Testing 12

Collect Materials 12

4.2 Paper-Based Testing 12

4.2.1 Checklist of Tasks to Complete DURING Testing Paper-Based Testing 12

Collect Materials 13

5.0 AFTER Completion of ALL Testing 13

5.1 Computer-Based Testing 13

5.1.1 Checklist of Tasks to Complete AFTER Testing 13

Secure Materials 14

Materials to be Securely Destroyed 14

Nonsecure Materials to be Recycled 14

Keep Records 14
Remove Students in Ready Status 15
Mark Test Complete 15
Manage Student Tests 15
Not Tested and Voided Tests 15
5.2 Paper-Based Testing 15
5.2.1 Checklist of Tasks to Complete AFTER Testing 15
Secure Materials 16
Report Contaminated and Damaged Test Materials 16
Report Missing Test Materials 16
Transcription of Student Test Responses 16
Materials to be Securely Destroyed 16
6.0 Accessibility Features and Accommodations 17
6.1 Before Testing: Accessibility Features and Accommodations 17
Confirm Accessibility Features and Accommodations in SR/PNP 17
Unique Accommodations Guidance 17
Preparing the Test Environment for Accessibility Features and Accommodations 17
6.2 During Testing: Test Administration of Accessibility Features and Accommodations 17
Emergency Accommodation 18
Refusal of Accommodations 18
Appendix A – Glossary of Terms 19
Appendix B – State Policy Addendum 21
Appendix C – Security Breaches and Irregularities 25

1.0 Spring Overview

The spring 2016 DC Science assessment will be administered in computer-based format. The Assessment uses scenarios and interrelated questions set in real-world contexts to increase student engagement and evaluate their performance in three-dimensional science learning. The three foundational dimensions include: disciplinary core ideas (DCI), cross cutting concepts (CCC), and science and engineering practices (SEP). Students will demonstrate their acquired skills and knowledge by answering selected response, constructed response, and interactive questions. The assessment is a single test divided into two parts. Each part will be timed, allowing the student sixty minutes to respond to the questions in each part of the test. The total test time will be 120 minutes.

1.1 About this Manual

This manual provides instructions applicable to Test Coordinators, Technology Coordinators, Test Administrators and Proctors for the administration of the computer-based and paper-based versions of the spring DC Science assessment, as well as the procedures and protocols to complete before, during, and after administration. The manual contains the policies related to test security and test administration that all school staff must follow along with the Test administration scripts for each form of the test.

1.2 Roles of Individuals

Local Education Agency (LEA)/District Test Coordinator (LTC) is the individual at the LEA/district level who is responsible for the overall coordination of test administration. For the purpose of this manual, the term LEA Test Coordinator is used. When testing issues arise, the LEA Test Coordinator is the main point of contact with your OSSE Contact and the DC Science Customer Support Center. In some states, the LTC role may not exist. For these instances, the tasks for this role are the responsibility of the School Test Coordinator.

School Test Coordinator (STC) is the individual at the school level who is responsible for the overall coordination of test administration. The role may be taken on by the Principal or Designee. This individual is responsible for coordinating test administration at his or her school.

Technology Coordinator (TC) is an individual at the school or LEA/district level who is responsible for setting up testing devices for computer-based testing. The School Test Coordinator must designate an individual who will be on-site to serve in this role during the administration. Technology Coordinator responsibilities include but are not limited to:

Test Administrator (TA) is an individual at the school who is responsible for administering the assessment. Refer to your School Test Coordinator for qualifications.

In general, the following individuals may serve as a Test Administrator:

- Individuals employed by the LEA as teachers
- LEA- and school-level administrators
- Other certified educational professionals

Parents or legal guardians may not serve as a Test Administrator for their own child, unless otherwise specified by your state. In addition, student teachers may NOT serve as a Test Administrator in charge of administering the DC Science assessment.

Proctor is an individual who may be called on to help a Test Administrator monitor a testing session under the supervision of the Test Administrator. A Test Administrator must be in the room at all times during testing if a Proctor is

used. Student teachers may serve as Proctors who assist the Test Administrators. A Proctor is recommended for all classrooms due to the nature of computer-based testing.

2.0 Test Security and Administration Policies

2.1 Maintaining the Security of Test Materials and Content

The administration of the DC Science 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. School Test Coordinators are responsible for ensuring that all personnel with authorized access to secure materials are trained in and subsequently act in accordance with all security requirements.

School Test Coordinators must implement chain-of-custody requirements for materials. School Test Coordinators are responsible for distributing materials to Test Administrators, collecting materials from Test Administrators, returning secure test materials and securely destroying certain specified materials after testing.

Test Administrators are NOT to have extended access to test materials before or after administration. Test Administrators must document the receipt and return of all secure test materials (used and unused) to the School Test Coordinator immediately after testing. Secure test materials for DC Science include: student testing tickets, seal codes, scratch paper written on by students, and paper test booklets.

Any action that compromises test security or score validity is prohibited. These acts may be classified as testing irregularities or security breaches. Examples of possible security incidents are listed in appendix C. If an incident must be reported according to state policy, please follow protocols outlined in Test Integrity Guidelines.

2.1.1 Test Coordinator and Test Administrator Responsibilities for Maintaining Security

Table 1.0 Security Responsibilities

Test Coordinator Responsibilities	Test Administrator Responsibilities
• Before testing, develop a security plan that aligns with school, LEA, state policy. • Authorize specific personnel to serve as Test Administrators and train them to properly administer DC Science tests. Designate other school and/or LEA personnel as necessary to maintain a secure test administration. • Keep secure materials in locked central storage when tests are not being administered. • Monitor the receipt and distribution of all test materials. • Periodically monitor student login records in PearsonAccess^{next} to ensure that students in their school have only been logged in to TestNav on days they were expected to be testing.	• Receive training in administering test units properly and securely. • Administer all tests according to appropriate protocols. • Focus full attention on the testing environment at all times during testing. • Ensure that students do NOT participate in any form of cheating. • Do NOT provide assistance to a student that could impact his or her answers. • Follow proper test security procedures for providing accessibility features or accommodations. • Follow chain-of-custody requirements to return all test materials after testing.

2.2 Testing Environment

The testing environment is defined as the location in which students are actively testing (e.g., classroom, computer lab, library). It is important to establish procedures to maintain a quiet testing environment throughout testing. When setting up the testing environment, consider the speed at which some students complete the tests, visitors, wall hanging content.

- 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 **Appendix B** for your state's policy on what students may do after testing.
- Unauthorized visitors are prohibited from entering the testing environment as described in Section 2.2.1.
- A testing sign 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 School Test Coordinator has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual and the Test Integrity guidelines. Accordingly, School Test Coordinators may determine that any student may require one or more of the following test administration considerations, regardless of the student's status as a student with a disability or as an English learner:

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

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. If the material in question may help the student answer or find an answer, post or copy materials, it is NOT allowed in the testing environment.

Prior to testing, Test Administrators should instruct students to place all prohibited materials out of reach during testing (e.g., locker, book bag). If a student is found to have any prohibited materials in his or her possession upon arrival for testing, the Test Administrator must instruct the student to hand in the materials. If the prohibited material is an electronic device, instruct the student to first turn off the device, and then hand it to the Test Administrator.

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 or 504 plan (or EL plan, if required by your state).

2.3 Scheduling and Testing Time

Administration Dates

All test parts must be completed during your state testing window for DC Science, May 2 to June 3, 2016.

Testing Time

DC Science tests are timed and no additional time may be permitted (with the exception of an extended time accommodation). Test Administrators are responsible for keeping time during testing.

Administration Time is the, approximate time that schools should schedule for each part. It includes the part testing time and the approximate times for administrative tasks such as reading instructions to students, answering questions, distributing test materials, and collecting test materials.

Table 2.0 Administration Time

	Task	Approximate Administration Time
Guidelines for Scheduling	1. Pre-administration tasks, including reading instructions to students and answering questions	10 minutes
	2. Distribution of test materials to students	5 minutes
	3. Administration of sections	60 minutes
	4. End-of-unit activities, including logging students out of TestNav and collecting test materials	5 minutes

Table 3.0 Section Testing Times for Grades 5, 8 and Biology

Subject(s)	Sections	Estimated Testing Time (Minutes)
DC Science Grade 5 DC Science Grade 8 High School Biology	Part 1	60
	Part 2	60

Break Policy

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

Test Administrators are responsible for ensuring that students are not able to see content on other students' test materials or on students' testing devices.

Restroom breaks during a part: Individual restroom breaks may be provided at the discretion of the Test Administrator. It is recommended that no more than one student at a time be allowed to use the restroom and students be supervised. Students should be encouraged to use the restroom prior to the beginning of the testing.

Classroom stretch break: At the discretion of the Test Administrator, a classroom may take one "stand-and-stretch" break of up to three minutes during testing.

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

3.0 BEFORE Testing

3.1 Checklist of Tasks to Complete BEFORE Testing

LEA Test Coordinator	School Test Coordinator	Technology Coordinator	Task
☐	☐		Develop security, training, and logistics plans for test administration.
☐	☐		Establish the test schedule.
☐	☐		Identify students requiring paper test booklets as an accommodation. Submit paper test request via order request form.
	☐		Review student accommodations/accessibility features list and develop a plan to track accommodations use.
	☐	☐	Meet with Technology Coordinators: Discuss test security and administration protocols and plans. Plan technology setup. Review test day activities.
		☐	Complete Technology Setup: Check every device and inventory software applications—some applications will need to be closed/disabled on all testing devices on test days. Verify content filter/firewalls and allow the appropriate sites. Configure common applications (e.g., anti-virus, email notification, pop-up blockers, automatic updates) to NOT launch on test-taking devices during testing. Disable Internet Explorer Accelerators. Download and install ProctorCache. Run the SystemCheck Tool. Create/edit TestNav configuration in PearsonAccess^{next}. Load and configure a supported browser or TestNav App that is compatible with the testing devices. Conduct Infrastructure Trial (recommended). Prepare Test Administrator devices for testing.

LEA Test Coordinator	School Test Coordinator	Technology Coordinator	Task
☐	☐		Review security, training, and logistics plans for test administration.
☐	☐		Update student registration and PNP as needed.
	☐		Finalize the testing locations and assign Test Administrators and Proctors to student testing groups.
	☐		Meet with Test Administrators and Proctors: Discuss test security and administration protocols and plans. Review day of test activities.
	☐	☐	Set up test sessions in PearsonAccess^{next}: Print student testing tickets. Confirm Test Administrator accounts are active. Check that paper and audio form assignments and PNPs are correct. Ensure students are in the correct test sessions, including students requiring Human Reader test sessions *(refer to PearsonAccess^{next} Online User Guide)*
	☐	☐	Confirm that tests are precached. (*refer to Proctor Caching Guide)*
	☐		Start test sessions in PearsonAccess^{next}. *(refer to PearsonAccess^{next} Online User Guide)*

Guidelines for Scheduling

A test may be scheduled across multiple days with one or more part(s) administered each day. When scheduling multiple parts for a single day, schools should account for breaks between. Each student is expected to complete a part in a single sitting (i.e., all at once), with limited exceptions due to illness during testing.

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 testing session 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 sessions.

Headphones

Headphones are needed for all Audio sessions. Headphones are not necessary to view the video in the high school test. Stand-alone headphones (i.e., headphones not connected to a device) are also an accessibility feature; therefore, some students may use headphones as noise buffers to minimize distractions or filter external noise during testing. If students use headphones for this purpose, Test Administrators are responsible for ensuring that the headphones are NOT plugged into any device. Students cannot adjust the volume level once the test begins.

Secure and Non-secure Test Materials

The School Test Coordinator must distribute test materials to and collect materials from the Test Administrators each test administration day. To maintain their security, test materials must NOT be stored in classrooms prior to or following the day of administration.

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

- Student testing tickets
- Seal Codes
- Test booklets
- Wooden No. 2 pencils with eraser(s)
  Blank scratch paper
  - Test Administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the unit, if needed.
  - Test Administrators are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
- 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)

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

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 parts, follow the directions for transcription. Maintain possession of each test booklet until transcription is complete.

4.0 DURING Testing

4.1 Computer-Based Testing

4.1.1 Checklist of Tasks to Complete DURING Computer-Based Testing

LEA Test Coordinator	School Test Coordinator	Technology Coordinator	Task
	☐	☐	Ensure that Test Administrators have a computer or tablet available.
	☐		Distribute test materials to Test Administrators.
	☐		Manage test sessions in PearsonAccess^{next}.
	☐		Monitor each testing room to ensure that test administration and security protocols are followed, and required administration information is being documented and collected. Be available during testing to answer questions from Test Administrators.
☐	☐		Investigate all testing irregularities and security breaches and follow your state policy for reporting these incidents.

LEA Test Coordinator	School Test Coordinator	Technology Coordinator	Task
☐	☐		Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features.
	☐		Schedule and supervise make-up testing.
	☐		Create make-up test sessions in PearsonAccess^{next}.
		☐	Respond to all technology-related issues.
	☐		Collect materials from Test Administrators.

Managing Test Sessions in PearsonAccess^{next}

Before students can begin testing, Test Coordinators or Test Administrators will need to log in to PearsonAccess^{next} and start each test session for students. After a session is started, Test Administrators can monitor the real-time status of students by refreshing their browsers.

Table 4.0 Student Statuses in PearsonAccess^{next}

Status	Description
Ready	The student has not yet started the test.
Active	The student has logged in and started the test.
Exited	The student has exited TestNav but has not submitted test responses. (Student cannot resume testing unless authorized by Test Administrator.)
Resumed	The student has been authorized to resume testing. Resume a test when a student exits a test (either intentionally or unintentionally), before finishing the test and you want the student to continue the same section. Only students in **Active** or **Exited** status can be resumed. Students in **Ready**, **Completed**, or **Marked Complete** statuses cannot be resumed.
Resumed-Upload	The student has been authorized to resume testing, and any responses saved locally can be uploaded when the student is ready to continue testing. The student will be prompted to get assistance from the Test Administrator to upload saved responses.
Completed	The test has been submitted by the student through TestNav and has been processed.
Marked Complete	The Test Administrator or School Test Coordinator must mark a test complete when a student has exited TestNav and will not return.

Refer to the *PearsonAccess^{next} Online User Guide* at https://support.assessment.pearson.com/display/PAsup_for instructions on logging into PearsonAccess^{next} and performing the tasks described above.

Troubleshooting Computer-Based Testing

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

- If a student has the wrong form assignment for accommodated testing
- 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.
- Resume the student's test in PearsonAccess^{next}.
  - The student's test will resume from the point at which the test was interrupted.
  - The system will upload any test responses that the student entered after the interruption if resuming on the same testing device.

Technology Coordinators should respond as quickly as possible when technology disruptions occur. Cell phones are permitted in the testing environment to contact the Pearson Customer Support Center when troubleshooting guidance is needed. However, Technology Coordinators must NOT take photos of error screens.

Collect Materials

Immediately after each part is completed, collect the test materials listed below from Test Administrators.

- Student testing tickets
- Seal codes
- Used and unused scratch paper (unused scratch paper may be reused)
- Accommodated test materials

4.2 Paper-Based Testing

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

LEA Test Coordinator	School Test Coordinator	Technology Coordinator	Task
	☐		Distribute test materials to Test Administrators using chain of custody process.
	☐		Monitor each testing room to ensure that test administration and security protocols are followed, and required administration information is being documented and collected. Be available during testing to answer questions from Test Administrators.
☐	☐		Investigate all testing irregularities and security breaches and follow your state policy for reporting these incidents.
☐	☐		Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features.

LEA Test Coordinator	School Test Coordinator	Technology Coordinator	Task
	☐		Schedule and supervise make-up testing.
	☐		Follow the protocol for contaminated or damaged test materials, and refer to your state policy for reporting these incidents.
	☐		Collect materials from Test Administrators and ensure all test booklets and answer documents have a student name.

Collect Materials

Immediately after each part is completed, collect the test materials listed below from Test Administrators.

- Student Test booklets
- Student testing tickets
- Seal codes
- Used and unused scratch paper (unused scratch paper may be reused)
- Accommodated test materials

5.0 AFTER Completion of ALL Testing

5.1 Computer-Based Testing

5.1.1 Checklist of Tasks for AFTER Testing

LEA Test Coordinator	School Test Coordinator	Technology Coordinator	Task
	☐		Remove students from Ready status that did not test, then ensure test sessions have been stopped.
	☐	☐	Notify the Technology Coordinator that all testing is complete and have him or her purge the cached test content. *(refer to PearsonAccess^{next} Online User Guide)*
	☐		Destroy scratch paper written on by students.
	☐		Destroy all printed student testing tickets.
	☐		Complete the Affidavit Form.
	☐		Keep records according to your state's policy.
	☐		Resolve critical warnings in PearsonAccess^{next}. *(refer to PearsonAccess^{next} Online User Guide)*
	☐	☐	Purge cached test content, if applicable. *(refer to PearsonAccess^{next} Online User Guide)*

Secure Materials

Immediately after the final part of the test is administered, collect the test materials listed below from Test Administrators.

- Student testing tickets
- Student rosters containing TestNav usernames and passwords
- Any reports or other documents that contain personally identifiable student information
- All scratch paper
- Accommodated materials

Again, ensure all materials from the DC Science assessment have been collected. Take inventory of all secure materials to be sure that none are missing. If any secure materials are missing, follow the state-specific steps.

Materials to Be Securely Destroyed

The LEA Test Coordinator must ensure that the following test materials are securely destroyed/shredded immediately after all testing is complete (either by the LEA or school):

- Scratch paper written on by students during testing
- Printed student testing tickets
- Any other school-generated reports or documents, which contain personally identifiable student information
- Student rosters containing TestNav usernames and passwords
- All accommodated materials

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. Do NOT return any materials to Pearson.

Nonsecure Materials to Be Recycled

The LEA Test Coordinator must ensure the following test materials are recycled immediately after all testing is complete (either by the LEA or school):

- *Test Administration Manuals and Scripts*
- Blank or unused scratch paper

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 any materials to Pearson.

Keep Records

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

Required:

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

If Applicable:

- Copies of all signed Security Agreements
- Copies of any Forms to Report a Testing Irregularity or Security Breach
- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials

Remove Students in Ready Status

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

Mark Tests Complete

School Test Coordinators or their designee must manually mark student tests complete for students who exited the test and did not resume testing or exited a test instead of clicking **Submit**. The reason the test is being **Marked Complete** must be entered in PearsonAccess^{next}. Do NOT mark a student's test complete if it is in **Ready** status.

Manage Student Tests

After test sessions have been stopped, Test Coordinators may need to update student test registrations on the **Setup** > **Students** page in PearsonAccess^{next}, mark tests as **Not Tested** or **Void** (as needed), and resolve critical warnings (e.g., missing demographic information). Specific instructions for each task can be found at the following web address: http://avocet.pearson.com/PARCC/Home.

Not Tested and Voided Tests

Students with test registrations who did NOT participate in testing (e.g., absent for the entire testing window), but must be accounted for, should be marked as **Not Tested** in PearsonAccess^{next}. ONLY students with no test attempt should be marked as **Not Tested**.

Voiding a test means the test will NOT be scored or used for reporting purposes. Only students with a test attempt should be marked as **Void**.

Refer to the *Not Tested and Void Score Guidance* document posted at http://avocet.pearson.com/PARCC/Home for step-by-step directions on how to complete these tasks.

5.2 Paper-Based Testing

5.2.1 Checklist of Tasks for Test Coordinators AFTER Testing

LEA Test Coordinator	School Test Coordinator	Technology Coordinator	Task
	☐		Collect materials and verify that all distributed test materials have been returned using the Chain-of-Custody Form.
	☐		Destroy scratch paper written on by students.
	☐		Keep records according to your state's policy.
	☐		Transcribe all student responses into the online system

Secure Materials

Immediately after the final part of the test is administered, collect the test materials listed below from Test Administrators.

- All used and unused test booklets
- Any reports or other documents that contain personally identifiable student information
- Used and unused scratch paper
- *Test Administration Manual and Scripts*

Report Contaminated and Damaged Test Materials

If a test booklet becomes contaminated or damaged, follow your school or LEA protocol for reporting this to the state assessment office.

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 School Test Coordinator must follow the state-specific steps.

Transcription of Student Test Responses

All paper-based tests require a student's responses to be transcribed into the online system of the same form number within 48 hours of the student completing the test. 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 LEA Test Coordinator or School Test Coordinator.
2. The student's responses must be transcribed verbatim into TestNav platform.
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.

Materials to Be Securely Destroyed

The LEA Test Coordinator must ensure the following test materials are destroyed/ shredded immediately after all testing is complete (either by the LEA or school):

- Scratch paper written on by students during testing
- 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.

6.0 Accessibility Features and Accommodations

Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the DC Science 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 learners (ELs). Accommodations do

NOT reduce learning expectations. All accommodations for students with disabilities or ELs must be approved and documented in advance in an Individualized Education Program (IEP), 504 plan, or, if required by your state, an EL plan. Responsibility for confirming the need and appropriateness of an accommodation rests with the school-based team involved with each student's instructional program. A master list of all students and their accommodations must be maintained by the school and/or LEA.

All accessibility features and accommodations used on DC Science assessment should be generally consistent with those used in daily instruction.

6.1 Before Testing: Test Administration of Accessibility Features and Accommodations

Confirm Accessibility Features and Accommodations in the Student Registration/Personal Needs Profile (SR/PNP)

Once the SR/PNP has been uploaded Test Coordinators and Test Administrators can run the PNP Report to review students' assigned accessibility features and accommodations. If a Test Administrator discovers that a student has an incorrect accessibility feature or accommodation during testing, the Test Administrator and/or School Test coordinator will need to correct the form assignment. Refer to step-by-step directions in the *PARCC Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* document on Avocet available at http://avocet.pearson.com/PARCC/Home.

Unique Accommodations Guidance

Students may require additional accommodations that are not available on the DC Science assessment. Approval will be given by the State 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).

Preparing the Test Environment for Accessibility Features and Accommodations

Based on the needs identified in their SR/PNP, some students may require externally provided accessibility features and/or accommodations during testing. The Test Administrator must review each student's SR/PNP to ensure the classroom is prepared with any materials the students need. Examples include: noise buffers, external spell check device, an audio form, etc.

6.2 During Testing: Test Administration of Accessibility Features and Accommodations

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

- General Administration Directions Read Aloud, Repeated, or Clarified as needed
- Redirect Student to the Test
- Human Reader
- Human Signer

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

- Human Reader
- Human Signer
- Human Signer for Test Directions
- Human Scribe for Dictated Responses*
- Human Scribe for Signed Responses*
- Extended Time
- Monitor Test Response

Test Administrators may need to provide the following accommodations to an English learner during testing:

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

Emergency Accommodations

Prior to or during testing, if the School Test Coordinator determines that a student requires an emergency accommodation, the Emergency Accommodation Form must be completed. An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the DC Science assessment window (e.g., a student breaks his or her arm and needs a scribe). An emergency accommodation should be given ONLY if the accommodation will result in a valid score for the student (i.e., does NOT change the construct being measured by the test and does NOT violate test security requirements).

This form must be completed and maintained in the student's assessment file. The parent/guardian must be notified that an emergency accommodation was provided.

Refusal of Accommodations

If a student refuses the accommodation(s) listed in his or her IEP, 504 plan, or, if required by your state, EL plan, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the test administration. The Student Accommodation Refusal must be documented and placed in the student's file. Also, on the day of the student's refusal of an accommodation, notification must be sent home to the parent/guardian. The School Test Coordinator should work with Test Administrators to determine who else should be informed of the student's refusal of the accommodation(s).

Appendix A: Glossary of Terminology

Glossary of Terms

Term	Definition
Accommodations	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student's disability or level of English proficiency. Accommodations must be listed in the student's approved IEP, 504 plan, or EL plan.
Accessibility Feature	Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the DC Science assessments.
Administration Time	Administration time is the total time schools should schedule for each part, including the part testing time and the approximate times shown in Table 2.0 for reading directions, answering questions, distributing materials, closing TestNav, and collecting test materials.
IEP, 504 Plan, or EL Plan	IEP plan refers to Individualized Education Program plan. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services. The 504 plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. An English learner (EL) plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.
Local Education Agency (LEA)	Commonly referred to as a school district, an LEA oversees local schools.
LEA Test Coordinator	LEA Test Coordinator is the individual at the local education agency/district level responsible for the overall coordination of test administration. States may also have roles such as District Test Coordinator. For the purpose of this manual, the term LEA Test Coordinator is used. In some states this role may not exist. For these instances, the tasks for this role would then be the responsibility of the School Test Coordinator.
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.

Term	Definition
Part	The assessment has two parts. Each part may be administered on a different day.
PearsonAccess^{next}	The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the DC Science assessments. PearsonAccess^{next} requires username and password setup. More information about setup and operation for the assessment is available in the *PearsonAccess^{next} Online User Guide*.
Personal Needs Profile (PNP)	The Personal Needs Profile (PNP) is a collection of student information regarding a student's testing condition, materials, or accessibility features and accommodations that are needed to take the DC Science assessment.
Precache	Precache is the action of downloading and storing test content to the local ProctorCache computer.
ProctorCache	ProctorCache software pulls and stores test content from Pearson to a local ProctorCache computer. This stored or "cached" test content is then distributed to TestNav clients during testing sessions.
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. For both the paper-based and computer-based administrations, secure materials also refer to scratch paper written on by students.
Session	In PearsonAccess^{next}, a session is the group of students registered to test a content area together (same time and location).
SR/PNP	The Student Registration File and Personal Needs Profile have been combined into one file layout: Student Registration/Personal Need Profile (SR/PNP). This is the data file for registering students for testing, including any accessibility feature and accommodation needs.
Testing Environment	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
TestNav	The browser-based application used to administer the computer-based DC Science assessment is available at http://PARCC.testnav.com.
Visitors (authorized)	Visits by state assessment office monitors, LEA monitors, and state-authorized observers are allowed based on state-specific policy, as long as these individuals do not disturb the testing process.
Visitors (unauthorized)	Visitors, including parents/guardians, school board members, reporters, and school staff not authorized to serve as Test Administrators or Proctors, are prohibited from entering the testing environment.

Appendix B: State Policy Addendum

District of Columbia (Spring 2016)

DC Science State Contact For questions about DC Science and state policies, contact OSSE.		
Telephone	**Email**	**Website**
202-304-3269	OST: https://octo.quickbase.com	OSSE.DC.gov/assessments

Issue	District of Columbia State Policy
Testing Window	**State Window: May 2 – June 3, 2016**
Load Student Registration Data	**April 18, 2016**
Paper Test Order Window	**March 30 – April 25, 2016**
Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors	All authorized personnel involved in DC Science are subject to all requirements, duties and sanctions in the Testing Integrity Act of 2013 effective October 17, 2013, including any subsequent amendments (D.C. Law 20-027; D.C. Official Code § 38–771.01 et. seq.) ("Test Integrity Act") and any associated regulations. All authorized personnel involved in DC Science testing should refer to the DC Testing Integrity and Security Notification Statement. Local education agency (LEA) Test Coordinators are responsible for the duties of the Test Integrity Coordinator as per the Testing Integrity Act. They must complete test integrity training developed by the Office of the State Superintendent (OSSE). School Test Coordinators are responsible for the duties of the Test Monitors as per the Testing Integrity Act. They must complete test integrity training developed by OSSE. Test Administrators must be professional employees of District of Columbia Public Schools or a DC public charter school, and must not have been sanctioned for test integrity violations in the previous year. Proctors do not need to be school personnel, but all proctors must be trained in test administration procedures by authorized LEA personnel, adhere to the Testing Integrity Act requirements for authorized personnel and work under the direction of a Test Administrator. Proctors may administer accommodations, if they receive training prior to administration and are under the supervision of a Test Administrator.

Issue	District of Columbia State Policy
Steps for Submitting Security Forms	**ATTENTION:** All authorized personnel must receive the Testing Integrity And Security Notification Statement provided by OSSE. Within 10 days of the conclusion of the last Districtwide assessment of the school year, LEAs must obtain Test Integrity Affidavits from the LEA's test integrity coordinator and each of the LEA's test monitors. Within 15 days of the conclusion of the last Districtwide assessment of the school year, LEAs must file with OSSE, the affidavits from the LEA's test integrity coordinator and each of the LEA's test monitors. Security affidavits may be submitted directly to OSSE via email. LEAs must submit signed Test Integrity Affidavits to OSSE within15 days after testing, as per the Testing Integrity Act. Individuals may also maintain a copy of these documents for their records.
Observation Policies	Observers from the school, LEA, sector representatives or OSSE may conduct visits during testing. Observation visits without prior notice from OSSE to monitor compliance with the Test Integrity Act and Testing Security Guidelines may include the following processes: adherence to test plans, test administration, test environment, handling and distribution of test materials, collection test materials, and test materials packaging and shipment.
Requirements for Reporting a Testing Irregularity or Security Breach	Any person who witnesses a test security breach or believes one has occurred must report the incident immediately. Reports may be made directly to the School Test Coordinator, LEA Test Coordinator, or OSSE. Reports may be made anonymously by calling 202-304-3269or via email to osse.assessment@dc.gov. LEA Test Coordinators should immediately report any breach of security, loss of materials, failure to account for materials, or any other deviation from the test security plan to OSSE immediately, and should submit a written report of a breach or irregularity **within 24 hours**.
Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	No materials in the testing environment before or after testing should compromise test validity and integrity. Test materials must be collected by the Test Administrator prior to the students having any other materials. Any blank paper used after testing should be collected by the Test Administrator before students leave the testing environment. Allowable materials include: Recreational books (subject matter of recreational books to be unrelated to content being assessed). Pens or colored pencils and blank paper.
Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	After student has checked and submitted his or her work, the Test Administrator dismisses the student, and/or After student has submitted his or her work, the student may sit quietly and use allowable materials.

Issue	District of Columbia State Policy
Extended Time and/or Frequent Breaks Policies	Test Administrators may not "stop the clock" for student frequent breaks, unless the student has an extended time accommodation, or unless the Test Administrator chooses to give a 3-minute stretch break during testing to all students in the test environment.
Requirements for Completing Student Registration/Personal Needs Profile Import	OSSE will upload the initial Student Registration /Personal Needs Profile for 5th and 8th grade. LEAs are responsible for adding High School biology students and any missing information, and editing and verifying registrations.
Additional Requirements for Make-Up Testing	No test part may be administered in more than one sitting or over a multi-day period. All testing, including make-up tests, must occur within the school's selected testing window. Schools may schedule make-up tests for different grade levels/subject areas at the same time and in the same room.
Additional Requirements for Paper-Based Test Materials	All secure test materials should be handled according to the DC Testing Integrity Act. Sign in and out of all secure test materials is required.
Shipping Procedures for Paper-Based Tests	Test materials are shipped directly to the School.
Procedures for Dismissing Students for Misconduct	If a student is disruptive during testing, School Test Coordinators may relocate the student to complete the test in a location where they will not disturb others, if such a location is immediately available and meets all other testing environment requirements. Any instances of moving students during testing due to student disruption should be documented as a testing irregularity, and particular attention should be paid to testing time.
Requirements for Archiving Security Forms	It is required for the purposes of any future monitoring or investigation that LEAs maintain (in electronic or physical form) the following documents for four years: All test irregularity and security breach reports and any investigation documentation, School Test Security Plans, Signed Test Integrity Affidavits, Record of who received the Test Integrity and Security Notification Statement and when the Notification Statement was provided and Test Materials Chain of Custody documentation The following additional materials are highly recommended: LEA Action Plans and Corrective Action Plans, Inventory, shipping and receiving documents, Test administrator training records and attendance, and Verification letters

Issue	District of Columbia State Policy
Procedures for Accessibility and Accommodations	Further guidance and resources on accessibility and accommodations in DC, including manuals and crosswalks from the Special Education Data System (SEDS) to DC Science, are available at http://osse. dc.gov/service/testing-accommodations. Students with a documented and valid medical inability to take the test will receive a medical exemption. Medical exemption forms must be completed and signed by the student's medical provider prior to submission to OSSE. Instructions for submitting a medical exemption request are available here: http://osse.dc.gov/service/test-security-and-incident-forms
Steps for Unique and Emergency Accommodations	Requests for unique/emergency accommodations must be considered and approved by OSSE prior to use on statewide assessments. Standard accommodations should be considered prior to requesting a unique accommodation. Unique accommodations requests must: Be individualized for each student. Be based on a student need as documented on the student's current IEP or 504 Plan as an accommodation for both instruction and assessment, and the plan must not expire prior to the assessment window. Be submitted annually. Be signed by the LEA Test Integrity Coordinator and LEA Special Education Director. Be approved by OSSE prior to testing.
Transcription Policy for PBT	All paper-based tests must be transcribed within 48 hours of completion of the test. The test booklets must be secured until the transcription is complete. It is recommended that two people participate in the transcription process to ensure the accuracy of the transcription.
Additional State Considerations	LEA and School Test Coordinators should refer to the DC Testing Integrity Act and associated guidance and regulations for required test security procedures, as well as directions on DC test integrity forms. Additional requirements under the DC Test Integrity Act include, but are not limited to: Maintain and submit a school test security plan to OSSE no later than 15 calendar days before the administration of the first Districtwide assessment of a school year.

Appendix C: Security Breaches and Irregularities

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

- **Electronic Devices**
  - Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod®, smart watch, personal scanner) 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: Test Coordinators, Technology Coordinators, Test Administrators, and Proctors are permitted to use cell phones in the testing environment ONLY in cases of emergencies or when timely administration assistance is needed. LEAs may set additional restrictions on allowable devices as needed.

- **Test Supervision**
  - 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 for any period of time while secure test materials are still distributed or while students are testing
  - Deviating from testing time procedures as outlined in Section 2.4
  - Allowing cheating of any kind
  - Providing unauthorized persons with access to secure materials
  - Unlocking a test in PearsonAccess^{next} during non-testing times
  - 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 your state's test administration window

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

- **Testing Environment**
    - Allowing unauthorized visitors in the testing environment
    - Failing to follow administration directions exactly as specified in the *Test Administration Manual*
    - Displaying testing aids in the testing environment (e.g., a bulletin board containing relevant instructional materials) during testing