



National Center and State Collaborative

National Center and State Collaborative Alternate Assessment Based on Alternate Achievement Standards (NCSC AA-AAS)

Pilot 2 Test Test Administration Manual

October 20 – November 14, 2014

All rights reserved. Any or all portions of this document may be reproduced and distributed without prior permission, provided the source is cited as:

National Center and State Collaborative. (2014). National Center and State Collaborative Alternate Assessment Based on Alternate Achievement Standards (NCSC AA-AAS) Pilot 2 Test Administration Manual. Minneapolis, MN: University of Minnesota, National Center and State Collaborative.

(Page is intentionally blank)



National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities.

NCSC is a collaborative of 24 states (13 core and 11 Tier II states) and five organizations. The NCSC core partner states include: Arizona, Connecticut, District of Columbia, Florida, Indiana, Louisiana, Pacific Assessment Consortium (PAC-6)¹, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming. As of February 2013, the NCSC Tier II affiliated states include Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands. Tier II states provide usability and sustainability tests to refine NCSC products before they are released for broad dissemination in 2015, thus ensuring that other states are able to implement them without intensive support from project staff.

The five NCSC partner organizations include: National Center on Educational Outcomes (NCEO) at the University of Minnesota, National Center for the Improvement of Educational Assessment (Center for Assessment), University of North Carolina at Charlotte, University of Kentucky, and edCount, LLC.



This work was supported by a grant from the U.S. Department of Education, Office of Special Education Programs (H373X100002, Project Officer: Susan.Weigert@ed.gov). The contents do not necessarily represent the policy of the U.S. Department of Education, and no assumption of endorsement by the Federal government should be made.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

¹ The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

Table of Contents

Part 1: Overview of the Pilot 2 Test.....	1
National Center and State Collaborative Alternate Assessment based on Alternate Achievement Standards (NCSC AA-AAS)	1
Purpose of NCSC AA-AAS Pilot 2 Test	1
Overview of Test Administration Manual (TAM).....	1
NCSC AA-AAS Pilot 2 Test.....	1
NCSC Pilot 2 Test Schedule	2
Description of Pilot 2 Test	3
Description of NCSC AA-AAS Item Types	4
Selected-Response Items.....	4
Constructed-Response Items (Mathematics)	4
Constructed-Response Items (Writing)	5
Open-Response Items (Reading Foundational Items)	5
Sample Test Items	5
Documents Needed for Pilot 2 Test Administration.....	5
Terms and Acronyms.....	7
Pilot 2 Test Technical Support	7
Part 2: Responsibilities of Test Administrators and Test Coordinators.....	9
Test Administrators (TA)	9
Test Coordinators (TC)	9
NCSC Online Test Administration Training Requirements for Test Administrators and Test Coordinators	12
Completion of Test Administration Training	13
Student Participation Criteria	14
Parent/Guardian Involvement	15
Optimal Testing Conditions, Assessment Features, and Test Accommodations	15
NCSC Assessment Features	16
Accommodations	17
Procedures for Assessing Students Who are Blind, Deaf, or Deaf/Blind	18
Testing Integrity, Appropriate, and Inappropriate Test Practices	19
Part 3: Administration of the Pilot 2 Test	23
Activate Test Administrator Account	23
Before Testing.....	23
Administering the Pilot 2 Test	25
After Administering the Pilot 2 Test.....	26
Accommodations: After Test.....	26
End of Test Survey	26
Appendix A. State Specific Information	27
Appendix B. National Center and State Collaborative (NCSC) Protocol for Administration of Writing Constructed-Response Items	31
Appendix C. National Center and State Collaborative (NCSC) Scribe Protocol for ELA, Mathematics, and Writing.....	34
Appendix D. National Center and State Collaborative (NCSC) Augmentative and Alternative Communication Guidelines for Writing Constructed-Responses	36

Appendix E. Screenshots of Student Demographic Information, Learner Characteristics Inventory, and Test Accommodations	41
Appendix F. Conducting a Student Response Check (SRC).....	48
Appendix G. State Specific Information for District of Columbia, Indiana, Maryland, New Mexico, South Carolina	51

Part 1: Overview of the Pilot 2 Test

National Center and State Collaborative Alternate Assessment based on Alternate Achievement Standards (NCSC AA-AAS)

The NCSC AA-AAS is developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to the grade-level Common Core State Standards (CCSS). NCSC's AA-AAS is a component of a system of curriculum, instruction, and professional development that allows students with the most significant cognitive disabilities to access grade-level content aligned to the CCSS.

NCSC's long-term goal is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and graduate from high school capable of pursuing post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal.

The NCSC AA-AAS is designed to meet the requirements of the Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Education Act (IDEA). These laws mandate that all students participate in assessments that measure grade-level content standards.

Purpose of NCSC AA-AAS Pilot 2 Test

The Pilot 2 Test provides students and teachers the opportunity to engage with the test items in either reading and mathematics or ELA (reading and writing) in the NCSC Assessment System. The Pilot 2 Test supplements the Pilot 1 Test administration, providing additional information on the items, test forms, NCSC Assessment System performance, and the overall user experience.

Overview of Test Administration Manual (TAM)

The purpose of the TAM is to guide Test Administrators (TA) to prepare for and administer the Pilot 2 Test and guide Test Coordinators (TC) for preparation of the Pilot 2 Test administration in their school or district.

The TAM is organized in three parts.

Part 1: Overview of the Pilot 2 Test

Part 2: Responsibilities of Test Administrators and Test Coordinators

Part 3: Administration of the Pilot 2 Test

NCSC AA-AAS Pilot 2 Test

The Pilot 2 Test is presented to students online via the NCSC Assessment System and is administered by trained Test Administrators (TAs) who are familiar with the student, typically the student's teacher. Participating students are assigned either the ELA (reading and writing) Pilot 2

Test, or the Reading and Mathematics Pilot 2 Test. The Pilot 2 Test presents items across a range of complexity, item formats, and difficulty. The Pilot 2 Test results allow the NCSC project to analyze students' responses in order to develop final test specifications.

The Pilot 2 Test is administered individually to each student by the TA. The time needed to administer the Pilot 2 Test varies by student. The Pilot 2 Test can be paused and resumed based on student needs. Directions for Test Administration (DTA) are provided for each test form and are available through the secure NCSC Assessment System.

The Pilot 2 Test will be administered **October 20 – November 14, 2014.**

Pilot 2 Test will be administered to students who meet NCSC eligibility requirements and are in grades 4–9 and 12. Students are tested on the content they received during the previous school year, e.g., students currently enrolled in grade 4 will take the grade 3 test; students currently enrolled in grade 9 will take the grade 8 test, etc. Since the Pilot 2 Test is administered in fall 2014, students will not yet have received instruction in the entire curriculum for the grade level in which they are enrolled. The Pilot 2 Test assignments are labelled with the student grade level for the 2013-14 school year.

NCSC Pilot 2 Test Schedule

Table 1. Test Schedule

Activity	Participants	Dates
Required Pilot 2 NCSC Online Test Administration Training for Test Administrators (TAs) and Test Coordinators (TCs)	TAs and TCs	September 29, 2014 – November 14, 2014
Pilot 2 Test Administration	TAs Eligible Students	October 20, 2014 – November 14, 2014

Description of Pilot 2 Test

Students are assigned either the ELA (Reading and Writing) Test **OR** the Reading and Mathematics Test.

ELA (Reading and Writing) Test

The ELA Pilot 2 Test consists of two sessions:

Session One	Session Two
<ul style="list-style-type: none">• Reading passages and selected-response items that assess reading literary and informational text• Reading foundational items (Grades 3 and 4 only)• Writing selected-response items that assess writing skills related to various text types	<ul style="list-style-type: none">• Two constructed-response writing items

Note: TAs are able to pause and resume the test as necessary based on student needs.

Reading and Mathematics Test

Reading	
Session One	Session Two
<ul style="list-style-type: none">• Reading passages and selected-response items that assess reading literary and informational text• Reading foundational items (Grades 3 and 4 only)	<ul style="list-style-type: none">• Reading passages and selected-response items that assess reading literary and informational text• Reading foundational items (Grades 3 and 4 only)

Note: TAs are able to pause and resume the test as necessary based on student needs.

Mathematics	
Session One	Session Two
<ul style="list-style-type: none">• Mathematics selected-response and constructed-response items	<ul style="list-style-type: none">• Mathematics selected-response and constructed-response items

Note: TAs are able to pause and resume the test as necessary based on student needs.

Description of NCSC AA-AAS Item Types

In reading, writing, and mathematics, students are assessed using selected-response items. Open-response items are used to assess reading foundational skills for grades 3 and 4. In writing, all grade levels include constructed-response items; in mathematics, some grade levels include constructed-response items.

The different item types are described below:

Selected-Response Items

Selected-Response (SR) items are presented to students in a standard format. Every item is presented in the following order:

- Item stimulus (which may include a passage, passage part, picture, graphic, or other illustration)
- Item question
- Answer options presented in stacked, or vertical formation

All directions and materials needed for administering selected-response items are in the Directions for Test Administration (DTA) that accompanies each test form. Students select a response from the options and may do so in a variety of ways (e.g., using the computer mouse, verbalizing, gesturing, using eye gaze or communication devices, assistive technology, etc.). Students enter responses into the NCSC Assessment System. If the student has the scribe accommodation, the TA enters the student-selected response on behalf of the student.

For ELA Pilot 2 Test only, an accommodation for scribe/transcription is not required to be included in the student's IEP. However, for the operational test in spring 2015, for a student to receive this accommodation, it must be included in the student's IEP. For further information on the use of scribe/transcription, refer to Appendix C: NCSC Scribe Protocol for Reading, Mathematics, and Writing.

Constructed-Response Items (Mathematics)

The Constructed-Response (CR) items require students to develop an answer rather than select an answer from response options. CR items are presented as novel tasks, using materials and content presented in an on-demand test format. Each item is presented to the student in a standardized, scripted sequence of steps culminating in the TA scoring of the student performance using the Mathematics Scoring Rubrics. Directions and materials needed for administering CR items can be found in the Directions for Test Administration (DTA) that accompanies each test form. The TA enters the student CR score into the NCSC Assessment System. The Mathematics Scoring Rubrics provide scoring standards that must be used to evaluate student responses. Not all grade levels include Mathematics CR items.

Constructed-Response Items (Writing)

The writing CR items require students to produce a permanent product in response to a writing prompt. Each item is presented in a standardized, scripted sequence of steps. The student, TA, or a scribe who is a district employee who meets the requirements cited in Appendix C must record the response to the prompt on the response templates that are part of the NCSC Assessment System.

For the ELA Pilot 2 Test only, an accommodation for scribe/transcription is not required to be included in the student's IEP. However, for the operational test in spring 2015, for a student to receive this accommodation, it must be included in the student's IEP.

For further information related to the preparation and standard administration of the writing CR items and to ensure accurate submission and scoring of student responses, refer to Appendix B, NCSC Protocol for Administration of Writing Constructed-Response Items. For qualifications of the scribe, preparation to scribe, and scribe protocols for SR and CR items, refer to Appendix C, NCSC Scribe Protocol for Reading, Mathematics and Writing.

Open-Response Items (Reading Foundational Items)

Open-response (OR) items are included in the ELA Pilot 2 Test and the Reading Pilot 2 Test in grades 3 and 4 only. The items are word identification tasks. Students identify three to five words as each is presented. The TA enters the OR student scores into the NCSC Assessment System.

Students with clear and consistent oral speech are administered the OR reading foundational items. Students using communication other than oral speech, such as an Augmentative and Alternative Communication (AAC) devices, American Sign Language, or eye gaze are administered the selected-response reading foundational items included on the ELA Pilot 2 Test and the Reading Pilot 2 Test. In order to receive the correct and appropriate form assignment, information regarding the student's vision, hearing, use of braille, and means of communication must be provided during the enrollment window, **September 15 – 26, 2014**.

Sample Test Items

Students and TAs have access to sample items for both reading and mathematics. The items allow the TA and student to engage with and become familiar with the online item presentation. Sample items are located on the NCSC Assessment System homepage at <https://teacher-ncscpartners.ctb.com>

Documents Needed for Pilot 2 Test Administration

All documents and information needed to administer the Pilot 2 Test are located in the NCSC Assessment System at <https://teacher-ncscpartners.ctb.com>. The documents and information include the Pilot 2 Test Administration Manual (TAM), sample items, student rosters, Directions for Test Administration (DTA), the NCSC Assessment System User Guide for Test Administrators, and the NCSC Assessment System User Guide for Test Coordinators. The documents needed to administer the Pilot 2 Test are described in Table 2 below.

Table 2. Documents Needed for Pilot 2 Test Administration

Documents	Purpose	Location	User
Test Administration Manual (TAM)	Provides policies and procedures for TAs and TCs to prepare for the administration of the Pilot 2 Test.	https://teacher-ncscpartners.ctb.com	TAs and TCs
Directions for Test Administration (DTA) Note: The DTAs are secure documents	Each test form has a specific DTA that provides directions and a script to administer each item of the Pilot 2 Test. <u>TAs must follow these directions and script exactly.</u> DTAs include the allowable manipulatives and reference materials for specific items, and scoring rubrics for mathematics constructed response items and the open-response reading foundational items for grade 3 and 4 tests.	https://teacher-ncscpartners.ctb.com	TA DTAs are only available to the TA upon successful completion of the NCSC Test Administration Training.
NCSC Assessment System User Guide for Test Administrators and NCSC Assessment System User Guide for Test Coordinators	Provides information to access and navigate the NCSC Assessment System.	https://teacher-ncscpartners.ctb.com	TAs and TCs

Terms and Acronyms

Table 3 provides a summary of terms used frequently in the TAM along with the associated acronyms.

Table 3. NCSC AA-AAS Terms and Acronyms

Term	Acronym
Common Core State Standards	CCSS
Constructed-Response	CR
Directions for Test Administration	DTA
District Test Coordinator	DTC
English Language Arts	ELA
End of Test Survey	EOTS
Individualized Education Program	IEP
Learner Characteristics Inventory	LCI
National Center and State Collaborative	NCSC
National Center and State Collaborative Alternate Assessment based on Alternate Achievement Standards	NCSC AA-AAS
Open-response	OR
School Test Coordinator	STC
Selected-response	SR
Student Response Check	SRC
Test Administration Manual	TAM
Test Administrator	TA
Test Coordinator	TC

Pilot 2 Test Technical Support

The Help Desk for the Pilot 2 Test is available to TAs and TCs to answer questions about the (1) NCSC Assessment System and (2) test administration procedures.

Examples of questions related to the NCSC Assessment System:

- User accounts
- Accessing tests assigned to a student
- Incorrect or missing student information
- Access to the NCSC Online Test Administration Training for Test Administrators and Test Coordinators

Examples of questions related to test administration:

- Scoring procedures for constructed-response or open-response items
- Recording student responses into the NCSC Assessment System
- Questions about administering a specific item

When contacting the Help Desk, please be prepared to provide as much detail as possible about the issue and the system on which it occurred. Include the following:

1. Your name, district, and school
2. Student name, if applicable
3. Any error messages that appeared
4. Operating system and browser information
5. Information about network configuration

NCSC Pilot 2 Test Help Desk Contact Information

Phone: 888-630-9145

E-mail: NCSC_helpdesk@ctb.com

Please contact the NCSC Pilot 2 Test Help Desk Monday through Friday, September 29, 2014- November 17, 2014.

- 7:00 a.m. to 8:00 p.m. EST
- 6:00 a.m. to 7:00 p.m. CST and AST
- 5:00 a.m. to 6:00 p.m. MST
- 4:00 a.m. to 5:00 p.m. PST
- 10:00 p.m. to 11:00 a.m. (Next Day) Chamorro Standard Time (ChST)

Part 2: Responsibilities of Test Administrators and Test Coordinators

The Test Administrators and Test Coordinators involved in the administration of the NCSC Pilot 2 Test have assigned responsibilities.

Test Administrators (TA)

Who can be a TA?

- A certified and licensed educator familiar with the student, typically the student's teacher, who has completed the required NCSC Online Test Administration Training for Test Administrators, end-of-module quizzes, and the end-of-training final quiz with an 80% accuracy score, can administer the Pilot 2 Test.
- If a student's teacher has a long-term substitute who is a certified and licensed educator and has completed the required NCSC Online Test Administration Training, end-of-module quizzes, and the end-of-training final quiz with an 80% accuracy score, then the long-term substitute can administer the Pilot 2 Test.

Who cannot be a TA?

- It is NCSC policy that paraprofessionals, teachers' aides and other support staff, or student teachers cannot administer the Pilot 2 Test.

Test Coordinators (TC)

In general, the District Test Coordinator (DTC) provides oversight of the Pilot 2 Test at the district level. The School Test Coordinator (STC) works within the school building to ensure the Pilot 2 Test is administered as intended and that the TAs and students have the support needed for a successful administration. In some schools and districts, the DTC and the STC may share the duties or even be the same person. Please refer to Appendix A. State Specific Information to clarify your role as a TC in your state.

Regardless of the number of individuals who perform the duties, the responsibilities of each role must be completed. There are essential tasks that are required before, during, and after administration of the Pilot 2 Test.

Table 4. Responsibilities for Test Administrators and Test Coordinators

√ indicates an assigned responsibility

(Please see Appendix A. State Specific Information)

RESPONSIBILITY	TEST ADMINISTRATOR	TEST COORDINATOR DISTRICT/SCHOOL
BEFORE TEST ADMINISTRATION		
Sign and submit state-specific test security and confidentiality forms.	√	√
Complete role-specific NCSC Online Test Administration Training.	√ (Attain 80% on final quiz)	√ Not required to take final quiz
Ensure TAs and TCs have received the required training.		√
Communicate all information to TAs about the Pilot 2 Test received from the State NCSC Coordinator.		√
Ensure technology capacity is met. Work with district/school IT personnel to ensure that the NCSC Assessment System is accessible and functioning on every computer that is used for testing.		√
If the TA cannot access the NCSC Assessment System, ensure that the TA is properly credentialed and has met the requirements of the online training for the Pilot 2 Test administration before providing access to the NCSC Assessment System.		√
Verify Student Demographic Information is correct. Adjust if applicable.	√	
Complete Learner Characteristics Inventory if applicable to your state; OR verify the information that was completed during enrollment is accurate and complete the remainder of the Learner Characteristics Inventory for each student being tested.	√	
Complete Accommodations: Before Test, for each student being tested.	√	
Complete the Student Response Check, as needed for each student.	√	
Review the TAM section on Optimal Testing Conditions, Assessment Features, and Test Accommodations and make appropriate arrangements for students; provide a printed version of the test if a student needs this accommodation.	√	

RESPONSIBILITY	TEST ADMINISTRATOR	TEST COORDINATOR DISTRICT/SCHOOL
Ensure the student is taking the appropriate grade level test.	√	
Download a hard copy of the Directions for Test Administration (DTA), or use a separate computer to access the DTA for the Pilot 2 Test form BEFORE administering the test. Read the DTA carefully before administering the test. Prepare and organize materials and print the reference sheets as specified in the DTA.	√	
Review and complete the sample items with the student.	√	
Contact State NCSC Coordinator or NCSC help desk as needed.	√	√
Respond to questions/concerns from parents and stakeholders using resources provided by the State NCSC Coordinator.		√
Create or approve testing schedules and arrange classroom support for TAs when they are testing students.		√
DURING TEST ADMINISTRATION		
Monitor to ensure implementation of appropriate test practices and appropriate student participation so that Pilot 2 Test is administered by November 14, 2014.		√
Ensure students and TAs have the materials and resources needed to administer the Pilot 2 Test.		√
Contact the State NCSC Coordinator or NCSC help desk as needed.	√	√
Implement the DTA as written.	√	
Provide accommodations (see Table 8).	√	
Report technology concerns to the TC or NCSC help desk.	√	
Maintain test security by ensuring all test materials are in a secure and locked location when not testing.	√	√
Report inappropriate test practices to the STC or DTC.	√	√
Report all inappropriate test practices to the State NCSC Coordinator immediately. See Appendix A. State Specific Information.		√

AFTER TEST ADMINISTRATION		
Report any inappropriate test practices and suspected irregularities to the TC, according to state policy.	√	
Investigate and report on any inappropriate test practices and suspected irregularities to the State NCSC Coordinator. See Appendix A for State Specific information.		√
Give all printed copies of the test, DTAs, scoring rubrics, student log in information, scratch paper, student work, etc., to the TC for secure shredding.	√	
Securely shred all printed copies of the test, DTAs, scoring rubrics, and student work, e.g., writing materials, etc.		√
Complete the Accommodations: After Test and the End of Test Survey after administering the Pilot 2 Test to each student.	√	

NCSC Online Test Administration Training Requirements for Test Administrators and Test Coordinators

TAs and TCs must complete the NCSC Online Test Administration Training modules for Test Administrators and Test Coordinators which will be available September 29 through November 14, 2014. The training modules are customized for the specific responsibilities of these roles. Table 5 provides an overview of the training modules and the modules that are required for each role.

For TAs, the training modules provide important information from three documents that TAs use: (1) Test Administration Manual (TAM), (2) Directions for Test Administration (DTA), and (3) NCSC Assessment System User Guide for Test Administrators. After completing the training modules, TAs take a final quiz and must achieve a score of 80% to access the DTAs and the tests assigned to students. This helps ensure that the Pilot 2 Test items are administered in a standardized manner.

TCs must complete designated NCSC Online Test Administration Training that focuses on information in the (1) Test Administration Manual (TAM) and (2) NCSC Assessment System User Guide for Test Coordinators. This training helps ensure that the TCs are knowledgeable about their responsibilities, testing integrity, and appropriate test practices for the Pilot 2 Test. TCs are not required to take the final quiz.

Table 5. Required NCSC Online Test Administration Training for Test Administrators and Test Coordinators

Below is a summary of the topics that are covered in the Online Test Administration Training for the Test Administrators and the Test Coordinators.

Test Administrator Course	
Module	Topic
Module 1	Introduction: Responsibilities of Test Administrators & Test Coordinators
Module 2	Description of Test; Test Integrity
Module 3	Optimal Testing Conditions and Assessment Features
Module 4	Test Accommodations
Module 5	Navigate the NCSC Assessment System
Module 6	Before Test: Demographics, LCI and Accommodations
Module 7	Before Test: Student Response Check
Module 8	NCSC Assessment System – Student Experience
Module 9	Directions for Test Administration
Module 10	Reading DTA – Administer the Test
Module 11	Math DTA - Administer the Test
Module 12	Writing DTA – Administer the Test
Module 13	After Test: End-of-Test Survey; Accommodations After Test
Final Quiz	
Test Coordinator Course	
Module	Topic
Module 1	Introduction: Responsibilities of Test Administrators & Test Coordinators
Module 2	Description of Test; Test Integrity
Module 3	Navigate the NCSC Assessment System
Module 4	Create Users and Organizations
Module 5	Before & After Test: TC Support for the TA; Reminders

Completion of Test Administration Training

When the TA completes the training modules and achieves an 80% score on the final quiz, the TA is permitted access to: (1) Directions for Test Administration (DTA) for the tests assigned to students and (2) test forms assigned to the students.

Student Participation Criteria

NCSC AA-AAS Pilot 2 Test 2014

Students who have been determined eligible by their IEP team for participation in their state's AA-AAS are eligible to participate in the NCSC AA-AAS Pilot 2 Test.

Operational Test Spring 2015

The NCSC AA-AAS participation criteria for the Operational test in spring 2015 and in subsequent years are described in detail in the *Guidance for IEP Teams on Participation Decisions for the NCSC Alternate Assessment*, which can be found at the following link:

http://ncscpartners.org/Media/Default/PDFs/Resources/NCSC-Participation-Guidance_Rev_Nov_2014.pdf.

The criteria for student participation in the NCSC AA-AAS reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. Table 6 shows the participation criteria and the descriptors used to determine eligibility for participation for each student.

Table 6. Participation Criteria

Participation Criteria	Participation Criteria Descriptors
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.* *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
2. The student is learning content linked to (derived from) the Common Core State Standards (CCSS)	Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCSS and address knowledge and skills that are appropriate and challenging for this student.
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade- and age-appropriate curriculum	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Parent/Guardian Involvement

Parents/guardians are partners in Individualized Education Program team meetings and are engaged in the assessment participation decisions. Thus, they need to receive accurate information about the NCSC AA-AAS. NCSC's resource library for parents is available at: www.ncscpartners.org/resources. This resource library should be made available to parents well before the assessment participation decisions are made for school year 2014-2015 and subsequent school years. Additional resources for use with parents may be available from the State NCSC Coordinator (see Appendix A for State Specific information).

Optimal Testing Conditions, Assessment Features, and Test Accommodations

TAs must provide each student an appropriate testing environment during every testing session. TAs can ensure an appropriate testing environment by providing:

1. Optimal testing conditions for every student
2. Assessment features that are appropriate for individual students
3. Accommodations in the student's IEP that are consistent with NCSC accommodations policies

Optimal testing conditions, appropriate assessment features, and the accommodations in a student's IEP that are consistent with NCSC accommodations policies support student access to the test so that students can demonstrate their knowledge. Each of these is discussed in detail below. Provision of optimal testing conditions, assessment features, and accommodations must be planned for prior to testing the student.

Testing Procedures for Students Who are Blind, Deaf, or Deaf/Blind

If you are testing a student who is blind, deaf, or deaf/blind, read the "Procedures for Assessing Students Who are Blind, Deaf, or Deaf/Blind" at the end of this section of the TAM.

Optimal Testing Conditions

Optimal testing conditions must be provided for every student before and during the test administration.

Before Administering the Test

- Document that the student has a consistent and observable way to communicate his/her response to the items by completing the Student Response Check. See Part 3 for Student Response Check to Observe Student Response Mode and Appendix F. Conducting a Student Response Check.
- Review the assessment features and prepare for use as appropriate for individual students.
- Identify the student's IEP accommodations that are consistent with NCSC accommodations policies and prepare for implementation during testing.
- Make sure that the computer and any AAC and assistive technology device a student may use to interact with the test items meet the minimum requirements found in the NCSC Assessment System User Guide for Test Administrators, are in working order, are available for testing, and are compatible with the NCSC Assessment System.

- Log on to the NCSC Assessment System before testing to ensure that the computer, login information, and the assessment features are working as intended.
- Review the sample items in the NCSC Assessment System with the student and practice using appropriate assessment features and accommodations in the student’s IEP that are consistent with NCSC accommodations policies.
- Read the DTA for the Pilot 2 Test assigned to the student and organize all the test materials according to the DTA, including printing a copy of reference sheets.
- Arrange to administer the test in a familiar setting that is free of noise and distractions.
- Develop a schedule to administer the test during the best time of day for the student; consider time needed for breaks for the student.

During Test Administration

- Manage testing materials and the assistive technology required by the student in accordance with directions provided in the DTA.
- Provide scratch paper for students to make notes or solve math items. All scratch paper must be submitted to the TC, as specified by the state, for secure shredding.
- Pause the test administration and resume at a later time or another day as indicated by student needs. The test may be administered over multiple days.
- Provide appropriate student positioning, appropriate assessment features, and the accommodations in the student’s IEP that are consistent with NCSC accommodations policies.
- Provide encouragement to support student engagement and focus. TAs may use phrases that do not indicate either the correct or incorrect response. Examples of acceptable encouraging phrases include:
 - “I like the way you are listening and following directions.”
 - “Only one more to go!”
 - “Just five minutes until a break!”
 - “Keep working!”

NCSC Assessment Features

Assessment features support student access to the test. Assessment features are either built into the NCSC Assessment System or are typically available on a computer. A few of the assessment features may be provided by the TA. Assessment features may be enabled by the student or TA at the time of testing. Refer to the NCSC Assessment System User Guide for Test Administrators for descriptions of the assessment features and the directions to enable the assessment features. **Students and TAs should become familiar with the assessment features and may practice using them with the sample items prior to administration of the Pilot 2 Test.**

Table 7 lists the NCSC Assessment Features. Refer to NCSC Assessment System User Guide for Test Administrators for the descriptions of the assessment features and directions to enable the assessment features, if in the NCSC Assessment System or computer-based.

Table 7. NCSC Assessment Features

Answer Masking
Audio Player
Alternate Color Themes
Increase Size of Text and Graphics
Increase Volume
Line Reader Tool
Read Aloud and Reread Item Directions, Response Options, Passage

Accommodations

Accommodations are changes in the materials or procedures of the assessment that do not alter the construct being measured. For the Pilot 2 Test, the operational test in 2015, and in subsequent years, a student may use the accommodations that are in his/her IEP that are consistent with the NCSC accommodations policies. If a student requires an accommodation for the assessment that is not currently in his/her IEP, please see Appendix A. State Specific Information. For the ELA Pilot 2 Test only, an accommodation for scribe/transcription and paper version of item/s is not required to be included in the student's IEP. **For the operational test in spring 2015, for a student to receive these accommodations, it must be included in the student's IEP.**

Note: The use of any physical prompting, including hand over hand, invalidates the results of the test for the student. The use of physical prompting is considered to be a modification or change to the Directions for Test Administration. Physical prompting is not permitted, and it is considered to be an inappropriate test practice and a test irregularity.

Table 8 lists accommodations, with descriptions, that are consistent with NCSC AA-AAS accommodations policies.

Table 8. NCSC Accommodations

Accommodations	How to Access
<p>Assistive Technology (AT) Student may use assistive technology devices for viewing, responding to, or interacting with the test items. The student and TA should use the AT device with the sample items to ensure that it functions properly with the NCSC Assessment System. The NCSC Assessment System supports various AT devices, such as alternate keyboard, switches and hub, head mouse, etc.</p>	<p>Refer to NCSC Assessment System User Guide for Test Administrators for information about:</p> <ul style="list-style-type: none"> • Compatibility of NCSC Assessment System with Assessment Features and • Compatibility of NCSC Assessment System with Assistive Technology Devices.
<p>Paper Version of Item/s*</p>	<p>TA may print a copy of an item or items. This copy must be given to the TC, as specified by the state, for secure shredding upon completion of the test.</p> <p>Large print forms are not available. Please refer to the NCSC Assessment System User Guide for Test Administrators for directions to use the assessment feature, Increase Size of Text and Graphics.</p>
<p>Scribe/Transcription*</p> <p>Selected-Response Items</p> <p>Writing Test Constructed-Response Items</p>	<p>Refer to:</p> <ul style="list-style-type: none"> • Appendix B. Protocol for Administration of Writing Constructed-Response Items • Appendix C. National Center and State Collaborative Scribe Protocol for ELA, Mathematics, and Writing • Appendix D. National Center and State Collaborative Augmentative and Alternative Communication Guidelines for Writing Constructed-Responses
<p>Sign Language (e.g., ASL, PSE, SEE)</p>	<p>TA may provide sign language interpretation to student</p>

* For the Pilot 2 Test only, this is not required to be included in the student's IEP. **However, for the operational test in spring 2015, for a student to receive this accommodation, it must be included in the student's IEP.**

Procedures for Assessing Students Who are Blind, Deaf, or Deaf/Blind

Students who are blind, deaf, or deaf/blind are assigned to the test form with items that reduce barriers for vision and hearing. Additional test administration procedures are also provided to the TA and include:

- Guidelines for administering items and suggestions for developing tactile symbols, using object replacements, and providing sign language interpretation.

- Alternative text to be read to a student who has vision impairment. For example, for an item that includes a bar chart, a verbal description of the bar chart is embedded in the item for a student who has difficulty seeing the bar chart.
- Reading foundational items (grade 3 and 4 tests only) in braille for students who use braille.

A student is assigned to this test form if the student has one or more of the following conditions:

- low vision; uses vision for some activities of daily living
- no functional use of vision for activities of daily living, or unable to determine functional use of vision
- hearing loss aided, but still with a significant loss
- profound hearing loss, even with aids; and/or undetermined functional use of hearing
- uses braille (contracted or uncontracted) - braille forms are available for students who are eligible for braille and are in grade 3 or 4 for Pilot 2

Information regarding the student’s vision, hearing, and use of braille must be entered during the enrollment window, September 15 – 26, 2014. If this information is not available to the state or district staff who are enrolling students, the TA must enter the information in the LCI tab of the NCSC Assessment System during the enrollment window, September 15 – 26, 2014.

The State NCSC Coordinator securely transmits the “Procedures for Assessing Students who are Blind, Deaf, or Deaf/Blind” to the TAs of students who are identified as having one of the listed conditions, and the students are assigned the form with items that reduce barriers for vision and hearing.

The reading foundational items in braille (grade 3 and 4 tests only) are shipped to the district office for distribution to students who are identified as using braille.

If this information is not received during this enrollment window, the student is randomly assigned a test form and the TA does not receive the Procedures for Assessing Students Who are Blind, Deaf, or Deaf/Blind.

If you have questions about whether or not your student should receive the additional procedures, please contact your State NCSC Coordinator (See Appendix A: State Specific Information).

Testing Integrity, Appropriate, and Inappropriate Test Practices

NCSC policies related to testing integrity and appropriate and inappropriate test practices are described in this section. Test Administrators, District Test Coordinators, and School Test Coordinators comply with their state’s test security protocols and procedures and sign and submit their state-specific required test security agreements as outlined in state law and policy. Please refer to Appendix A. State Specific Information.

Testing Integrity and Appropriate Test Practices

Testing integrity is critical to ensure accurate, valid, reliable, and timely information about student academic performance. Inappropriate test practices undermine efforts for improving student achievement. NCSC is committed to providing an assessment that accurately reflects what students know and can do in mathematics, reading, and writing.

After the TA completes the training modules, the Pilot 2 DTAs, which include test items, are available to TAs prior to the testing window. TAs should become familiar with the item administration protocols and prepare necessary materials and accommodations needed for the student. **TAs and TCs must ensure that all aspects of the Pilot 2 Test are maintained in a secure manner. Items are for the exclusive use of testing and are not to be used for instruction, and are not to be shared, emailed, copied, or distributed in any manner. To do so is a test irregularity and a violation of test security.**

The use and interpretation of information gleaned from the Pilot 2 Test administration is compromised if students respond to items that are no longer secure. Security breaches can reduce the item pool to such a degree that an insufficient number of items remain available to represent the content required for assessment. A particular item serves several specific purposes and its loss can have a broad impact on testing content. Failure to follow the policies outlined in this section results in a breach of security, and is subject to state law.

Handling Test Materials in a Secure Manner

The NCSC AA-AAS is an online test and all test forms and test materials are available in the NCSC Assessment System. Secure handling of test materials protects the integrity and confidentiality of test items and the validity of student results. It is essential that unauthorized persons are prevented from accessing or viewing Pilot 2 Test content in the NCSC Assessment System or in paper form.

For printed test materials including, but not limited to, DTAs, test-specific reference pages, scoring rubrics, and test forms, a TA must:

- Maintain all printed test materials in a secure, locked location.
- Protect secure materials from view by other students, teachers, parents, school staff, or other individuals.
- Ensure secure transport of testing material from school building to school building.
- Refrain from duplicating, reproducing, or sharing items or other secure test materials.
- Give ALL printed test forms or other printed material to the TC as prescribed in state-specific policy, after the test session is completed, for secure shredding.
- Delete any test materials, items, or information from the computer and/or any assistive technology used by the student after testing is complete.

Preparing a Secure Testing Environment

Students are administered the test individually, one-to-one, most likely in their classroom or a similar environment familiar to the student. A secure test environment includes, but is not limited to:

- Administering the test only through the password-protected testing environment, the NCSC Assessment System.
- Restricting student access to resources that are explicitly identified in the Directions for Test Administration (DTA).

- Viewing of test items only by the student taking the Pilot 2 Test and the certified, licensed, and trained TA administering the Pilot 2 Test.
- Removing electronic devices and photography technology that could jeopardize test content in the test-taking environment.
- Ensuring a quiet test-taking environment, void of talking or other distractions, and one that does not permit other students hearing the responses to the test items of the student being tested.

Inappropriate Test Practices

TAs must administer all test items according to the DTA. Modifications or changes to DTAs are not permitted and are considered to be inappropriate test practices and a test irregularity. Inappropriate test practices are any actions that are contrary to those explicitly stated in the DTA and in the test security agreements signed and submitted by test administrators. Examples of inappropriate and prohibited modifications or changes to the DTA include, but are not limited to:

- Changing the wording of test directions, items/questions, response options, or any text as it is written in the DTA.
- Using non-prescribed manipulatives or replacement objects, graphic organizers, or mnemonic aids.
- Using any physical prompting, including hand-over-hand.
- Providing students a preview of the Pilot 2 Test at any time.
- Providing answers to students in advance of or during test administration.
- Providing students clues or supports not indicated in the DTA.
- Manipulation of testing materials in a way that hints at a correct or incorrect answer.
- Changing a student's answer.
- Reminding the student of previously used materials or experiences directly related to concepts in an item.
- Pre-teaching test content immediately before the test or the administration of an item.
- Sharing test items, test content, or test forms, both written or verbally, with colleagues, parents, other staff members, the general public, or students.
- Transporting printed test materials within the school in a non-secure manner.
- Leaving unattended secure printed test materials including, but not limited to, DTAs, test items, and scoring rubrics.
- Leaving the NCSC Assessment System unattended while logged into the test or the DTA.
- Administering Pilot 2 Test by a staff member who has not completed the online training modules and passed the final quiz.
- Administering Pilot 2 Test by a paraprofessional, aide, or student teacher.
- Allowing the use of electronic devices or photography technology that could jeopardize test content in the test-taking environment.
- Sharing of Pilot 2 Test items through photography, phone cameras, recording devices, note taking, or any other manner with colleagues, students, teachers, parents, media, or any person.

Monitoring and Reporting Inappropriate Test Practices

Monitoring testing procedures and reporting inappropriate test practices are outlined in state law and policy. Each person participating in the state assessment program is directly responsible for immediately reporting any violation or suspected violation of test security or confidentiality. TAs and other staff must notify their School Test Coordinator (STC) and/or District Test Coordinator (DTC) if they witness or become aware of an inappropriate test practice or suspect one has occurred. DTCs and STCs must follow their state procedures (refer to Appendix A). DTCs must report any incidents involving alleged or suspected violations that fall under the category of a serious irregularity to the State NCSC Coordinator. State professional codes of ethics and state law provide the guidelines for determining the consequences for any inappropriate test practices.

Part 3: Administration of the Pilot 2 Test

Activate Test Administrator Account

The TA receives an auto-generated log in user name and password from NCSC_helpdesk@ctb.com. The TA opens a web browser and types in: <https://teacher-ncscpartners.ctb.com>. The TA enters his/her email address (check with school/district/state policies to determine which email addresses were used), enters the password provided and clicks, "Log In."

Completing Student Information in the NCSC Assessment System

The TA enters the following required information in the NCSC Assessment System **before testing each student:**

- (1) Student Demographics
- (2) Learner Characteristics Inventory (LCI)
- (3) Accommodations: Before Test
- (4) Student Response Check

The TA completes the following required information in the NCSC Assessment System **after testing each student:**

- (1) Accommodations: After Test
- (2) End of Test Survey

Before Testing

- (1) Student Demographics

The TA reviews and confirms the demographic information provided for each student. Any additional information or changes in student demographic information must be entered into the NCSC Assessment System prior to administering the test to the student.

The Student Demographic Information provides text boxes and dropdown menus for ease of use. See Appendix E to view a screenshot of Student Demographic Information.

- (2) Learner Characteristics Inventory (LCI)

Next, the TA completes the LCI, which includes 16 learner characteristics. Information from the LCI provides a description of the characteristics of the students who participated in the Pilot 2 Test.

In many states, some of the LCI information is completed during enrollment by the state or district. Before testing the student, the TA verifies that what is completed is accurate and completes the rest of the LCI. Other states require the TA to complete the LCI during the enrollment period, September 15 – 26. All LCI information must be completed prior to administering the test.

Dropdown menus include descriptions of each characteristic, and radio buttons are provided for ease of use. The TA should preview the fields and obtain the required student-level information so that it can be entered accurately and efficiently into the NCSC Assessment System before administering the test. See Appendix E to view screenshots of the LCI.

(3) Accommodations: Before Test

Accommodations: Before Test is completed by the TA before administering the Pilot 2 Test. The TA records the accommodations that are documented in the student's IEP and verifies they are consistent with the NCSC accommodations policies. The accommodations for scribe/transcription or the paper version are not required to be on the student's IEP for Pilot 2. These accommodations are required on the IEP if needed for the Operational Test, spring 2015. These accommodations must be provided to the student during the test. See Appendix E to view the screenshot of Accommodations: Before Test or see Table 8.

(4) Student Response Check to Observe Student Response Mode

The purpose of the Student Response Check (SRC) is to ensure that the TA can clearly identify which answer a student chooses for a selected-response test item. For students who have a clear method of communication and who clearly select their answers to the test questions by either responding verbally or using assistive technology (AT), conducting a Student Response Check is not necessary. Students do not need to use the same response mode for every item. The TA enters a student's answer to test items only if the student is not using the mouse to select the answer independently.

There are two ways that the TA can conduct the Student Response Check: (1) using the computer or (2) using a paper version.

Students taking the Pilot 2 Test can communicate answers to test items by:

- Using the mouse to select an answer
- Verbalizing answers
- Gesturing or pointing to the answer
- Using assistive technology to indicate answers
- Using eye gaze chart to select answers
- Circling or marking answers on a paper copy of the test

Note: The use of hand-over-hand or any physical prompt is not considered a consistent and observable response because the student is not indicating his/her answer choice in an independent way.

The student response check is a three-question content-neutral task. The student is given a task and asked to demonstrate their use of each mode of response listed above as ways to communicate answers to test items. Please note: If a student does not use assistive technology (AT), the TA will not ask the student to use AT devices to demonstrate this mode of response. Please use professional judgment when conducting the Student Response Check.

The TA **will not conduct** an SRC if the TA is certain that the student has a consistent, observable mode of communication so that the TA may enter a student's response in the NCSC Assessment System with confidence.

The TA **will conduct** an SRC if the TA is uncertain whether the student has a consistent mode of communication or is concerned that the student's response to a test item may not be observable by the TA. Unobservable responses do not enable the TA to enter a student's response in the NCSC Assessment System with confidence.

For directions to conduct an SRC, please refer to Appendix F. Conducting a Student Response Check.

Administering the Pilot 2 Test

Once the TA saves the student Demographic Information, LCI, Accommodation: Before Test, and SRC information; a confirmation message appears informing the TA that this information has been updated.

If the TA completed the Online Test Administration Training and attained 80% on the final quiz, the TA may now administer the Pilot 2 Test.

Implications for TA Conducted Student Response Check

If the TA conducted the SRC with a student, the TA follows these directions to administer the Pilot 2 test to the student:

If the student **displayed** consistent and observable responses during the SRC:

- Administer all test items.

If the student **did not display** a consistent, observable response during the SRC, read (a) and (b) below and follow the directions that apply to this student:

(a) If the student **did not** display a consistent, observable response in the SRC, the TA administers the first four items in **either** mathematics **or** reading. **If the TA does observe a student response to at least one of the first four test items, the TA continues to administer all test items to the student.**

(b) If the student **did not** display a consistent, observable response in the SRC, the TA administers the first four test items in **either** mathematics **or** reading. **If the TA does not observe a student response to any of the first four test items, the TA terminates the test.** The TA indicates in the NCSC Assessment System why the test was terminated. Finally, the TA completes the End of Test survey.

Pausing and Resuming Administration of the Pilot 2 Test

If a student exhibits frustration, lack of engagement, refusal to participate, or becomes sick during the administration of the Pilot 2 Test, pause the test by clicking on the **Save/Exit** button within the NCSC Assessment System, and take a break. A break may consist of a few minutes to a few days, depending on the student's needs. Resume administration of the test at an appropriate time for the student. The TA may pause and resume the administration of the Pilot 2 Test as often as necessary during the test window, based on a student's needs. See the NCSC Assessment System User Guide for Test Administrators for directions to pause and resume a test.

After Administering the Pilot 2 Test

When the Pilot 2 Test administration for a student is completed, the TA completes

- (a) Accommodations: After Test
- (b) The End of Test Survey

Accommodations: After Test

Following the administration of the Pilot 2 Test, the TA records in Accommodations: After Test the accommodations the student actually used during the test, not the accommodations that were made available to the student. See Appendix E to view a screenshot of Accommodations: After Test.

End of Test Survey

A short survey has been developed to learn from the experience of each TA administering the Pilot 2 Test. At the completion of each student's content area test the TA completes the questions on the End of Test survey. The survey is intended to provide additional data about how the test functions for students with unique and varying needs, student engagement with the test, and the opportunity to learn the content represented by the Common Core State Standards. Completed survey responses support potential revisions and refinements for the Operational Test to be administered in spring 2015. In order for TAs to provide complete information on the End of Test survey, TAs may consider keeping a log to note the TAs and each student's Pilot 2 Test experience, particularly noting any item-specific feedback. These notes must be submitted to the TC, as specified in state law, for secure shredding following completion of the End of Test survey.

Appendix A. State Specific Information

Listed below is the contact information for each state's NCSC Coordinator. Please contact your State NCSC Coordinator if you have questions about state specific policies related to the NCSC AA-AAS.

Arizona

Audra Ahumada
Director of Alternate Assessment
602-542-4061
Audra.Ahumada@azed.gov

The link below is the Arizona Department of Education's NCSC Web page. This site has state specific information regarding participation criteria, instructional supports and resources, parent information, and important NCSC Alternate Assessment timelines.

<http://www.azed.gov/assessment/ncsc/>

Arkansas

Charlotte Marvel
Office of Student Assessment:
501-682-5296
charlotte.marvel@arkansas.gov

Jared Hogue
501-682-4946
jared.hogue@arkansas.gov

California

Lily Roberts
Sheila Self
916-319-0784
alternateassessment@cde.ca.gov

Connecticut

Janet Stuck
CT NCSC State Lead
860-713-6837
Janet.Stuck@ct.gov

You may access the CT Student Assessment web page under quick links on the CT Department of Education website.

<http://www.sde.ct.gov>

District of Columbia

Michelle Tuggle

202-374-1328

Michelle.blakey-tuggle@dc.gov

Idaho

Toni Wheeler

Special Education Statewide Assessments Coordinator

208-332-6957

tcwheeler@sde.idaho.gov

Indiana

Karen Stein

Special Program Assessment Specialist

Office of Student Assessment for Indiana

317-234-2377

kstein@doe.in.gov

Indiana Testing Security and Integrity Agreement is available on the Indiana Department of Education website <http://www.doe.in.gov/assessment>

Maryland

Trinell Bowman

tbowman@msde.state.md.us

Maryland state test security and non-disclosure agreement form can be found in Appendix G.

The test irregularity/security breach form may be found at

http://marylandpublicschools.org/NR/rdonlyres/B0521525-FDF8-420B-8866-F1062663D3F2/25522/GuidetoTestSecurityandDataReportingforLACs_revised.pdf

Maine

Sue Nay

Sue.Nay@maine.gov

Montana

Yvonne Field
Assessment Specialist
406-444-0748
yfield@mt.gov

Judy Snow
Assessment Director,
406-444-3656,
jsnow@mt.gov

For Montana-specific test security agreements and test irregularity procedures documents, please visit the OPI Alternate Assessment Hub: http://opi.mt.gov/curriculum/MontCAS/#gpm1_3

New Mexico

Severo Martinez
Education Administrator for Alternate Assessments
Assessment and Accountability Division
505-827-6553
Severo.martinez@state.nm.us

Contact New Mexico Public Education Department (NMPED) staff if you have questions about the following:

- Participation criteria
- State and federal regulations regarding the National Center and State Collaborative assessment (NCSC) and other required alternate assessments.
- Training modules and available curriculum

PAC-6

June De Leon
PAC6 Liaison to NCSC
June.deleon@guamcedders.org

Laura Brown
Special Education Assistant Coordinator
CNMI NCSC State Contact
Laura.brown@cnmipss.org

Fasefulu Tigilau
Assessment Coordinator
Fasefulu.tigilau@cnmipss.org

Terese Crisostomo
Special Education School Program Consultant
Guam NCSC State Contact
tdcrisostomo@gdoe.net

Pennsylvania

Dr. John Machella
Special Education Adviser
State Assessment Coordinator
814.536.1956
jmachella@pa.gov

Rhode Island

Heather Heineke
Heather.heinkeke@ride.ri.gov

South Carolina

Suzanne Swaffield
Alternate Assessment Coordinator
803-734-8274
sswaffie@ed.sc.gov

For South Carolina specific documents, please visit the NCSC state website:
<http://ed.sc.gov/agency/programs-services/48/NCSCPilotAppendixCDocuments.cfm>.

South Dakota

Ben Morrison
Ben.morrison@state.sd.us

Tennessee

Lori A. Nixon
Director of Assessment Design for Special Populations, C&I
615-741-5113
Lori.Nixon@tn.gov

United States Virgin Islands

Alexandria Baltimore-Hookfin
State Assessment Director
340-773-1095 Ext. 7084
abhookfin@doe.vi

Jill Singer, Esq.
State Special Education Director
340-776-5802 ext 2255
jsinger@doe.vi

The VIDE will be updating our test security policies, roles, and procedures as we transition to online assessments this year. Please go to our special education website <http://sose.vide.vi> for information.

Appendix B. National Center and State Collaborative (NCSC) Protocol for Administration of Writing Constructed-Response Items

This protocol provides TAs necessary information to prepare for a standard administration of the writing constructed-response (CR) for students with diverse characteristics and means of expression. A standard administration, consistent with this protocol and the grade-specific Directions for Test Administration (DTA), ensures the accurate interpretation and scoring of each student's writing ability as measured on this assessment.

For the purpose of the NCSC AA-AAS, the following steps describe item administration, scribing, annotation, uploading into the NCSC Assessment System, and transcription of the CR items.

Step 1. Directions for Test Administration

All TAs should become familiar with the grade-specific DTA prior to the administration of the CR items. The CR items require students to produce a permanent product in response to a writing prompt. Each item is presented to the student in a standardized, scripted sequence of steps that include statements read by the TA and directions for the presentation of grade- and prompt-specific materials that need to be printed and prepared as appropriate. The Student Response Template is identified by a card number for each CR item in the DTA. The student uses the Student Response Template to write a response to the CR item. Please note that if the TA makes the determination that a student is capable of entering an online response using a keyboard, the Student Response Template does not need to be used during the administration.

Step 2. Procedures for Use of a Scribe

For the ELA Pilot 2 Test only, an accommodation for scribe is not required to be included in the student's IEP. However, for the operational test in spring 2015, for a student to receive this accommodation, it must be included in the student's IEP.

The TA may decide, based on a student's needs, that scribe is the best way to capture the student's response for the written product.

A scribe is an accommodation that is required only if included in a student's Individualized Education Program (IEP). A scribe is an adult familiar to the student who writes or types exactly what the student communicates by speech, sign language, or assistive technology to document a student response to complete a graphic organizer or response template. A scribe may also write or type a student response obtained through an audio recording. (Please refer to the qualifications and preparation of a scribe as indicated in Appendix C. National Center and State Collaborative (NCSC) Scribe Protocol for Reading and Mathematics.)

The scribe will:

- Begin the session by introducing herself or himself, explaining the process, and directing the student to indicate when to use capitalization and punctuation when needed, and must allow the student to revise and edit what the scribe has written.
- Write exactly what the student communicates on paper or directly into the NCSC Assessment System so other students cannot see the student's answers.
- Correctly spell all words as dictated.
- Not capitalize words or punctuate text unless indicated by the student.
- Make student-requested changes, even if incorrect.
- Allow the student to edit for punctuation, capitalization, or other edits as described in the Directions for Test Administration (DTA).
- Orally confirm meaning of homonyms and commonly confused homophones, e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're*.
- Collect scratch paper, graphic organizers, other ancillary materials, and login information and give to the School Test Coordinator (TC) for secure shredding.
- Not keep any testing materials after testing is complete.

Step 3. Procedures for Annotation

In cases where a student's written product may not be easily interpreted by a novel reader, such as a scorer, (e.g., inventive spelling, penmanship, or use of symbolic expressions), the TA must provide annotations. Annotation is to be written by the TA when necessary to provide an accurate interpretation of a student's response which could include words, pictures, symbols, or objects. Annotation does not alter the intent of the student's original response; rather annotation ensures that the response is interpretable and meaningful to a novel reader such as a scorer. Please note that spelling is not scored.

The TA will read the student's response and:

- Add annotation to describe the intended meaning of pictures, symbols, or objects included in the student's original response.
- Add annotation to clarify illegible writing.
- Add annotation to clarify incorrect spelling as needed to ensure correct interpretation.
- Make annotations using a different color pen or pencil to distinguish from the student's original response.
- Write above or below the pictures, symbols, or objects or words.
- Write in parentheses directly following an uninterpretable word in the NCSC Assessment System if the student typed a response.
- Not cover any part of the student's response.
- Not include comments or explanations of the student's response.
- Provide an opportunity for the student to review and modify what has been annotated.

Step 4. Procedures for Uploading Evidence into the NCSC Assessment System

- TAs are expected to capture an image of the Response Template pages which contain the student's original product when the response is NOT entered by the student into the NCSC Assessment System. The system allows a TA to either use a webcam to take a snapshot of

the student's paper, or scan it with the school's scanner, and upload to the system. In both cases, the evidence should be added to the appropriate assessment item; that means when the specific ELA constructed-response writing item is visible on the screen, the TA should click the capture evidence button/icon. This ensures the student response is associated with the correct constructed-response item.

- A TA may capture and provide more than one piece of evidence for an item (e.g., the student's response took 2 or more pages). However, TAs are encouraged to upload only ONE version.
- A TA can add a short description in a description text box associated with the item upload feature to each piece of evidence captured/uploaded for a specific item. The TA does not need to provide the test. Note that once a session is completed and/or a test is submitted, the system does not allow a TA to upload the student evidence. All evidence must be uploaded while the item is on the screen.
- Only ELA constructed-response writing items require evidence to be captured/uploaded.

Step 5. Procedures for Transcription

Transcription is the accurate and exact typing of the student's final response, which includes any annotations, into the NCSC Assessment System by the TA or a scribe who is a district employee under the direction of a qualified, trained Test Administrator who is administering the item.

The TA or scribe who is a district employee under the direction of a qualified, trained Test Administrator who is administering the item will:

- Enter the response after completing the administration of the CR item.
- Enter the entire response exactly as written and annotated as appropriate (see Step 3).
- Not revise, edit, or alter the student's response in any way.
- Not provide feedback regarding the correctness of the student's response.
- Provide all test materials to the TC for secure shredding after the student evidence has been uploaded and the transcription has been completed.

Procedures to complete the transcription by the TA or scribe who is a district employee are as follows:

- If the student is able to provide a response to the system independently, the TA is encouraged to allow the student to do so. In this case, the TA is not required to complete the task of transcription.

Appendix C. National Center and State Collaborative (NCSC) Scribe Protocol for ELA, Mathematics, and Writing

A scribe is an adult familiar to the student who writes or types exactly what the student communicates by speech, sign language, or assistive technology for ELA, mathematics, and writing assessments.

Qualifications for a Scribe:

A scribe must:

- be a state-certified educator employed by the district.
- complete all training for the NCSC assessment;
- be familiar to the student; and
- be familiar with all the accommodations in the student's Individualized Education Program (IEP).

Qualifications for a District Employee as Scribe:

A scribe must:

- sign and submit state test security agreements according to state policy;
- be familiar to the student;
- review the National Center and State Collaborative (NCSC) Scribe Protocol for Reading, Mathematics, and Writing (Appendix C);
- review the Protocol for Administration of Writing Constructed-Response Items (see Appendix B); and
- scribe/transcribe under the direction of a qualified, trained Test Administrator who is administering the item.

Preparation

- Scribes are expected to familiarize themselves with the test format in advance of the scribing session.
- Scribes are expected to be knowledgeable of the assessment and accessibility features and accommodation options that are available on the test.
- Scribes are expected to know the specific embedded accessibility features and accommodations that the student must receive.
- Scribes should practice the scribing process during instruction before testing begins.

Scribe Protocol for ELA (Reading and Writing) and Mathematics Selected-Response Items

- Scribes may not question or correct student choices, alert students to errors or mistakes, guide the student to a correct answer, or otherwise influence a student's answer or answer choice in any way.
- Student must be tested in a setting that does not permit his/her responses to test items to be heard by other students.

- For computer-based administrations, scribes must enter student responses directly into the NCSC Assessment System.
- The scribe allows the student to indicate when he/she is ready to move to the next item.
- Scribes are expected to allow the student to indicate when they want to move to the next test item.
- Scribes are expected to follow student wishes in the use of the Assessment Features within the test platform (i.e., when to turn a feature on or off or when to change magnification, etc.).
- Scribes are expected to comply with student requests regarding use of all available and allowable Assessment Features on the NCSC test platform.
- A TA who is a scribe may answer procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.). However, a scribe who is a district employee working under the direction of a qualified, trained Test Administrator who is administering the item, must refer such questions to the TA.
- Scribes may ask the student to repeat a response.
- Scribes must provide an opportunity for the student to review and modify what the scribe has recorded.
- After testing, the scribe collects scratch paper, graphic organizers, other ancillary materials, and login information and gives it to the TC for secure shredding. Scribes and/or TAs may not keep any testing materials after testing is complete.

Scribe Protocol for Writing Constructed-Response Items

For the writing test, a scribe can also be used when a student is completing the graphic organizers and composing the writing product.

- Scribes begins the session by introducing herself or himself, explaining the process, and directing the student to indicate when to use capitalization and punctuation when needed, and must allow the student to revise and edit what the scribe has written.
- The scribe writes exactly what the student communicates on paper or directly into the NCSC Assessment System so other students cannot see the student's answers.
- The scribe correctly spell all words (spelling is not scored).
- The scribe does not capitalize words or punctuate text unless indicated by the student.
- The scribe allows the student to edit for punctuation, capitalization, or other edits as described in the Directions for Test Administration (DTA).
- The scribe makes student requested changes, even if incorrect.
- The scribe orally confirms meaning of homonyms and commonly confused homophones, e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're*.
- After testing, the scribe collects scratch paper, graphic organizers, other ancillary materials, and login information and gives it to the school TC for secure shredding. Scribes and/or teachers may not keep any testing materials after testing is complete.

Upon completion of administration of the writing constructed-response items, if the student did not enter the response into the online system, the TA or scribe who is a district employee transcribes the written product into the NCSC Assessment System.

Appendix D. National Center and State Collaborative (NCSC) Augmentative and Alternative Communication Guidelines for Writing Constructed-Responses

Augmentative and Alternative Communication Guidelines for Writing Constructed-Responses

The Test Administrator (TA) must record the student’s response(s) for writing constructed response items exactly as the student indicates using the student’s existing augmentative and alternative communication (AAC) system or device. A student may complete the writing constructed-response items following the methods provided in this document. When a method currently used by the student instructionally conflicts with the provided testing protocol for using AAC, the protocol should guide the method used during the assessment.

AAC Methods

- Student should use the communication mode/system with which the student is the most competent and which provides the most accessibility to producing a writing product.
- Allow the student to select the word/symbol/picture/phrase in the communication mode/system in the same manner as used in instruction (e.g., direct select, indirect such as scanning, eye gaze).
- Allow the student to access words/symbols/pictures/phrases within their communication mode/system in the same manner as in instruction (e.g., subject specific boards, multiple levels by categories). See Figures 1 – 4 below.

Figure 1. Sample Noun Category Board



Figure 2. Sample Phrase Board






  <p>having a friend is important</p>
  <p>everyone needs a dream</p>
 <p>living under a bridge is hard</p>

Figure 3. Sample Subject Board: Subject-specific board about flight (mixture of single words, phrases, and sentences)


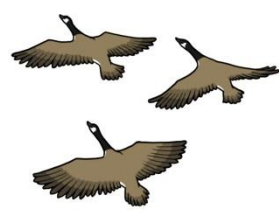

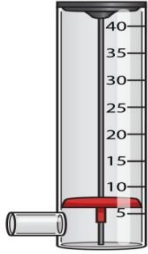
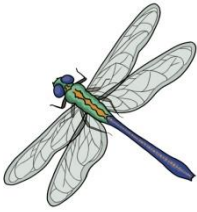


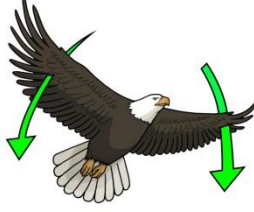
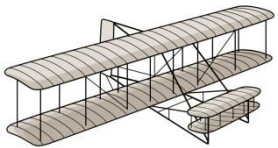



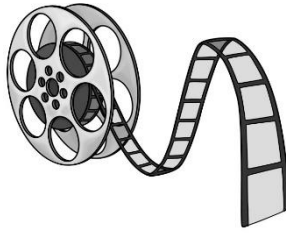

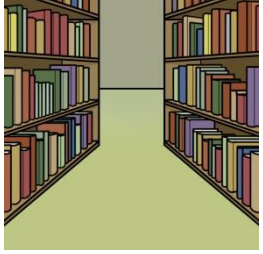
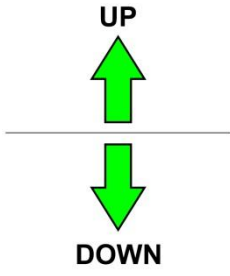


 <p>flying</p>	 <p>birds fly</p>	 <p>people fly</p>	 <p>wind speed</p>
 <p>insects fly</p>	 <p>kites fly</p>	 <p>How does a bird fly?</p>	 <p>Birds fly with their wings.</p>
 <p>Who invented the first airplane?</p>	 <p>internet</p>	 <p>books</p>	 <p>on the beach</p>
 <p>video</p>	 <p>The Wright Brothers</p>	 <p>library</p>	 <p>up and down</p>

Figure 4. Attribute Table for Images

Image	Attribute	URL TO THE IMAGE
	<p>TimAbe http://en.wikipedia.org/wiki/User:TimAbe</p>	<p>http://commons.wikimedia.org/wiki/File:LucasTerrier.jpg</p>
	<p>By Fionn Kidney (Flickr) [CC-BY-2.0 (http://creativecommons.org/licenses/by/2.0)], via Wikimedia Commons</p>	<p>http://upload.wikimedia.org/wikipedia/commons/a/a5/Thanakaboy.jpg</p>

AAC Protocol for completing Constructed-Response items

When administering the constructed-response items, Test Administrators must adhere to the AAC Protocol to ensure that the student's response is generated in a manner that allows for accurate measurement of the student's writing ability.

- Words/symbols/pictures/phrases that the student typically uses during instruction to communicate can be provided and should be words/pictures/symbols/phrases that are familiar to the student (i.e., events, descriptive words).
- Introduce vocabulary related to the prompt, but do not practice the prompt or teach the vocabulary in the context of the prompt.
 - For example, if the prompt refers to supporting a claim related to “solar energy,” it is appropriate to define and describe “solar energy” and its uses in order to familiarize the student with the related symbol(s) using the AAC device. However, it is not appropriate to practice writing a persuasive essay using “solar energy” as the context.
- Any content represented in the grade-specific stimulus materials can be added to the student's AAC device (e.g., list of temporal words, problem/solution cards, words from mentor text or sample essay) to support student responding.
 - Ensure the words/pictures/symbols/phrases used from the stimulus materials are familiar or can readily be understood.
- A constructed-response **cannot** be the result of a series of dichotomous choices of words, phrases, or sentences selected by the TA. An example of a series of dichotomous choices that would **not** be allowed is: The teacher asks, “Do you want to say that the girl was tall or short?” The student chooses tall. The teacher then asks, “Do you want to say the girl ran or swam?” The student chooses swam. The teacher asks, “Do you want to say the girl swam in the lake or in the pool?” The student chooses the pool.
- A constructed-response can be the result of the student completing a process directed by the TA using a series of two categories to communicate his/her word/picture/symbol/phrase preference. For example, a series of dichotomous choices that is allowable is: The teacher asks, “Do you want People-Thing words or Action words?” The student selects People-Thing words and the teacher then gives the choice of People or Thing words. The student chooses People words. The teacher then presents a series of choices of People words to allow the student to select the preferred person from those provided on the board. (As stated above, this should not result in a series of dichotomous choices of words, phrases, or sentences selected by the TA.)
- Words/symbols/pictures/phrases **cannot** be arranged by the TA on a student's communication board so that any selection would be correct. *An exception to this would be if the student requests or selects a specific category level or board which has all words that could be used in a response (e.g., the student selects or requests the board filled with adjectives and all would apply to the writing piece).*
- Refer to the guidance regarding the placement and presentation of words, pictures, checklists, graphic organizers, and/or templates in the Directions for Test Administrator (DTA).

Appendix E. Screenshots of Student Demographic Information, Learner Characteristics Inventory, and Test Accommodations

Student Demographic Information

Demographics	LCI	SRC	Accommodations - Before Test	Accommodations - After Test
--------------	-----	-----	------------------------------	-----------------------------

Save **Cancel**

Student ID*
123

First Name*
123

Middle*
123

Last Name*
123

Gender

- Male
- Female
- Not selected

Date of Birth*

Aug ▼ 3 ▼ 2000 ▼

Ethnicity

- Not Hispanic / Latino
- Hispanic / Latino

Race

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

Grade*

3 ▼

State

Florida ▼

District

Evanston Township District ▼

School

Lincoln Elementary School ▼

Save

Cancel

Learner Characteristics Inventory (LCI)

Demographics 	LCI 	SRC 	Accommodations - Before Test 	Accommodations - After Test 
--	---	---	--	---

Save

Cancel

Student's Primary IDEA Disability

Select a Disability Category 

Is your student's primary language a language other than English?

- No
- Yes

Classroom Setting

- Special school
- Regular school, self-contained special education classroom, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.
- Regular school, primarily self-contained special education classroom, some academic inclusion (students go to some general education academic classes (reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day).
- Regular school, resource room/general education class, students receive resource room services, but are in general education classes 40% or more of the school day.
- Regular school, general education class inclusive/collaborative (students based in general education classes, special education services are primarily delivered in the general education classes) – at least 80% of the school day is spent in general education classes.

Expressive Communication

- Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
- Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
- Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

Does the student use an augmentative communication system in addition to or in place of oral speech?

- No
- Yes

Does the student use oral speech to communicate?

Only complete if the student is taking grade 3 or 4 assessment and uses oral speech for the Open Response items

- No
- Yes

Receptive Language

- Independently follows 1-2 step directions presented through words (e.g. words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
- Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.
- Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
- Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

Vision

Vision within normal limits. ▼

Does the student use braille?

Only complete if the student is taking grade 3 or 4 assessment and uses Braille for the Open Response Items

- No
- Yes

Hearing

Hearing within normal limits. ▼

Motor

No significant motor dysfunction that requires adaptations. ▼

Engagement

Initiates and sustains social interactions. ▼

Health Issues / Attendance

Attends at least 90% of school days. ▼

Reading

- Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc).
- Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.
- Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.
- Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
- No observable awareness of print or Braille






Mathematics

- Applies computational procedures to solve real-life or routine word problems from a variety of contexts
- Does computational procedures with or without a calculator
- Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items
- Counts by rote to 5
- No observable awareness or use of numbers

Save

Cancel

Accommodations: Before Test/ After Test

Demographics 	LCI 	SRC 	Accommodations - Before Test 	Accommodations - After Test 
--	---	---	--	---

Save **Cancel**

Accommodations: Before Test

Before administering the test to a student, select the accommodations on the list below that the student must receive. If the student does not need any accommodations, please select the last box in the list below.

- Assistive Technology for presentation of items to student
- Assistive Technology for student response to questions
- Paper Version of Item/s
- Scribe / Transcription
- Sign Interpretation (e.g., ASL, PSE, SEE)
- Check this box if the student does not need any accommodations.

Save **Cancel**

Save**Cancel**

Accommodations: After Test

Please select the accommodation/s that the student actually used during Pilot 2 Test. If the student did not use any accommodations, select the last box.

- Assistive Technology for presentation of items to student
- Assistive Technology for student response to questions
- Paper Version of Item/s
- Scribe/Transcription
- Sign Language (e.g., ASL, PSE, SEE)
- Check this box if the student did not use any accommodations.

Save**Cancel**

Appendix F. Conducting a Student Response Check (SRC)

The SRC is conducted in the NCSC Assessment System. There are two ways that the TA can conduct the SRC: (1) using the computer or (2) using a paper version.

The SRC is a 3-question content-neutral task. The student is given a task and asked to demonstrate his/her use of each mode of response listed in the SRC, including:

- Using the mouse to select his or her answer
- Verbalizing his or her answer
- Gesturing or pointing to his or her answer
- Using assistive technology to indicate his or her answer
- Using eye gaze chart to select his or her answer
- Circling or marking his or her answers on a paper copy of the test

However, if a student does not use assistive technology (AT) as listed above, the TA does not ask the student to use AT devices to demonstrate this mode of response. Please use professional judgment when conducting the SRC.

The TA observes the student when responding to the task using each mode of response listed. If the TA observes the student use a mode of response when responding to the task, the TA checks this mode of response on the SRC.

Directions to Administer the SRC

After logging in to the NCSC Assessment System, click on the tab “Student Response Check.” Click the next button to begin the SRC on the computer. If the TA uses the paper version, click on the “Download PDF” button at the top of the page.

Using the Computer to Conduct the SRC

The TA conducts the SRC for each mode of communication separately. For example, the Test Administrator starts the SRC by having the student use the mouse and computer. The TA reads: “Select Option 1” and then points to option 1. Continue with options 2 and 3.

NOTE: TAs may use “top option,” or “first option,” or “this option” (noting where you, the Test Administrator, points) if the student is more familiar with these terms. This change in script applies only to the SRC.

After the student completes the SRC, the TA is returned to the Student Response Check tab within the NCSC Assessment System to select all modes of communication that the student used to respond to the questions.

When finished, click on the **Save** button.

SRC (Paper Version)

For students who communicate using gestures, eye-gaze, or other modes of communication that makes using the computer difficult, conducting the SRC using the paper version may be more appropriate.

After logging in to the NCSC Assessment System, click on the **Download Student Response Check PDF** button. Once the SRC is complete, the TA selects all modes of communication that the student used to respond to the questions into the NCSC Assessment System and complete the SRC.

NOTE: TAs may use “top option,” or “first option,” or “this option” (noting where you, the Test Administrator, points) if the student is more familiar with these terms. This change in script applies only to the SRC.

NOTE: Hand-over-Hand prompting is not considered a consistent observable response because the student is not initiating their answer choice in an independent way.

For students pointing or using gestures to communicate

Place the first page of the paper version of the SRC in front of the student. Read the text out loud to the student. Place the second page in front of the student. Direct the student to point or gesture to the first option/top option/option 1.

Next, direct the student to point or gesture to the last option/bottom option/option 3.

Finally, direct the student to point or gesture to the second option/middle option/option 2.

1. After the last direction, return to the Student Response Check tab within the NCSC Assessment System and complete the form in the SRC section. If the student was able to point or gesture to each response option, select Yes. If the student was not able to point or gesture to each response option, select No.
2. Then click the **Save** button.

For students using a paper/pencil version of the test

Place the first page of the paper version of the SRC in front of the student. Read the text out loud to the student.

Place the second page in front of the student. Direct the student to circle the first option/top option/option 1.

Next, place the third page in front of the student. Direct the student to circle the last option/bottom option/option 3.

Finally, place the last page in front of the student. Direct the student to circle the second option/middle option/option 2.

1. After the last direction, return to the Student Response Check tab within the NCSC Assessment System and complete the form in the SRC section. If the student was able to circle each response option, select Yes. If the student was not able to circle each response option, select No.
2. When finished, click on the **Save** button.

For students using eye-gaze to communicate

Print the PDF, and using the second page of the PDF, cut out each response option. Place response option 1 on the left hand side of the student's eye-gaze board. Tell the student, look at option 1 on the board.

Place response option 3 on the right side of the student's eye-gaze board. Tell the student, look at option 3 on the board.

Place response option 2 on the top, middle part of the eye-gaze board. Tell the student, look at option 2 on the board.

1. After the last direction, return to the Student Response Check tab within the NCSC Assessment System. You must complete the form in the SRC section. If the student was able to look at each response option location, please choose Yes. If the student was not able to look at each response option location, please choose No.
2. When finished, click on the **Save** button.

If a student uses another mode to indicate the requested option, ask the student to indicate his/her response for options 1, 3, and 2 of the content-neutral task.

For students using another mode to indicate the options, please check the "other" box.

In the comment box, state how the student indicated his/her response to the options.

Then, choose Yes or No to indicate if the student indicated a response at each response position. When finished, click on the **Save** button.

Appendix G. State Specific Information for District of Columbia, Indiana, Maryland, New Mexico, South Carolina

District of Columbia

Test Security Guidelines

OSSE has developed [Test Security Guidelines](#) to ensure that local educational agencies (LEAs) and school personnel are aware of the importance of maintaining strict security procedures. OSSE's goal is for schools and LEAs to deliver uniform and [equitable testing](#) programs. For assessments to yield fair and accurate results, the assessments must be administered in consistent and [standardized conditions](#). The full Test Security Guidelines Manual and [Test Incident Report forms](#) are available at <http://osse.dc.gov/service/test-security-and-incident-forms> .

Nonstandard Accommodations Request

A student with an IEP or 504 plan may be receiving an accommodation during instruction and on classroom and district assessments which is not available as a standard accommodation for statewide assessments. This type of accommodation is considered a nonstandard accommodation. Nonstandard accommodations are changes to the standardized testing procedures that have *not* been predetermined to maintain the integrity, validity, reliability and comparability of the assessment. Request must be considered and approved by the Office of the State Superintendent of Education (OSSE) prior to use on statewide assessments. Standard accommodations on the state assessment should be considered prior to requesting a nonstandard accommodation.

- Nonstandard 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.

Indiana

Test Coordinators

For Indiana, the District Test Coordinator (DTC) is a user at the corporation level that ensure the Pilot 2 Test is administered as intended and that the Test Administrators and students have the support needed for a successful administration. The DTC is responsible for submitting Test Administrator data to the State Contact, Karen Stein, kstein@doe.in.gov. A School Test Coordinator (STC) user is optional.

Formal Training for Staff and Testing Security and Integrity Agreement (From Chapter 10 of the Indiana Assessment Program Manual)

The administrative regulation 511 IAC 5-5-5 requires that “ Any individual who administers, handles, or has access to secure test materials at the school or school corporation shall complete assessment training and sign a testing security and integrity agreement to remain on file in the appropriate building-level office each year.”

*This includes, but is not limited to, Corporation Test Coordinators (CTCs), School Test Coordinators, Test Examiners, Proctors, and any other individual associated with the testing process. Failure to participate in the training may result in action by the IDOE against the noncompliant school corporation. The **Indiana Testing Security and Integrity Agreement** is available in **Appendix A** on the **Indiana Department of Education** website <http://www.doe.in.gov/assessment>*

Use of Accommodations not listed in the Test Administration Manual

Please contact Karen Stein kstein@doe.in.gov.

Monitoring and Reporting Inappropriate Test Practices

For Pilot 2, notify your District Test Coordinator (DTC) and after review, the DTC can forward this issue to Karen Stein kstein@doe.in.gov.

Procedures for collecting and securely shredding test materials

After Pilot 2 is completed, notify your District Test Coordinator (DTC) so that they can collect any test materials. DTCs are responsible for collecting and securely shredding test materials. Please contact Karen Stein kstein@doe.in.gov if you have any questions.

Maryland

The School Test Coordinator calls the Local Accountability Coordinator (LAC) immediately upon discovering testing irregularity/ security breach. LAC contacts the state immediately upon receiving call when a Category 2 infraction has occurred. The School Test Coordinator must submit a Testing Irregularity/Security Breach form to LAC within two school days. The LAC submits the form to the state when a Category 2 infraction has occurred. The test irregularity/security breach form may be found at http://marylandpublicschools.org/NR/ronlyres/B0521525-FDF8-420B-8866-F1062663D3F2/25522/GuidetoTestSecurityandDataReportingforLACs_revised.pdf

Maryland Requirements for Maintaining Security Agreements

The signed test security and non-disclosure agreements (electronic or physical) must be maintained by the school for six years and a copy (either paper or electronic) of each agreement must be submitted to the LAC (if applicable). While not required, individuals may also maintain a copy of this agreement for their records. The School Test Coordinator completes a form including copies of sign-in sheets, training dates, and make-up training that indicates all staff involved in the testing have been sufficiently trained.

District Coordinator (LAC) Role

- Participate in the statewide NCSC Pilot 2 training conducted by the Maryland State Department of Education (MSDE) and sign Certification of Training Form.
- Provide training for STCs and information to principals about NCSC Pilot 2 requirements, including his or her role and responsibilities.
- Ensure that STCs train test administrators (TAs) appropriately for the NCSC administration.
- Ensure that STCs, principals, and TAs have access to the appropriate and necessary materials to complete the assessment.
- Ensure that the appropriate quantities of NCSC materials are ordered.
- Submit the pretest file for all students participating in the NCSC Pilot 2 assessment.
- Answer questions from schools and TAs regarding the NCSC Pilot 2 assessment.
- Forward unresolved NCSC Pilot 2 assessment issues to MSDE.
- Ensure that all materials are packed and picked up for scoring as specified in the NCSC Test Administration Manual.

NCSC Alternate Assessment Facilitator

- Participate in the statewide NCSC Pilot 2 training conducted by the Maryland State Department of Education (MSDE) and sign Certification of Training Form.
- Collaborate with the LAC to plan and implement in-depth training for STCs and TAs and provide information to principals. Multiple training sessions may need to be provided.
- Contact appropriate MSDE staff for answers to questions.
- Provide professional development relating to NCSC in local school system.
- Read the NCSC Test Administration Manual.

School Test Coordinator Role

- Participate in the NCSC Pilot 2 training conducted by the LAC and AMF or other local school system representative and sign Certification of Training Form.

- Provide NCSC training for TAs.
- Meet with Principal and TAs to establish roles and responsibilities.
- Read the NCSC Test Administration Manual.
- Order and provide access to necessary assessment materials and arrange for additional materials to be supplied if needed by coordinating with the LAC.
- Pack scorable portfolio materials and unused portfolio materials for shipping in accordance with the timing and instructions provided in the NCSC Test Administration Manual.

Test Administrators Role

- Participate in the NSCC Pilot 2 training as conducted by the LAC and the NCSC Alternate assessment facilitator, STC, principal or other local school system representative and sign Certification of Training Form.
- Read the NCSC Test Administration Manual.
- Meet with principal and test administrator team to establish roles and responsibilities; plan and identify individual TA's responsibilities for the NCSC Pilot 2 assessment.

Instructional Assistant Role

- Attend training provided by STC and sign Certification of Training Form.
- Read the NCSC Test Administration Manual.
- Provide appropriate support to students during the NCSC Pilot 2 assessment under the supervision of a test administrator.

After the NCSC Pilot 2, School Test Coordinators collect all printed copies of the test, Directions for Test Administration, scoring rubrics, etc., from the TAs and ensure secure shredding.

Procedures to request an accommodation not listed in Table 8:

The Local Accountability Coordinator (LAC) must submit to the MSDE, for approval, any accommodation beyond those listed in Table 7 of the NCSC Test Administration Manual. Any accommodations not listed in the NCSC Test Administration Manual would be considered "Unique" accommodations. The process involves local special education, Section 504, EL, and school-based staff first identifying a potential need for an additional type of accommodation. These staff members would then contact the LAC who would work with them and the MSDE to obtain approval for the accommodation. **The unique accommodation request must be submitted to the MSDE by the LAC three weeks (please note that the six week requirement has been changed for the NCSC Pilot 2 assessment only) prior to testing to ensure that a final MSDE response is received before testing begins.** Responses from the MSDE for requests received by the LAC for Unique Accommodations occur at least 3 days prior to the start of the NCSC Pilot 2 test administration.

If a unique accommodation request is required, the LAC **must** complete and submit the "Unique Accommodation Request Form for State Assessments" to the MSDE for approval. These forms can be found on the Maryland website. A copy of this form must be filed in the student's IEP, 504 Plan or EL Plan and assessment record and a copy must be retained by the LAC. A decision by the MSDE to not allow a unique accommodation for testing does not necessarily imply that the accommodation (or modification, adaptation, or other strategy) cannot be used for instruction. As the MSDE determines whether to approve a new type of accommodation for assessment, the MSDE considers the impact of the new accommodation on test validity. Addressing the issue of

validity of an accommodation in an assessment situation involves an examination of the purpose of the test and the specific skills to be measured.

If a student requires an accommodation for the NCSC Pilot 2 assessment that is not currently listed in the student's IEP, the IEP team must reconvene to determine if additional accommodations are needed for the student to fully participate in the NCSC assessment. Maryland's policy requires that all accommodations must be justified and documented in the student's appropriate education plan - the IEP or the Section 504 Plan, in order to be used on state assessments.

Eligible Test Administrators

The test administrator team is comprised of all eligible staff assigned to teach a student. The NCSC Pilot 2 assessment is not solely the responsibility of one TA. Students who are assigned home and hospital services do not participate in the NCSC Pilot 2 assessment.

Eligible TAs for the NCSC Pilot 2 administration must be state-certified professional school staff and related service providers, long-term substitute teachers, or contractual related service providers assigned to teach a student participating in NCSC Pilot 2. Instructional assistants may be TAs and must work under the direct supervision of state-certified professional school staff.

Maryland Test Administration and Certification of Training Form and Non-Disclosure Agreement



This form must be signed by all individuals having access to test materials, including online materials, during any Maryland State Department of Education (MSDE) sponsored testing. This includes:

- School Test Coordinators (STCs);
- Test Administrators/Examiners (TAs/TEs);
- Persons designated as Proctors;
- Instructional Assistants or other personnel who provide accommodations to students with disabilities and/or students who are English Learners (EL); and
- Teachers or others who support a test administration or who have access to test materials.

Only persons who are employees or agents of the school district and who have signed this form may supervise, administer, proctor, or assist with the administration of the test. The school system must retain completed forms on file as specified in COMAR 13A.03.04.03.

This is to certify that:

- I understand that the MSDE assessment materials are confidential and I agree to abide by all of the regulations governing test administration and data reporting policies and procedures as specified in COMAR 13A.03.04.
- I have been trained for my role in the upcoming testing by a trainer authorized by my school district. I am familiar with COMAR and the district test administration regulations and have received a copy of the regulations.
- I understand that it is a breach of professional ethics to provide or alter answers, provide verbal or nonverbal clues, teach items on the test, share prompts, coach, hint, or in any way influence a student's performance during the testing. The only materials students may use are those authorized in the manuals related to the specific assessments. (Alt-MSA Test Examiners may provide students the prompts consistent with the student's Mastery Objectives.)
- I understand that copies of test materials, including items and other documents that are labeled as secure, are confidential and must be kept secure at all times. Unauthorized access, use, transportation, duplication, or reproduction of any portion of these assessment materials is prohibited.
- I understand that making notes about test items, making answer keys for, writing about, or discussing with persons not involved in the test administration, the content of the actual test or any part thereof, including reading passages, is prohibited. (For the KRA, making observational notes about student performance is acceptable.)
- I understand that I may not provide any part of the test materials for examination or other use by any other party.
- I understand that I may not disseminate any of the test materials to any other party.
- I understand that I may not discuss the topics and/or specific content of the test materials with any other party.
- I understand that accommodations for students with disabilities must be limited to those documented in the student's IEP or Section 504 Plan, and accommodations for English Learners (EL) must be limited to those documented in the EL plan. Accommodations also must be those which are permitted as outlined in the current *Maryland Accommodations Manual*. (Note that this is not applicable for the KRA.)
- I understand that the test must be administered on the dates specified within the allowed window.
- I understand the test materials must be returned to the representative authorized by MSDE by the agreed-upon date.
- I understand that, unless part of the directions for administration, I may not read any material to a student unless part of an allowable accommodation. (Note that this is not applicable for the KRA.) Students unsure of the question or an answer should be told only to reread the question and give their best response. Although I understand I can encourage students to respond to each question, I understand I cannot tell students to change their responses.
- I understand that students who finish a portion of the assessment early may review their work only as permitted in the respective administration manual. (Note that this is not applicable for the KRA.)
- If I am administering the Alternate Maryland School Assessment (Alt-MSA), I understand that I may not inaccurately report a student's accuracy scores, submit artifacts and forms from previous test years, submit artifacts not completed within the test window, misrepresent or change dates on artifacts, falsify artifacts, falsify signatures, "coach" a student to provide correct answers, misrepresent Mastery Objective review documents, or submit portfolios that are not developed in compliance with the guidelines presented in the current test year Alt-MSA Handbook.
- If I am a School Test Coordinator, I have received and reviewed the current administration's manuals and agree to abide by the policies and procedures as outlined therein. If I am a Test Administrator/Examiner, I have received and reviewed the current administration's manual(s) and agree to abide by the policies and procedures as outlined therein.
-

I have read the above and have been prepared for my role in this test administration. I understand that violations of test administration and security provisions may include invalidation of test results, cost assessed to my district, disciplinary actions against me by my district, and/or certificate suspensions or revocations by the MSDE as applicable.

Name (Please print)

Title

LEA/School

School Year

Signature

Date

Title 13A
STATE BOARD OF EDUCATION
Subtitle 03 GENERAL INSTRUCTIONAL PROGRAMS

Chapter 04 Test Administration and Data-Reporting Policies and Procedures

Authority: Education Article, §2-205, Annotated Code of Maryland

.01 Scope.

This chapter applies to:

A. Tests administered by or through the State Board of Education including but not limited to:

- (1) The norm-referenced test or tests in use by the State;
- (2) The Maryland Functional Testing Program;
- (3) The Maryland School Assessment;
- (4) The Alternate Maryland School Assessment;
- (5) The High School Equivalency Program Test (GED);
- (6) Teacher Certification Tests;
- (7) High School Assessment Tests; and
- (8) Other test instruments required by the State Board of Education.

B. Data reporting required by the State Board of Education including the data-based areas described in COMAR 13A.01.04 and other measures used to determine availability of services and funding; and

C. Local school system-owned materials that are the same as those used in any State-operated assessment program.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

- (1) "Department" means the State Department of Education.
- (2) "Individual" means a student, teacher, administrator, or other school system employee.
- (3) Local School System.
 - (a) "Local school system" means a public school system.
 - (b) "Local school system" includes special schools and institutions that use tests administered on behalf of the State Board of Education.
 - (c) "Maryland School Performance Program (MSPP)" means a performance-based education accountability program that focuses on accountability through school improvement in the public schools.
 - (d) "Test administration" means the range of activities from procurement of secure assessment materials through the return of secure assessment materials to the Department or its agents.

.03 Local School System Test Administration and Data-Reporting Policies.

A. A local school system shall develop and adopt test administration and data-reporting policies.

B. The test administration policy shall provide for:

- (1) The security of the materials during testing and the storage under lock and key of all secure tests and test materials in all versions, including answer keys, audio tapes, and examinee answer documents, before, during, and after testing;
 - (2) The proper administration of tests and the monitoring of test administrations;
 - (3) Annual training of appropriate personnel on the local test administration policy and procedures; and
 - (4) The retention for 6 years after the date of test administration of the following information for each testing group for each testing day:
 - (a) Name and student identification number for each student,
 - (b) School and system names and identifiers, and
 - (c) Names of the test administrators, examiners, and proctors.
- C. The data reporting policy shall contain:
- (1) Procedures for the accurate and timely collection, storage, and retrieval of data required by the State Board as described in Regulation .01 of this chapter; and
 - (2) Training of appropriate personnel on data procedures.
- D. Test Administration and Certification of Training Forms.
- (1) Each local school system shall use a Department provided or approved test administration and certification of training form and a Department provided or approved nondisclosure agreement, as appropriate, for its employees.
 - (2) Before initially handling any test materials, and annually after that, each individual directly or indirectly involved shall sign a test administration and certification of training form or a nondisclosure agreement, whichever is applicable.
 - (3) All signed forms and agreements shall be retained by the local school system for the duration of the individual's employment or relationship with the local school system.

.04 Local School System Test Procurement Designate.

A. A local superintendent of schools shall designate annually one individual in each school system who shall be the sole individual in the school system authorized to procure test instruments that are used in testing programs administered by or through the State Board of Education.

B. The name of the individual designated in §A of this regulation shall be provided in writing to the Department.

C. Changes in responsibility shall be communicated in writing to the Department within 10 days of the official change.

.05 Testing Behavior Violations.

A. It is a violation of test security for an individual to fail to follow test administration procedures promulgated by the local board of education or the State Board of Education and published in test administration manuals and related materials for mandatory tests administered by or through the State Board of Education to students or educators.

B. It is a violation of test security for an individual to:

- (1) Give examinees access to secure test items or materials before testing;
- (2) Give unauthorized individuals access to secure test items or materials;
- (3) Copy, reproduce, use, or otherwise disclose in any manner inconsistent with test security regulations and procedures any portion of secure test materials;
- (4) Provide answer keys or answers orally, in writing, or by any other means, to examinees;
- (5) Coach examinees during testing by giving them answers to test questions or otherwise directing or guiding their responses or altering or interfering with examinees' responses in any way;
- (6) Fail to follow security regulations and procedures for distribution and return of secure test materials, or fail to account for all secure test materials before, during, and after testing;
- (7) Fail to properly monitor test administration, including permitting inappropriate collaboration between or among individuals;
- (8) Administer State-mandated tests on dates other than those specified by the Department;
- (9) Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this chapter; or
- (10) Refuse to disclose information regarding test security violations.

C. The local school system shall investigate any allegations of violations of test security and report the results to the Department in a timely fashion.

.06 Data Collection and Reporting Violations.

A. It is a violation of data collection and reporting for an individual, school, or school system to:

- (1) Fail to report test scores, numbers of students tested, and other indicators of test performance on mandatory tests administered by or through the State Board of Education, as well as all other data elements reported to the Department;
 - (2) Report incorrect or otherwise inaccurate test scores, numbers of students tested, other indicators of test performance, and participation on mandatory tests administered by or through the State Board of Education, as well as all other data elements reported to the Department; or
 - (3) Exclude a student or students from participation in mandatory tests administered by or through the State Board of Education except in accordance with Department-approved procedures.
- B. The local school system shall investigate any allegations involving data collection or reporting violations and report the results to the Department in a timely fashion.

.07 Sanctions for Violations.

A. Invalidation of Test Scores or Other Data.

- (1) An individual shall adhere to all procedures specified in all operating manuals and related materials governing the Maryland School Performance Program including the mandated testing programs.
- (2) The Department:
 - (a) Shall establish procedures to identify:
 - (i) Improbable test score gains or improbable changes in data in consecutive years,
 - (ii) Situations in which inappropriate collaboration between or among individuals occurs during the test administration or data collection and reporting, and
 - (iii) Any other situation which may result in the invalidation of test results or other data; and
 - (b) May invalidate test scores or other data that reflect improbable gains which cannot be satisfactorily explained through changes in the student population or instruction.
- (3) The invalidation of test results or other data because of a breach of security, or action of the State Board of Education, also invalidates any graduation, programmatic, or evaluative criteria dependent upon these data or test results.

(4) A student who causes, allows, or is otherwise involved in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests listed in Regulation .01 of this chapter may have the test results invalidated, and may be ineligible to retake the test until the next official testing opportunity.

(5) A student who engages in any activities during testing which result in invalidation of scores may be ineligible to retake the test until the next official testing opportunity.

(6) All central office and school-based personnel whose duties involve either test administration or data collection and reporting shall be held accountable for compliance with all of the requirements described in this chapter.

B. Other Sanctions. A testing behavior violation as described in Regulation .05 of this chapter, a data collection and reporting violation as described in Regulation .06 of this chapter, or a violation of any other regulation in this chapter constitutes misconduct, insubordination, or neglect of duty for which:

- (1) Personnel sanctions may be imposed by the local school system;
- (2) The administrative credentials, teaching credentials, or both, of the violator may be suspended or revoked under COMAR 13A.12.05;
- (3) The school or school system may be censured; and
- (4) Costs incurred as the result of the violation may be recovered by the Department.

C. Mitigating Circumstances.

(1) Any mitigating circumstances shall be considered before a sanction is imposed for a testing behavior violation as described in Regulation .05 of this chapter, a data collection and reporting violation as described in Regulation .06 of this chapter, or violation of any other regulation in this chapter.

(2) An individual other than a primary violator may be sanctioned only if the individual failed to take appropriate action after learning about the violation.

D. Reasonable Person Standard. All conduct with respect to test administration and data reporting will be reviewed under a reasonable person standard, that is, what a reasonable person would do under similar circumstances.

E. Whistleblower Protection.

(1) The local school system shall not take any personnel action as retaliation against an employee who reports information that the employee reasonably believes involves a test security violation under this chapter.

(2) The local school system may take personnel action against an employee if the local school system investigates and concludes that the employee was involved in the reported test security violation.

Administrative History

Effective date:

Regulation .01 effective July 31, 1968
Regulation .02 effective June 9, 1964; amended effective May 26, 1976 (3:11 Md. R. 593); July 20, 1977 (4:15 Md. R. 1153); July 1, 1978 (5:12 Md. R. 969); June 15, 1979 (6:12 Md. R. 1052); May 30, 1988 (15:11 Md. R. 1331)
Regulation .02A amended effective May 16, 1980 (7:10 Md. R. 952); June 12, 1981 (8:12 Md. R. 1064); August 2, 1981 (9:15 Md. R. 1516); July 4, 1983 (10:13 Md. R. 1181); July 1, 1984 (11:12 Md. R. 1064); August 11, 1986 (13:16 Md. R. 1828); August 24, 1987 (14:17 Md. R. 1872)
Regulation .02C and D adopted effective May 20, 1985 (12:10 Md. R. 962)
Regulation .02C and D adopted effective July 25, 1980 (7:15 Md. R. 1426)
Regulation .03 amended effective October 15, 1975 (2:29 Md. R. 1734); March 31, 1976 (3:7 Md. R. 402); July 20, 1977 (4:15 Md. R. 1153); July 28, 1978 (5:15 Md. R. 1190); July 13, 1979 (6:14 Md. R. 1208)
Regulation .03A amended effective August 2, 1982 (9:15 Md. R. 1516); July 29, 1985 (12:15 Md. R. 1525)
Regulation .04 effective August 21, 1968
Regulation .05 adopted effective November 14, 1975 (2:29 Md. R. 1734)
Regulation .05 amended effective July 21, 1976 (3:15 Md. R. 806); October 7, 1977 (4:21 Md. R. 1604); September 22, 1978 (5:19 Md. R. 1447); September 21, 1979 (6:19 Md. R. 1520)
Regulation .06 adopted effective October 13, 1976 (3:21 Md. R. 1208)
Regulation .06 amended May 11, 1977 (4:10 Md. R. 768); December 30, 1977 (4:27 Md. R. 2108); November 17, 1978 (5:23 Md. R. 1741)
Regulation .07 adopted effective January 11, 1980 (7:1 Md. R. 44)
Regulation .07A amended effective May 2, 1980 (7:9 Md. R. 848); April 17, 1981 (8:8 Md. R. 723); July 19, 1982 (9:14 Md. R. 1431); May 9, 1983 (10:9 Md. R. 702); April 9, 1984 (11:7 Md. R. 628); May 6, 1985 (12:9 Md. R. 813); August 25, 1986 (13:17 Md. R. 1923); March 7, 1988 (15:5 Md. R. 622)
Regulation .07B amended effective July 19, 1982 (9:14 Md. R. 1431); May 6, 1985 (12:9 Md. R. 813)

Annotation: Appendix F to the "Methods of Administration for the Office of Civil Rights Guidelines for the Division of Vocational-Technical Education" (see Regulation .02C) was incorporated by reference effective February 20, 1981 (8:4 Md. R. 344)

Regulations .01, .03—07 repealed effective January 15, 1989 (15:27 Md. R. 3132)

Regulation .02 and Chapter, Instructional Programs Involving Federal Funds, repealed effective August 7, 1989 (16:15 Md. R. 1651)

Regulations .01—06, Test Security and Data Reporting Policy and Procedures, adopted effective January 6, 1992 (18:26 Md. R. 2831)
Regulation .05B amended effective August 15, 1994 (21:16 Md. R. 1386)
Chapter repealed effective April 20, 1998 (25:8 Md. R. 598)

Regulations .01—07, Test Administration and Data-Reporting Policies and Procedures, adopted effective April 20, 1998 (25:8 Md. R. 598)

Regulation .01A amended effective April 23, 2007 (34:8 Md. R. 768)

Regulation .02B amended effective April 23, 2007 (34:8 Md. R. 768)

Regulation .03 amended effective March 20, 2000 (27:5 Md. R. 585)

Regulation .03B, D amended effective April 23, 2007 (34:8 Md. R. 768)

Regulation .07 amended effective April 23, 2007 (34:8 Md. R. 768)

Regulation .07E adopted effective January 9, 2012 (38:27 Md. R. 1765)

New Mexico

Test Security Guidelines

The National Center and State Collaborative (NCSC) test materials, including the test booklets, Student Score Forms, printed materials, and artifacts produced as a result of test administration, are secure test materials. To maintain the validity of the tests administered in the statewide assessment system, security of the test questions and test materials is absolutely necessary. When security is breached, the tests (individually or as a group) no longer possess the important characteristic of validity. If one student, school, or district has advantages not awarded to another, the test is no longer standardized and loses the important distinction of being appropriate for program accountability. The following measures are required to preserve the security of the statewide assessment program. District superintendents, District and School Test Coordinators (DTCs and STCs), building supervisors, Test Administrators (TAs), and proctors are all charged with following these guidelines to preserve the integrity of the testing program.

All printed materials and manipulatives are secure. The New Mexico Public Education Department (NMPED) encourages teachers to design and present instruction that focuses on the academic skills being assessed by NCSC.

Test materials must be held secure before, during, and after testing sessions. Students should not be provided with any access to test materials or the operational online test before test administration. Such exposure to the test invalidates its data results. Under no circumstances should test materials be taken off school grounds unless approved by NMPED.

Test materials may not be photocopied or reproduced in any fashion. To do so is a violation of copyright laws and of NMPED regulation 6.10.7 NMAC, which addresses testing security and administration of the New Mexico Statewide Assessment Program. Signs must be posted near school copy machines before and during testing to make this known to all who use the machines and test materials.

The test materials may not be provided to any persons except testing coordinators, test administrators, and those being tested. Test items may not be taught in part or in whole to students before, during, or after testing. The answers to items may not be provided to students in writing, orally, or by any method before, during, or after test administration. The Confidentiality Agreement (see *New Mexico Statewide Assessment Program [NMSAP] Procedures Manual*) shall be signed by designated school personnel and returned to the STC. Test materials must be held securely before testing, at the end of each testing session, and after all testing has been completed. TAs and proctors should become knowledgeable about all test security requirements before the test administration. Proctors should remain with the students before testing and until all testing is completed for each session. Each district is responsible for developing and implementing a test security plan that fully addresses test security and assigns responsibility to school staff to meet all the conditions discussed above. If you have questions about test security or your responsibilities, please review the *NMSAP Procedures Manual*, which is available on the NMPED web site at www.ped.state.nm.us.

Test Administrator Requirements

The official TA should be the student's teacher. If the student's teacher cannot administer the assessment, a certified staff member who is familiar with the student's support needs and communication mode and has completed all NCSC and state required trainings may serve as the TA.

The TA administers the test and scores the student's performance.

Each NCSC TA:

- must be a certified employee of the district.
- must be familiar with this *TAM*.
- must be trained in and knowledgeable about proper test administration and test security.
- must complete an NMPED Confidentiality Agreement.
- must have completed all NCSC and state required trainings

TAs may not administer the assessment to close relatives (e.g., children or grandchildren). If the test is administered in a location other than the school, the TA must meet the criteria specified above.

Testing Irregularities

Incidents may occur during testing that can affect a student's scores. These testing irregularities are defined as any situation that interferes with the usual or prescribed testing procedure as specified in the *TAM*.

DTCs must be informed of these situations so a decision can be made regarding the validity of the student's score. Testing irregularities may necessitate invalidation of test scores or the addition of an explanatory note to a student's record. The *Testing Irregularity Form* is provided on the PED website for this purpose.

TAs should complete the *Testing Irregularity Form* for any incident that occurred during testing (e.g., an error in administration) if it could affect a student's test scores. It is not necessary to report minor incidents such as uncooperative or sleeping students or accidental noises in the environment such as that from a garbage truck or public address system.

All administrations of the tests are to be conducted under standardized procedures as described in the *NMSAP Procedures Manual*. Individual irregularities, such as suspicion of cheating, should be reported immediately by the TA to the DTC or STC. Invalidation of a test due to a testing irregularity shall be determined after a thorough investigation and consultation among the DTC, the STC, and the district or school superintendent. As required by state regulations, the Assistant Director of Assessment, Assessment and Accountability Division of NMPED, shall be informed of a testing irregularity within three working days of the occurrence and will follow up with a written report of the investigation. Anonymous reports will be considered; however, if a name is provided, the name of the person initiating the report may be held in confidence if the building supervisor or district superintendent feels it is best to do so.

If any certified school employee is involved in any of the unauthorized activities mentioned under "Test Security Guidelines," that employee is in jeopardy of possible license revocation by NMPED.

District Test Coordinator (DTC) Responsibilities (these responsibilities also apply to state charter school STCs)

The DTC is the main contact for NCSC and the NMPED.

The DTC is responsible for coordinating the administration of NCSC among all the schools within a district, including

- ordering additional materials, if needed;
- distributing and collecting all test materials to and from the schools;
- returning all fall NMAAHS testing materials to NCSC if using the paper based test;

In addition, the DTC must

- be familiar with all information in the *DTC Manual* and the *TAM*, although other staff members may refer to sections as needed;
- attend the NMPED DTC training;
- be knowledgeable about proper test administration and test security;
- ensure that all personnel assigned to testing are adequately trained in the areas of proper test administration and test security; and
- complete an NMPED Confidentiality Agreement.

Site (or School) Test Coordinator (STC) Responsibilities

The STC

- is responsible for coordinating the administration of NCSC at the school site and for verifying receipt of the school's test materials;
- must be knowledgeable about proper test administration and test security;
- must be familiar with the information in the *TAM*;
- ensures that all personnel assigned to testing are adequately trained in the areas of proper test administration and test security;
- must have been trained by the DTC; and
- must complete an NMPED Confidentiality Agreement.

Making NCSC Tasks Accessible

NCSC is designed for students who have significant cognitive disabilities and are identified through the IEP process as eligible to participate in an alternate assessment. Because of the diversity of this population of students, TAs may need to adapt the materials and provide a variety of response options.

Allowable Accommodations

Accommodations are tools and procedures in the areas of presentation, response, timing and scheduling, and setting that provide equitable instructional and assessment access for students with disabilities. Accommodations are intended to *mediate* the effects of a student's disability; they are *not* intended to reduce learning expectations. In a few instances, when specific accommodations are required at the item level for one or more of the above, these accommodations are presented in the test booklet. Otherwise, TAs may use the accommodations listed in the student's IEP according to the instructions below. TAs should also review the *NMSAP Procedures Manual* and the *NMSAP Accommodations Manual* published by NMPED.

South Carolina

All documents referenced in italics in this section may be downloaded from the following site: <http://ed.sc.gov/agency/programs-services/48/NCSCPilotAppendixCDocuments.cfm>.

Responsibilities of the District Test Coordinator for Alternate Assessment (DTC-Alt)

The DTC-Alt is the single point of contact in the district for the NCSC Pilot 2 Alternate Assessment and is responsible for ensuring that the essential tasks listed in Part 2 of the Test Administration Manual (TAM) are completed. All materials, Pilot Test procedures, and training announcements are sent from the South Carolina Department of Education (SCDE), the National Center State Collaborative (NCSC), and the contractor CTB to the DTC-Alt. The DTC-Alt is responsible for forwarding information and materials to the schools and test administrators.

Student Participation

The NCSC Alternate Assessment Pilot should be administered to selected students who have been determined by the IEP team to meet all of the *Participation Criteria* for Alternate Assessment in South Carolina and who are between the ages of 9 and 14 or are 17 years of age on September 1, 2014. As with the SC-Alt, the student's age commensurate with typical grade is used to determine grade form assignment for the pilot.

If a student is selected for the pilot sample and has a special situation (e.g., homebound, ill, or poor attendance), contact Suzanne Swaffield for assistance on selecting another student.

Monitors

Monitors are **not** required for the Pilot 2 Test administration as no student-level data are collected and there are no student scores or accountability consequences. The use of monitors are required for the operational assessment in spring 2015.

Parents

State Board of Education Regulation 43-262 defines statewide tests to include field tests and pilot tests. Parent permission is not required for participation in the NCSC Alternate Assessment Pilot 2 test but parents should be notified if their student is selected to participate in the pilot test. A *Sample Parent Letter* is included at the web link.

Legal Requirements for Test Security

The NCSC Alternate Assessment is subject to provisions of the state test security legislation, Code of Laws Section 59-1-445 and 59-1-447, and State Board of Education Regulations on test security. Interfering with student responses or fabricating data is a violation of the security legislation. A copy of the *Test Security Legislation* and *State Board of Education Regulations* is included at the web link.

Any breach of test security must be reported to the SCDE in accordance with the Test Security Legislation and State Board of Education Regulations following the *Guidelines for Reporting Test Security Violations* using the *Test Security Violation Form*.

Agreement to Maintain Test Security and Confidentiality

All school and district test coordinators and test administrators, as well as anyone else in the school or district who may have access to NCSC Pilot test materials or to a location where the materials are securely stored, must sign the *Confidentiality Agreement for TCs and TAs* form prior to being given access to the materials. The DTC-Alt is responsible for collecting the completed agreements and maintaining them in the district for one year.

Testing Irregularities

Testing irregularities are defined as any situation that interferes with the usual or prescribed testing procedure as specified in the Test Administration Manual. DTCs-Alt must be informed of these situations and complete the *Testing Irregularity Form*.

Test administrators should complete the Testing Irregularity Form for any incident that occurred during testing. The DTC-Alt should collect and review the forms to determine if the district should take further action. The DTC-Alt must keep the Testing Irregularity Form on file for one year. These forms should not be sent to the test contractor or to the SCDE.

Accommodations

Some access needs may be addressed by the online NCSC assessment features or the additional test administration procedures for assessing students who are deaf, blind, or deaf/blind. However, if a student requires an accommodation to access the assessment that is not listed in the NCSC TAM, contact Suzanne Swaffield for guidance on the use of the accommodation.

Collecting and Shredding Secure Test Materials

NCSC is an online assessment but teachers may print test items, response options, and other stimulus materials to accommodate individual student need. Printed materials including the Directions for Test Administration (DTAs) are to be submitted to the DTC-Alt for secure shredding at the completion of testing. The DTC-Alt must complete the *Secure Shred Verification Form* and submit to the SCDE at the end of the Pilot testing.