New York State Testing Program

Updated information regarding the administration of these examinations is posted on NYSED's Office of State Assessment website

http://www.p12.nysed.gov/assessment/ei/2021/3-8-administration-memo-2021.pdf

English Language Arts and Mathematics Tests

School Administrator's Manual v202

Grades 3–8

2021

THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of The University

LESTER W. YOUNG, JR., *Chancellor*, B.S., M.S., Ed.D.	Beechhurst
T. ANDREW BROWN, *Vice Chancellor*, B.A., J.D.	Rochester
ROGER TILLES, B.A., J.D.	Manhasset
CHRISTINE D. CEA, B.A., M.A., Ph.D.	Staten Island
WADE S. NORWOOD, B.A.	Rochester
KATHLEEN M. CASHIN, B.S., M.S., Ed.D.	Brooklyn
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JOSEPHINE VICTORIA FINN, B.A., J.D.	Monticello
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ELIZABETH S. HAKANSON, A.S., M.S., C.A.S.	Syracuse
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ZACHARY WARNER

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Contact Information

For assistance with:	Contact:
• Requesting additional secure test materials such as test booklets (including large type, braille, and alternative language editions) that were not originally requested	Questar Assessment Inc. (Questar) Customer Support Telephone: 866-997-0695 Fax: 866-688-0419 E-mail (ny.3-8.help@questarai.com) See page 19.
• Errors in the school's shipment of secure test materials, such as test booklets (including large type, braille, and alternative language editions)	Questar Assessment Inc. (Questar) Customer Support Telephone: 866-997-0695 Fax: 866-688-0419 E-mail (ny.3-8.help@questarai.com) See page 19.
• Answer sheets, precoded student identification labels, generic answer sheets, and generic student identification labels • Completing or changing demographic student data • Sending completed answer sheets to scanning centers after scoring of test booklets	The local scanning center (see **Appendix Q: Regional Information Centers and Large-City Scanning Centers**) and on computer-based testing (CBT) and scoring (http://cbtsupport.nysed.gov).
• Testing policies regarding accommodations and security of test materials	The Office of State Assessment Telephone: 518-474-5902
• Technical Support for computer-based testing	Questar Assessment Inc. (Questar) Customer Support Telephone: 866-997-0695 E-mail (ny.3-8.help@questarai.com)
• Sending completed paper-based English Language Arts Test Session 2 booklets and Mathematics Test Session 2 booklets and English Language Arts and Mathematics Test Answer Sheets to scoring site	The scoring site coordinator
• Questions about scoring	Questar's Scoring Helpline Telephone: 888-382-4246 Monday–Friday, 7:30 a.m. to 4:30 p.m. (ET)
• Academic Intervention Services	Student Support Services Telephone: 518-486-6090

Important reminder: Check the Office of State Assessment's website regularly for updates on the Grades 3–8 Testing Program (http://www.p12.nysed.gov/assessment).

Testing Schedule and Important Administration Dates

Events	Grades 3–8 English Language Arts	Grades 3–8 Mathematics
Secure Test Materials Arrive at Schools	Monday, April 12–Wednesday, April 14	Monday, April 26–Wednesday, April 28
Computer-Based Test Administration Window	Please refer to the test schedule at http://www.p12.nysed.gov/assessment/schedules/schedule-ei.html	
Computer-Based Test Make-Up Window		
Paper-Based Test Administration Window		
Paper-Based Test Make-Up Window		
Scoring CDs Arrive at Schools	Tuesday, April 20	Tuesday, May 4
Scoring Window*	Friday, April 23–Wednesday, May 5	Friday, May 7–Thursday, May 20
Final Date to Submit Answer Sheets to Scanning Center	Wednesday, May 5	Thursday, May 20

* A teacher may not begin to train for scoring or rate student responses until the primary administration of the specific grade-level test that the teacher will be rating has been administered in that teacher's school.

Schools are not expected to bring students into the building to participate in the tests if they are receiving entirely remote instruction during the test administration and make-up periods. The Department has determined that it will not be possible to administer the tests remotely.

Being mindful of the variability in the manner that instruction is being provided to students across the State in response to COVID-19, NYSED is providing schools much more flexibility than had been necessary in past years in the local scheduling of the Spring 2021 operational tests. The testing schedule is posted on the Department's website, 2020–21 Elementary- and Intermediate-Level Testing Schedule (http://www.p12.nysed.gov/assessment/schedules/2021/ei-test-schedule21rev.pdf).

For Spring 2021 only, this flexibility includes:

- Schools are not expected to administer operational tests to those students who are receiving entirely remote instruction throughout the test administration period. In other words, schools are not expected to bring students into school for the tests if they are receiving entirely remote instruction throughout the test administration period.
- Schools will have the option to administer the two-session tests to students over the course of both the primary administration dates and make-up dates to accommodate the school's instructional schedule.

- Schools will be allowed to administer the tests to students who are receiving hybrid instruction on the days that they are ordinarily attending school in person. Schools will not be required to choose two consecutive school days for the primary test administration for each grade of the test and will not be required to test the entire grade on the same two school days.
- Public school districts are not required to have a uniform testing schedule for all of the schools in the district.
- Make-up testing at each school may begin on the school day immediately following the first day of the primary test administration.
- The operational test will not include any embedded field test questions. As a result, there will only be one form consisting of two sessions administered per grade and subject and all questions on the test will contribute to student scores.

In addition, schools this year within a Local Education Agency (LEA—district, charter, religious, or independent school) will not have to adhere to the same locally selected primary testing days. Make-ups for PBT and CBT for a given grade may begin on the school day immediately following the first day of the primary test administration.

The primary administration dates for the CBT English Language Arts and Mathematics tests start a day earlier than the PBT. If a CBT school chooses to start testing on the first day of the CBT administration window, they may open the corresponding PBT materials on the same day if needed to allow students who, pursuant to an Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan), will be testing on paper, to provide the test read accommodation to students testing on computer with a human reader, or for the Mathematics Tests, to provide a testing accommodation to English Language Learners (ELLs).

Scratch Paper for Computer-Based Testing

Schools that will be administering the English Language Arts and Mathematics Tests on the computer should prepare to furnish scratch paper to their students for use when taking the tests. At the start of each test session the proctor should hand out scratch paper to each student testing with CBT. For the Grades 3–8 English Language Arts Tests, each student should be given one sheet of lined paper, such as loose leaf paper. For the Grades 3–8 Mathematics Tests, each student should be given two sheets of scratch paper: one sheet of lined or plain paper and one sheet of graph paper. In addition, for all test sessions the proctor should have a further supply of scratch paper on hand to provide to students who request additional sheets during the test session. Students testing with CBT should also be advised that any work done on this scratch paper will not be counted. The scratch paper distributed to students testing with CBT must be collected at the end of the session, whether used or unused, and securely destroyed by the school.

How to Use this School Administrator's Manual

The instructions in this manual explain the responsibilities of school administrators for the New York State Testing Program (NYSTP) Grades 3–8 English Language Arts and Mathematics Tests. School administrators must be thoroughly familiar with the contents of the manual, and the policies and procedures must be followed as written so that testing conditions are uniform statewide.

The appendices include:

- Certificates
- A tracking log of secure materials
- Procedures for testing students with disabilities
- Testing accommodation information
- Documents to assist with material return
- Contact information
- Information on the Nextera™ Administration System for computer-based testing

This *School Administrator's Manual* serves to guide school administrators in general test administration activities for both paper- and computer-based testing.

All persons in charge of the administration of the Grades 3–8 English Language Arts and Mathematics Tests should be familiar with the information in this manual.

Instructions for test administration in the testing room are provided in the *English Language Arts Tests Teacher's Directions* and the *Mathematics Tests Teacher's Directions* (http://www.p12.nysed.gov/assessment/manuals).

Questions concerning the administration of these tests should be directed to the Office of State Assessment (OSA) at 518-474-5902.

Part 1

Preparing for the Tests

General Features of the Grades 3–8 English Language Arts and Mathematics Tests

The New York State Education Department (NYSED), along with its contractor, Questar Assessment Inc. (Questar), constructed the Grades 3–8 English Language Arts and Mathematics Tests. Teachers from across the State work with the Department in a variety of activities, such as writing, reviewing, and selecting the test questions that will be included on the operational tests, to ensure that the tests are appropriate measures of student achievement of the New York State Learning Standards.

The Grades 3–8 English Language Arts Tests will consist of two sessions. Except for make-up testing, the tests **must** be administered in session order.

The Grades 3–8 English Language Arts Tests will be untimed. Students should be given as much time as they need to complete them within the confines of the regular school day. On average, students in Grades 3–4 will likely need approximately 60–70 minutes of working time to complete Session 1 and 70–80 minutes of working time to complete Session 2. Students in Grades 5–8 will likely need approximately 80–90 minutes of working time to complete Session 1 and 90–100 minutes of working time to complete Session 2.

The Grades 3–8 Mathematics Tests will consist of two sessions. Except for make-up testing, the tests **must** be administered in session order.

The Grades 3–8 Mathematics Tests will be untimed. Students should be given as much time as they need to complete them within the confines of the regular school day. Below is a table of the average time it will take students to complete each session by grade.

	Average Time to Complete Session 1	Average Time to Complete Session 2
Grade 3	55–65 Minutes	60–70 Minutes
Grade 4	65–75 Minutes	65–75 Minutes
Grade 5	80–90 Minutes	70–80 Minutes
Grade 6	80–90 Minutes	75–85 Minutes
Grade 7	80–90 Minutes	75–85 Minutes
Grade 8	80–90 Minutes	75–85 Minutes

Some students will need more time to complete the English Language Arts and Mathematics Tests, and provisions should be made to accommodate these students. In addition, the test administrator will need approximately 15 minutes to distribute materials and give directions to students.

The start time of each session may be staggered by grade to accommodate staffing and space needs (e.g., Grade 3 starts at 9:00 a.m. while Grade 4 starts at 11:00 a.m.).

The principal must arrange for the collection and secure storage of all used and unused test booklets as soon as each session is completed.

Given that the spring tests have no time limits, schools and districts have the discretion to create their own approach to ensure that all students who are productively working are given the time they need within the confines of the regular school day to continue to take the tests. School administrators may prefer to allow students to hand in their test materials as they finish and then leave the room. If so, take care that students leave the room as quietly as possible so as not to disturb the students who are still working on the test. Additional guidance concerning untimed testing is provided in the section "Untimed Testing" in the "Administering the Tests" part of this manual.

Test Security Requirements and Responsibilities

The purpose of the NYSTP test security requirements is to protect the validity of the test results. This section of the *School Administrator's Manual* specifies security responsibilities and planning procedures that must be followed, specifically:

- The security and accounting measures of secure testing materials;
- Specifications of who is responsible for maintaining test security;
- The chain of responsibility in test security; and
- Types of testing irregularities and how to report them.

Principals are responsible for ensuring that all proctors and school personnel authorized to have access to secure test materials comply with the requirements and instructions contained in this part of the manual.

To minimize the number of testing irregularities, principals should conduct a review of the test administration procedures—prior to each test administration—with all faculty and staff who will be involved in the test administration and scoring. In addition, to preserve the integrity of the test materials, advise all teachers administering and scoring the tests that they are not to discuss test questions or other specific test content online via e-mail or LISTSERV or through any other electronic means. **Teachers and test administrators may not use cell phones or other photographic devices to duplicate test materials and should keep their own personal communication devices put away during testing, using them only in emergency situations.** Please note that shrink-wrapped packages of test booklets cannot be opened prior to the distribution of tests to students.

Test security responsibilities of the principal or designee:

- ❑ Authorize specific personnel to serve as proctors, and train them to properly administer the tests.
- ❑ Designate other school personnel permitted to access secure test materials, and train them in test security requirements.
- ❑ Advise all staff that they are not to discuss test questions or other specific test content with each other, with others online via e-mail or LISTSERV, or through any other electronic means.
- ❑ Prior to delivery date of secure test materials, make arrangements to:
  - Be notified when the secure test materials arrive,
  - Inventory the secure test materials (see "Inventory Secure Test Materials" on page 18), and
  - Store the secure test materials in a secure location (see "Store Secure Test Materials" on page 20).
- ❑ Develop additional local policies and procedures necessary to ensure maximum test security at all times.
- ❑ Deliver a copy of the *Teacher's Directions* (which is not secure) to each teacher who will be administering the test.

- ❑ Conduct a review of the test administration procedures prior to each test administration with all personnel who will be involved in the test administration and scoring.

- ❑ Review, comply, and sign the **Test Storage Certificate** located in **Appendix B** and retain in school files for one year. This document acknowledges that required security procedures were observed.

- ❑ Review, circulate, and collect signatures for the **Deputy and Proctor Certificate** located in **Appendix D** and retain in school files for one year. This document acknowledges that required administration procedures were followed.

- ❑ For computer-based testing (CBT) administration, maintain security of all secure materials associated with CBT, including printed student login tickets, session access codes, and Proctor PINs.

- ❑ For CBT administration, after the conclusion of the test, securely destroy all used scratch paper, printed student login tickets, session access codes, and Proctor PINs.

Test security responsibilities of proctors:

- ❑ Receive training in administering test sessions properly and securely.

- ❑ Review the *Teacher's Directions* and:
  - Understand the security requirements before administering test sessions.
  - Read the scripts and directions prior to the test administration.

- ❑ Administer the tests during the assigned testing window, on the assigned days, and in the assigned order.

- ❑ Make arrangements in advance to seat students and prepare a secure testing environment.

- ❑ See "Prepare the Testing Room(s)" on page 20 for paper-based testing (PBT) and see page A-42 of **Appendix W: Suggestions for Creating a Secure Computer-Based Testing Environment** for CBT.

- ❑ For CBT administration, obtain the Proctor PINs and session access codes from your administrator for each test session (for Proctor PINs, see directions beginning on page A-47 of **Appendix Y: Nextera™ Administration System**; for session access codes, see directions on page A-71 of **Appendix Y** for further details).

- ❑ Provide students with all required test materials, including student login tickets and session access codes, for CBT administration.

- ❑ Prevent the use of unapproved materials (see pages 30–31 for lists of approved and unapproved materials). Note that results will be invalidated for students who use or possess cell phones during testing.

- ❑ Review, comply, and sign the **Deputy and Proctor Certificate** located in **Appendix D**.

- ❑ Follow proper procedures for students with disabilities; see **Testing Accommodations for Students with Disabilities** located in **Appendix G**.

Shared test security responsibilities of principals, proctors, and all other school personnel authorized to have access to secure material:

- ❑ Receive training in test security requirements and test administration protocols.
- ❑ Document the location of secure printed materials at all times using the **Secure Materials Tracking Log**, located in **Appendix C**.
- ❑ Ensure the security of the testing environment (see "Prepare the Testing Room(s)" on page 20).
- ❑ Ensure the security of test questions, test booklets, and other secure materials. Do **not:**
  - Leave secure materials unattended when tests are not being administered.
  - Read, reveal, review, or duplicate the contents of secure test material before, during, or after a test administration.
  - Duplicate any portion of the test, including but not limited to audiotaping, videotaping, photographing, photocopying, and copying by hand.
  - Remove secure printed test materials from the school without authorization.
  - Read, review, or change student responses.

Testing Irregularities

Testing irregularities are incidents that represent a deviation from the assigned testing procedures. Testing irregularities may include confirmed cases of student cheating, student possession or use of a cell phone or other communication device, or the mishandling of secure test materials. Such incidents must be promptly reported, in writing, to the Office of State Assessment (OSA) by fax at 518-474-1989 or by e-mail (emscassessinfo@nysed.gov).

No one, *under any circumstances*, including the student, may alter the student's responses on the test once the student has handed in their test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State assessments may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law, or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

Students to Be Tested

Except as noted below, **all** public and charter school students enrolled in Grades 3–8 must take all State tests administered for their grade level. This includes students who have been retained in these grades. The birth dates of ungraded students with disabilities should be used to determine who must be tested and which grade-level test they will take (see **Appendix I: Information on Ungraded Students**). When determining which students will participate in these tests, be sure to consider students who attend programs operated by the Boards of Cooperative Educational Services (BOCES), as well as any other programs located outside the district.

All students are expected to participate in State tests as part of the core academic program. Students can only be tested once during each test administration period. Absences from all or part of the required academic program should be managed in accordance with the attendance policies of the district. For accountability and other statewide reporting purposes, students who do not participate in an assessment are reported to the State as "not tested." Schools do not have any obligation to provide an alternative location or activities for individual students while the tests are being administered.

Religious and independent schools are also encouraged to participate in these tests and are to follow the same guidelines for each grade-level test they are administering.

Students Receiving Entirely Remote Instruction

Schools are not expected to bring students into the building to participate in the tests if they are receiving entirely remote instruction during the test administration and make-up periods. The Department has determined that it will not be possible to administer the tests remotely.

Accelerated Mathematics Students Taking Regents Examinations

Grades 7 and 8 students who are receiving instruction in a commencement-level mathematics course and who will be taking a Regents Examination in mathematics in June 2021 may be exempted by the school from the respective Grade 7 or 8 Mathematics Test.

English Language Learners (ELLs)

- Schools are permitted to exempt from the English Language Arts Tests only those English Language Learners (ELLs) (including those from Puerto Rico) who, on April 1, 2021, will have been attending school in the United States for the first time for less than one year.
- Recently arrived ELLs may be eligible for one, and only one, exemption from the administration of the New York State Grades 3–8 English Language Arts Tests.
- Subject to this limitation, schools may administer the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the Grades 3–8 English Language Arts Tests, for participation purposes only, to recently arrived ELLs who meet the criteria above.

All other ELLs must participate in the Grades 3–8 English Language Arts Tests, as well as in the NYSESLAT.

The provisions of the Elementary and Secondary Education Act (ESEA) do not permit any exemption of ELLs from the Grades 3–8 Mathematics Tests. In CBT and PBT formats, these tests are available in Chinese (Traditional), Haitian Creole, Korean, Russian, and Spanish. Also, three new additional translations of the Grades 3–8 Mathematics tests are available (in PBT format only): Arabic, Bengali, and Chinese (Simplified). These three new PBT translated editions will need to be obtained exclusively from the Department, and not Questar. The tests can be translated orally into other languages for those ELLs whose first language is one for which a written translation is not available from the Department.

See **Appendix F: Testing Accommodations for English Language Learners** for specific testing accommodations.

Students with Disabilities

- The Committee on Special Education (CSE) must decide for each student, on a case-by-case basis, whether the student will participate in a particular general State test or in the New York State Alternate Assessment (NYSAA) for students with severe cognitive disabilities.
- The CSE's decision **must** be documented in the student's Individualized Education Program (IEP). The criteria that the CSE must use to determine eligibility for the NYSAA is available on the NYSAA website (http://www.p12.nysed.gov/assessment/nysaa).

  See **Appendix G** and **Appendix H** for testing accommodations for students with disabilities.

Specific accommodations allowed for students can be found in **Appendix H: Specific Testing Accommodations.**

Medically Excused

- Students who are incapacitated by illness or injury during the test administration and make-up periods and have on-file documentation from a medical practitioner that they were too incapacitated to complete the test at the school, at home, or in a medical setting are considered Medically Excused, are considered to have no valid test score, and must be reported with a final score of 999 and a standard achieved code of 93.
- These students are excluded from the numerator and the denominator of the participation and performance accountability calculations.

Students Receiving Entirely Remote Instruction

Students who are unable to participate in the test due to receiving entirely remote instruction during the test administration and make-up periods during the pandemic are considered Receiving Entirely Remote Instruction. These students are considered to have no valid test score and must be reported with an Overall Scale Score of "999" and a standard achieved code of 92.

Computer-Based Tests

General Tools for CBT

For students who will be taking the tests on the computer, General Tools are available to all students in the Nextera™ Test Delivery System for the appropriate grade(s) and content area(s). Please refer to the table below for information regarding which tools are available by grade and content area.

General Tool	Content Area(s)	Grades
Highlighter	English Language Arts and Mathematics	3–8
Bookmark	English Language Arts and Mathematics	3–8
Zoom	English Language Arts and Mathematics	3–8
Answer Eliminator	English Language Arts and Mathematics	3–8
Notepad	English Language Arts and Mathematics	3–8
Line Reader	English Language Arts and Mathematics	3–8
Drawing Tool	Mathematics	3–8–Session 2 only
Ruler	Mathematics	3–8
Equation Editor	Mathematics	3–8–Session 2 only
Protractor	Mathematics	4, 5, 6, 7, and 8
Mathematics Reference Sheet	Mathematics	5, 6, 7, and 8
Calculator	Mathematics	6–Session 2 only 7 and 8–Sessions 1 and 2

Nextera™ Test Delivery System Practice Tests

Practice tests will be available in the Nextera™ Test Delivery System secure browser. Taking the practice test in the secure browser provides students with the opportunity to become familiar with the mechanics of taking the test on the computer, with the available tools, as well as with the general types of questions on the tests. All students taking one or more of the operational tests on the computer should be provided with at least one opportunity to take the practice test(s) available in the Nextera™ Test Delivery System.

Detailed directions on accessing the secure browser practice tests can be found on page A-93 in **Appendix Y: Nextera™ Administration System**.

Students can also practice using the web-based Question Sampler which can be found at: https://ny.nextera.questarai.com/tds/#practice. Note that it is recommended that students access both the practice tests and the question sampler in the Chrome browser on computer devices.

Computer-Based Testing Accommodations

Some students with disabilities whose schools have chosen CBT for their grade level may benefit from using online testing accommodations that change the way the test is displayed to enhance its accessibility for those students. Students with learning needs as documented in an IEP or 504 Plan may require CBT

accommodations. Please refer to the table below as you consider the online testing accommodations your students may need.

CBT Accommodation	Content Area Notes
Answer Masking Tool	English Language Arts and Mathematics
Reverse Contrast	English Language Arts and Mathematics
Background Color	English Language Arts and Mathematics
Initial Page Zoom	English Language Arts and Mathematics
Text-to-Speech (TTS)	English Language Arts directions, passages, questions, and answer choices Mathematics directions, questions, and answer choices
Read Aloud (by human)	English Language Arts directions, passages, questions, and answer choices Mathematics directions, questions, and answer choices

Refer to **Appendix T: Nextera™ Test Delivery System Computer-Based Testing Accommodations** for descriptions of the CBT Accommodations. CBT Accommodations must be assigned to students prior to testing by the District Test Coordinator or School Test Coordinator via the Nextera™ Administration System. Instructions for assigning CBT Accommodations to students are provided in the section, "To Add or Edit a Student" beginning on page A-55 of **Appendix Y**.

Administrator's Planning Steps for Test Preparation

The following sections are provided to assist in descriptions of long-term planning (more than two weeks prior to test administration) and short-term planning (within two weeks of test administration) activities that should be conducted by school administrators in preparation for administering the New York State Grades 3–8 English Language Arts and Mathematics Tests. A complete checklist of school administrator planning activities is provided in **Appendix A1: School Administrator's Checklist for Paper-Based Testing** and in **Appendix A2: School Administrator's Checklist for Computer-Based Testing**. Refer to **Appendix V** for the **District and School Test Coordinator Checklist for Computer-Based Testing**.

Refer to **Appendix U** for descriptions of **Roles, Responsibilities, and Permissions in Nextera™ Administration System for Computer-Based Testing** and **Appendix X** for a **Glossary of Computer-Based Testing Terminology**.

All devices intended for use in the administration of the computer-based tests (CBT) must be set up and configured to test using the Nextera™ Test Delivery System. **Appendix Y: Nextera™ Administration System** includes processes and screen shots for common functions necessary to administer the tests on a computer (adding and editing teachers, students, etc.). The Setup and Installation Guide (https://cbtsupport.nysed.gov/hc/en-us/articles/208474306) has detailed instructions for preparing devices for testing. If you have questions, please contact Questar Customer Support at 866-997-0695 or e-mail (ny.3-8.help@questarai.com).

Long-Term Planning

Announce Test Dates

Be sure to:

- Schedule tests to avoid conflicts with recess or lunch.
- Announce administration of test dates to students before the date that the tests are scheduled to be administered. All announcements should be made in such a way as to convey information without causing students to become overly anxious.
- Inform parents of the dates and purpose of testing. Parents should be asked to encourage students to do their best on the tests and to ensure that students are well-rested on the days of testing.
- Familiarize students with the general types of questions on the tests and the procedures that they should follow when recording the answers to the test questions. For additional instructions, refer to the *Teacher's Directions* (http://www.p12.nysed.gov/assessment/manuals), which will be shipped to schools.
- All students participating in CBT should be provided at least one opportunity to become familiar with the practice test for the grade and subject(s) for which they will be taking the operational test. The practice test is available in the secure browser.
- Ensure that tests are administered within the testing window and in the assigned order.

Plan Secure Test Materials Storage

The paper-based English language arts and mathematics test booklets must be stored in the safe or vault of the building where the tests will be shipped. For CBT administration, the student login tickets, session access codes, and Proctor PINs are considered secure materials. They must also be stored in the safe or vault if they are printed prior to the test administration. The principal must ensure that access to the safe or vault is restricted. If the building where the tests will be administered does not have a safe or vault large enough to hold the secure test materials, arrangements must be made to store them at a location with an appropriate safe or vault. If you have specific questions concerning the storing of test materials, please call the OSA at 518-474-8220.

Alternate Storage Location

If you indicated that your secure materials will be stored at an alternate storage location on the School Information Page when requesting tests via the online examination request system, you will be required to complete the Examination Storage Plan form, found on the online examination request system, and fax it to OSA at 518-474-2021.

Gather Mathematics Tools

Schools must furnish protractors and rulers to each student for their exclusive use with the paper-based mathematics tests. Schools must also furnish hand-held calculators to each student for their exclusive use for both paper- and computer-based testing. See **Appendix E: Mathematics Tools** for complete details on the use of rulers, protractors, and calculators.

Each student testing in Grades 5–8 will be provided with a mathematics reference sheet for their exclusive use during the tests. For PBT, this sheet is provided as a removable sheet in the front of the student test booklet. For CBT, this sheet is provided as a stand-alone document and must be handed out to students before the test begins. The following table lists required tools that schools must provide for each grade level for the paper-based Grades 3–8 Mathematics Tests. All tools listed below, as well as the mathematics reference sheet, will be available to students testing on the computer through the Nextera™ Test Delivery System. Teachers must also provide hand-held calculators to students taking the Mathematics CBT, as indicated in the table below.

Tool	Grades	Duration	Usage Notes
Ruler	Grades 3–8	Entire test	Examine all rulers to be sure they are in adequate condition and that they do not have pertinent information, such as mathematics formulas, written on them.
Protractor	Grades 4–8	Entire test	Examine all protractors to be sure they are in adequate condition and that they do not have pertinent information, such as mathematics formulas, written on them.
Four-function calculator with a square root key **or** scientific calculator	Grade 6	Session 2 only	Grade 6 students must **NOT** be provided a calculator for Session 1 because this part of the test measures proficiency involving calculations. **Note:** Grades 3–5 students may **NOT** use calculators for any session of the Mathematics Tests.
Scientific calculator	Grades 7 & 8	Entire test	See **Appendix E** for specifications of scientific calculators.

Plan the Scoring Operations—Scoring Constructed-Response Questions

There are many activities that need to occur in order to be prepared for the scoring of the constructed responses, such as choosing the scoring model that will be followed in your school, and selecting and assigning the teachers who will do the scoring. The following sections describe many of the long-term planning activities that will need to take place. For more detail on scoring and the scoring process, please refer to the *Grades 3–8 English Language Arts and Mathematics Tests Scoring Leader Handbook* (*Scoring Leader Handbook*) (http://www.p12.nysed.gov/assessment/ei/eigen.html).

Scoring Model Options

Public school districts and charter, religious, and independent schools have several scoring model options as listed below. Arranging for the scoring of short- and extended-response questions in English Language Arts Test Session 2 and Mathematics Test Session 2 is the responsibility of each school or school district. The Department will not score these responses.

Scoring Model Code #/Option	The scorers for the school's tests include the following:
1. Regional Scoring*	a) scorers from three or more school districts; or b) scorers from two or more religious or independent schools in an affiliation group (religious, independent, or charter schools may participate in regional scoring with public school districts, and each religious, independent, or charter school may be counted as one district).
2. Schools from two districts*	a) scorers from two school districts; b) scorers from two religious or independent schools; c) scorers from two charter schools; or d) a combination of scorers from two of the following: a school district, religious school, independent school, or charter school.
3. Three or more schools within a district	scorers from three or more schools in a district
4. Two schools within a district (PBT only)	scorers from two schools in a district
5. One school (PBT only)	three or more scorers for each grade being scored, all from the same school
6. Private Contractor	scored by a private contractor (not a BOCES)

*This model is not permitted for CBT scoring unless it includes scorers from at least three schools.

Regardless of the scoring model being used, a minimum of three scorers is necessary to score each student's test. However, to comply with a State requirement, none of the scorers assigned to score a student's test responses may be that student's teacher (refer to "Assign Scorer Numbers and Questions to Scoring Committee Members" on page 42 for further details). In order to maximize the number of teachers scoring test booklets from any one teacher's class or any one school, it is necessary that test booklets be randomized prior to assignment to scorers. The steps for randomizing are described on pages 43–44.

Scoring options involve specific responsibilities and title designations. The responsibilities are similar, although the titles are different depending on the option. For more information on scoring role responsibilities, see **Appendix L1** for **Paper-Based Testing Scoring Site Organization** and **Appendix L2** for **Computer-Based Testing Scoring Site Organization.**

	Regional Scoring (Scoring Model 1) Private Contractor (Scoring Model 6)	Districtwide Scoring (Scoring Models 2, 3, and 4)	Schoolwide Scoring (Scoring Model 5)
Responsibilities	**Regional Title**	**District Title**	**School Title**
Supervises scoring operation	Site Coordinator	School District Administrator	Principal
Trains scorers, monitors sessions	Scoring Leader	District English Language Arts or Mathematics Leader	School English Language Arts or Mathematics Leader
Monitors sessions	Table Facilitator	School English Language Arts or Mathematics Leader	School English Language Arts or Mathematics Leader
Scores constructed responses	Scoring Committee Member	Scoring Committee Member	Scoring Committee Member

For details on scoring model logistics, please see the *Scoring Leader Handbook*, available on the OSA website (http://www.p12.nysed.gov/assessment/ei/eigen.html).

Responsibilities of Person Supervising Scoring Operations

The person responsible for supervising scoring operations must sign the **Scoring Operations Certificate**, located in **Appendix O** of this manual. The signed certificate indicates compliance with the procedures described in this section on scoring the short- and extended-response questions.

Selecting and Assigning Teachers for the Scoring Committees

A scoring committee is made up of teachers chosen to score the short- and extended-response questions for the Grades 3–8 English Language Arts or Mathematics Tests. Each scoring committee must have a minimum of three scorers. It is recommended that each scoring site have a minimum of two scoring committees. School administrators make the final decision as to who can score these tests after a review of the teacher's certification and present teaching assignment(s). Criteria to consider when choosing scoring committee members are listed below.

General Requirements for Scoring Committee Member

- Experience with scoring constructed-response questions, including use of rubrics;
- Experience using holistic rubrics;
- Content area expertise;
- One or more years of teaching the specified or adjacent grade levels;
- Experience teaching in the elementary grades (for Grades 3–6 tests) or in the subject area (for Grades 5–8 tests); and

- Familiarity with the Grades 3–8 Rubric and Scoring Training materials.

Retired teachers and active or retired school administrators, as well as certified teachers who are currently working as teacher assistants, may score the short- and extended-response questions if they:

- Have taught in the elementary grades (for Grades 3–6 tests) or in the subject area (for Grades 5–8 tests), and
- Have familiarity with the Grades 3–8 Rubric and Scoring Training materials. If a district, charter school, religious school, or independent school chooses to contract with a private contractor to score these tests, it is the responsibility of the district, charter school, religious school, or independent school to ensure that all individuals who will be scoring for the private contractor have also met these criteria. District, charter school, religious school, or independent school administrators considering the use of special education teachers to score these tests should refer to **Guidelines for Including Special Education Teachers in Scoring Committees** located in **Appendix N**.

Note: At the time scoring training takes place, scoring materials are secure, and may only be shared with those who will be engaged in actually scoring student responses. Anyone who will not be scoring tests may not participate in scoring training.

Short-Term Planning

Receive Test Materials

- All test shipments will be delivered by UPS, and may be delivered at any time between the hours of 8:00 a.m. and 5:00 p.m. (ET).
- If you do not receive your shipment by 5:00 p.m. (ET) on the final day of the Secure Test Materials Arrive at Schools window (see page vii for the Secure Test Materials Arrive at Schools window), please contact Questar Customer Support at 866-997-0695, or by e-mail (ny.3-8.help@questarai.com).

Inventory Secure Test Materials

English Language Arts and Mathematics test materials will arrive from Questar in separate shipments. **The shrink-wrapped packages of secure test materials must not be opened during the inventory.** All secure test materials must remain sealed until the test administration date. Answer sheets will be sent from a Regional Information Center (RIC) or Large-City Scanning Center. Schools are responsible for contracting with a RIC or Large-City Scanning Center for answer sheets and scanning services.

Inventory the following PBT materials received from your local scanning center:

- Precoded answer sheets: Schools should have one precoded answer sheet for each student participating in the Grades 3–8 English Language Arts Test, and two precoded answer sheets for each student participating in the Grades 3–8 Mathematics Test.
- Blank answer sheets: Schools should have blank answer sheets for new students. Please refer to the district/regional testing directions for specific instructions on recording demographic information for new students.
- Precoded student identification labels: Schools should have precoded student identification labels for each student participating in this test administration. The labels should be affixed to the English Language Arts Session 2 test booklet and Mathematics Session 2 test booklet. The affixing of the labels to the test booklets may occur no earlier than the day each test booklet will be administered.
- Blank student identification labels: Schools should have blank student identification labels for new students for whom no precoded label was found. The labels are to be completed and affixed to the back covers of each new student's English Language Arts Session 2 test booklet and Mathematics Session 2 test booklet.
- Preprinted classroom rosters: (This is only for schools associated with certain RICs or certain Large-City Scanning Centers.) Schools should have one roster for every class participating in testing. (For details, please contact your scanning center.) All other schools will need to prepare classroom rosters of students to be tested, using the format provided in the answer sheet package sent by the RIC or Large-City Scanning Center.

Inventory the materials received in your shipment from Questar:

- Shipping Notice: Use the packing list in Box 1 of your shipment of test materials and the school's copy of the confirmation notice e-mailed to the school after submitting the school's online request.

- *Teacher's Directions*: Schools will receive two *Teacher's Directions,* either PBT or CBT accordingly, for every 25 students tested. If additional copies are needed, the *Teacher's Directions* may be photocopied or downloaded from the Department's website (http://www.p12.nysed.gov/assessment/ei/eigen.html).
- Test Booklets: For PBT administration, the regular edition of the test booklets will arrive shrink-wrapped in packages of 10 or 25. The braille and large type test booklets will be shrink-wrapped and will be included in the exact quantity requested by the school. The Spanish editions of the mathematics test booklets will be shrink-wrapped in packages of 10 or 25. All other translated editions of the mathematics test booklets will be shrink-wrapped in the exact quantity requested by the school. The Test Read editions and English versions to accompany translated editions of the test booklets will be shrink-wrapped in packages of 5 or 15 with a yellow label on the package. **All school personnel must leave the shrink-wrapped packages intact until the day of test administration, when class packets are assembled.**

The shrink-wrapped packages of secure test materials must not be opened during the inventory. All secure test materials must remain sealed until the test administration date. Boxes used for delivering materials to your school should be kept for storing and sending completed paper-based test booklets and answer sheets to scoring sites.

Request Emergency Supply of Secure Test Booklets

All shipments of secure test materials should be inventoried immediately after delivery and before being placed in the safe or vault. School personnel are forbidden to make or authorize photocopies of secure State test materials without the express written prior approval of OSA. Such approval will be considered **only** when it is not feasible for the school to obtain the secure test materials from a regional center. If you have questions concerning the requesting of test materials, or about any of the other information, call Questar Customer Support at 866-997-0695 for assistance.

After taking inventory, if:	Then:
An item or items are missing from the shipment listed on the shipping notice	Contact Questar Customer Support at: Telephone: 866-997-0695 E-mail (ny.3-8.help@questarai.com)
The school requires items that were not originally requested or items necessary to accommodate students whose needs were previously unknown to the school	Contact the official in charge of the regional center to arrange for pickup of test materials. Notify Questar Customer Support, by e-mail, which test materials will be picked up at the regional center. Questar will work with the regional center to ensure they have sufficient quantities of test materials for distribution.

Secure materials can be obtained from the regional center. Information on the location of regional centers is available on the Department's website (http://www.p12.nysed.gov/assessment/ei/eigen.html). For the list of regional centers for New York City public and charter schools, see **Appendix R: New York City Department of Education 2020–21 Borough Assessment Implementation Directors**.

The official school representative picking up secure test materials must present to the regional center official a photo ID and a letter of authorization signed by the principal listing the materials to be picked up. This letter, authorizing the school representative to pick up test materials, must be written on school stationery.

The school representative must countersign the authorization letter, and leave it with the regional center official before the emergency supply of materials can be released.

Store Secure Test Materials

The English language arts and mathematics paper-based secure test materials must be stored in the safe or vault of the building where the tests will be shipped. Student login tickets, access codes, and Proctor PINs for CBT administration must also be stored in the safe or vault if they are printed prior to administration.

- Place all secure test materials and test booklets in the storage location as soon as they are received or printed.
- If the building where the tests will be administered does not have a safe or vault large enough to hold the secure test materials, make arrangements to store these materials at a school or district location with an appropriate safe or vault. Do not transfer tests to the school where the tests will be administered until the day scheduled for the administration of that part of the test.
- Restrict access to the test materials.
- Do not remove shrink-wrapped packages of secure material from the safe or vault, except for the inventory of PBT materials, until the days on which the tests are scheduled to be administered.
- Use the **Secure Materials Tracking Log**, located in **Appendix C**, to document the movement of materials and account for all secure testing materials.
- Check the safe or vault where secure test materials are being stored daily to ensure that the secure test materials have not been tampered with and remain secure.
- Maintain the combination or key to the safe or vault under strict security conditions to preclude access to the secure test materials.

Prepare the Testing Room(s)

Be sure to:

- Determine which rooms will be used for testing.
- Make sure the room(s) in which the tests are administered are well-lit, well-ventilated, and quiet.
- Make preparations before the testing period to keep noise and other distractions to a minimum.
- Prepare a "Do Not Disturb" sign to place on the door to prevent interruptions.
- If tests are to be administered in a classroom, clear desks and shelves under the desks of all books, papers, and other materials.
- Completely cover or remove from the walls all blank or completed graphic organizers, number lines, mathematics tables, and all aids, charts, posters, and board work pertinent to English language arts and mathematics. This includes any such materials that pertain to the New York State CBT system tools.
- Make arrangements in advance to seat students so that each student will be clearly visible to the proctor at all times and so that there will be the least possible opportunity for any communication between students. Seating of students in alternate rows is recommended.

For computer-based testing:

- A seating chart is recommended in the event that the Internet fails and a student needs to go back to a certain device to submit their test at a later time. Seating of students in alternate rows is recommended. For additional suggestions for arranging a secure testing environment, see **Appendix W: Suggestions for Creating a Secure Computer-Based Testing Environment**.
- Each student will need their own device that has been configured for testing. Please work with your School or District IT Coordinator to verify the devices are ready for testing. The Setup and Installation Guide (https://cbtsupport.nysed.gov/hc/en-us/articles/208474306) has detailed instructions for setting up devices for testing.
- Ensure that teachers have printed student login tickets, Proctor PINs, and the session access code prior to testing. For information on how to print student login tickets (page A-75) and where to find the session access code (page A-72), see the section on the Tests tab that begins on page A-70 of **Appendix Y: Nextera™ Administration System**.

Part 2
Administering the Tests

School Administrator Responsibilities

It is the responsibility of the school administrator to:

- Inventory all testing materials.
- Store secure test materials in a safe or vault, as designated in the school's Examination Storage Plan.
    - For computer-based testing administration, the student login tickets, session access codes, and Proctor PINs are secure test materials and must also be stored in the safe or vault if they are printed prior to the test administration.
- Ensure paper-based secure test materials remain sealed in their packaging until the dates on which they will be administered.
- Distribute the materials to the teachers or proctors, and ensure the security of the tests.
- Advise all teachers administering and scoring the tests that they are not to discuss test questions or other specific test content with each other outside of the scoring room, with others online via e-mail, or through any other electronic means.
- Ensure that students with disabilities are provided allowable testing accommodations as indicated on a student's Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan).
- Ensure that teachers, aides, and assistants receive training to ensure the correct implementation of testing accommodations.

Prepare the Grades 3–8 Paper-Based English Language Arts Secure Test Materials and Answer Sheets

In order to prepare the secure materials for paper-based testing (PBT), schools must take the following steps:

- Verify that the school has the following for each student in the class:
  - Answer sheet for use with English Language Arts Test Session 1.
  - Preprinted student identification label for English Language Arts Test Session 2.
- If the school does not have a precoded answer sheet or student identification label for a student, complete one of the extra answer sheets and labels provided by the Regional Information Center (RIC) or Large-City Scanning Center. Record demographic information for that student according to district/regional directions.
- Record on the answer sheet the categories of testing accommodations for students with disabilities. *Only darken the circle if an accommodation was provided during the test.* Please note that not all the accommodations listed in **Appendix H: Specific Testing Accommodations** are permitted on all parts of the Grades 3–8 English Language Arts Tests.
- A student identification label must be affixed to each student's English Language Arts Test Session 2 booklet. Labels can be affixed either on the days of the tests or after the administration of the tests.

If the school chooses to affix the student label(s) prior to administration on the days of the tests, be sure that each student receives the test booklet with their name on the affixed label.

Under no circumstances may a school open the shrink-wrapped packages and affix the student identification labels to the Session 2 test booklets prior to the day that the Session 2 test booklets will be administered.

The following chart lists the English language arts materials needed in each testing room at each grade level for each paper-based testing day.

	English Language Arts	
	Session 1	Session 2
Grades 3–8	• *PBT Teacher's Directions* • Classroom roster • Session 1 test booklets (one per student and one for the teacher) • English Language Arts Test Answer Sheet (one per student)	• *PBT Teacher's Directions* • Classroom roster • Session 2 test booklets (one per student and one for the teacher) • Student identification labels (one per student to be used on Session 2 test booklet)

Prepare the Grades 3–8 Computer-Based English Language Arts Secure Test Materials

In order to prepare the secure materials for computer-based testing (CBT), schools must take the following steps:

- The building Principal and/or the School Test Coordinator must provide the following prior to each session:
    - Printed student login tickets for all students who will be testing (see directions beginning on page A-75)
    - The session access code to begin the applicable planned sessions found on the Nextera™ Administration System Tests tab (see directions beginning on page A-70)
    - The secure Proctor PIN found on the Nextera™ Administration System Home page (see directions beginning on page A-47)
    - Scratch paper (one piece of lined paper per student)—For all test sessions the proctor should have a further supply of scratch paper on hand to provide to students who request additional sheets during the test session

The following chart lists the English language arts materials needed in each testing room at each grade level for each computer-based testing day.

	English Language Arts	
	Session 1	Session 2
Grades 3–8	• *CBT Teacher's Directions* • Classroom roster • Student login tickets for students who will be testing • Access code for students to begin applicable sessions • Proctor PIN for reactivating paused tests • Scratch paper (one piece of lined paper per student) • Individual student device	• *CBT Teacher's Directions* • Classroom roster • Student login tickets for students who will be testing • Access code for students to begin applicable sessions • Proctor PIN for reactivating paused tests • Scratch paper (one piece of lined paper per student) • Individual student device

Prepare the Grades 3–8 Paper-Based Mathematics Secure Test Materials and Answer Sheets

In order to prepare the secure materials for testing, schools must take the following steps:

- Verify that each student in the class has the following:
    - Answer Sheet 1 for use with Mathematics Test Session 1.
    - Answer Sheet 2 for use with Mathematics Test Session 2.
    - Preprinted student identification label for Mathematics Test Session 2.
- If the school does not have a precoded answer sheet or student identification label for a student, complete one of the extra answer sheets and labels provided by the RIC or Large-City Scanning Center. Record demographic information for that student according to district/regional directions.
- Record on the answer sheet the categories of testing accommodations for students with disabilities. *Only darken the circle if an accommodation was provided during the test*. Please note that not all the accommodations listed in **Appendix H: Specific Testing Accommodations** are permitted on all parts of the Grades 3–8 Mathematics Tests.
- A student identification label must be affixed to each student's Mathematics Test Session 2 booklet. Labels can be affixed either on the days of the tests or after the administration of the tests.

If the school chooses to affix the student label(s) prior to administration on the days of the tests, be sure that each student receives the test booklet with their name on the affixed label.

Under no circumstances may a school open the shrink-wrapped packages and affix the student identification labels to the Session 2 test booklets prior to the day that the Session 2 test booklets will be administered.

The following chart lists the mathematics materials needed in each testing room at each grade level for each paper-based testing day. Reference sheets for Grades 5–8 are included in each Session 1 and Session 2 test booklet.

	Mathematics	
	Session 1	Session 2
Grades 3–4	• *PBT Teacher's Directions* • Classroom roster • Session 1 test booklet (one per student and one for the teacher) • Mathematics Test Answer Sheet 1 (one per student) • Rulers (one per student) ***Grade 4 only:*** • Protractors (one per student)	• *PBT Teacher's Directions* • Classroom roster • Session 2 test booklet (one per student and one for the teacher) • Mathematics Test Answer Sheet 2 (one per student) • Rulers (one per student) ***Grade 4 only:*** • Protractors (one per student)
Grades 5–6	• *PBT Teacher's Directions* • Classroom roster • Session 1 test booklet (one per student and one for the teacher) • Mathematics Test Answer Sheet 1 (one per student) • Rulers (one per student) • Protractors (one per student)	• *PBT Teacher's Directions* • Classroom roster • Session 2 test booklet (one per student and one for the teacher) • Mathematics Test Answer Sheet 2 (one per student) • Rulers (one per student) • Protractors (one per student) ***Grade 6 only:*** • Scientific or four-function calculators with a square root key (one per student)
Grades 7–8	• *PBT Teacher's Directions* • Classroom roster • Session 1 test booklet (one per student and one for the teacher) • Mathematics Test Answer Sheet 1 (one per student) • Rulers (one per student) • Protractors (one per student) • Scientific calculators (one per student)	• *PBT Teacher's Directions* • Classroom roster • Session 2 test booklet (one per student and one for the teacher) • Mathematics Test Answer Sheet 2 (one per student) • Rulers (one per student) • Protractors (one per student) • Scientific calculators (one per student)

Prepare the Grades 3–8 Computer-Based Mathematics Secure Test Materials

In order to prepare the secure materials for computer-based testing, schools must take the following steps:

- The building Principal and/or the School Test Coordinator must provide the following prior to each session:
    - Printed student login tickets for all students who will be testing (see directions beginning on page A-75)
    - The session access code to begin the applicable planned sessions found on the Nextera™ Administration System Tests tab (see directions beginning on page A-70)
    - The secure Proctor PIN found on the Nextera™ Administration System Home page (see directions beginning on page A-47)
    - Scratch Paper (one piece of lined or plain paper and one piece of graph paper per student). For all test sessions the proctor should have a further supply of scratch paper on hand to provide to students who request additional sheets during the test sessions
    - Mathematics Reference Sheet (Grades 5–8 only)

The following chart lists the mathematics materials needed in each testing room at each grade level for each computer-based testing day.

	Mathematics	
	Session 1	Session 2
Grades 3–8	• *CBT Teacher's Directions* • Classroom roster • Student login tickets for students who will be testing • Session access code for students to begin applicable sessions • Proctor PIN for reactivating paused tests • Scratch Paper (one piece of lined or plain paper and one piece of graph paper per student)	• *CBT Teacher's Directions* • Classroom roster • Student login tickets for students who will be testing • Session access code for students to begin applicable sessions • Proctor PIN for reactivating paused tests • Scratch Paper (one piece of lined or plain paper and one piece of graph paper per student)
Grades 5–8	• Mathematics Reference Sheet	• Mathematics Reference Sheet ***Grade 6 only:*** • Scientific or four-function calculators with a square root key (one per student)*
Grades 7–8	• Scientific calculators (one per student)*	• Scientific calculators (one per student)*

*For students testing on computers in Grade 6 for Session 2 and Grades 7–8 for Sessions 1 and 2, a calculator is provided as part of the computer testing delivery system. However, schools should continue to supply students with exclusive use of the type of hand-held calculator the students use for everyday mathematics instruction.

Students in Grade 6 are **NOT** permitted to use a calculator with Session 1. For Session 2, students should have exclusive **use of a four-function calculator with a square root key or a scientific calculator**. Graphing calculators are **NOT** permitted. Students in Grades 7–8 should have exclusive **use of a scientific calculator** for both Session 1 and Session 2. Graphing calculators are **NOT** permitted.

Supervision of Students

Unauthorized Materials

Students should be under close supervision at all times during the administration of the tests and may not use any unauthorized notes, printed materials, or tools.

Use of Communications Devices

All students are prohibited from bringing cell phones and certain other electronic devices, as defined in the script below, into a testing room. Test proctors, test monitors, and school officials shall retain the right to collect and hold any prohibited electronic devices prior to the start of the test administration. Admission to the test shall be denied to any student who is in possession of a cell phone or other prohibited electronic device and refuses to relinquish it.

At the beginning of each test administration, proctors must read the following statement to all students taking State examinations:

You cannot have any communications device, including a cell phone, with you during this examination or during any breaks (such as a restroom visit). Such devices include, but are not limited to:

- Cell phones
- iPods and MP3 players
- iPads, tablets, and other eReaders
- Personal laptops, notebooks, or any other computing devices
- Cameras, other photographic equipment, and scanning devices
- Wearable devices/smart wearables, including smart watches and health wearables with a display
- Headphones, headsets, or in-ear headphones such as earbuds, and
- Any other device capable of recording audio, photographic, or video content, or capable of viewing or playing back such content, or sending/receiving text, audio, or video messages

If you brought any of these items to the building today, and have not already stored it in your locker or turned it over to me, a test monitor or school official, you must give it to me now. You may not keep your cell phone or any of these items with you, or near you, including in your pockets, backpack, desk, etc. If you keep a cell phone or any of these items with you, your examination will be invalidated and you will get no score. Is there anyone who needs to give me any of these items now?

[*Proctor: repeat list of devices.*]

This is your last opportunity to do so before the test begins.

If any student is observed with any prohibited device while taking a State examination, the proctor must direct the student to turn the device over to the proctor immediately; allow the student to complete the test (to allow for all possible outcomes of procedural due process); and report the incident promptly to the school principal.

If the student had a prohibited device in their possession during the test administration, the principal must invalidate the student's test (no score may be calculated for that student) and report the incident to the Office of State Assessment (OSA).

Note: Some students with disabilities may use certain recording/playback devices **only** if this accommodation is specifically required as a provision of the student's IEP or 504 Plan. In addition, a student may be allowed to retain an otherwise prohibited device in their possession if there is documentation on file at the school from a medical practitioner that the student requires such a device during testing. Without such documentation, the general policy on communications devices as provided on the previous page is in effect, and the school may not allow the student to retain any such equipment while testing.

Aid to Students

No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment to students about the correctness or sufficiency of the students' responses while the tests are in progress. In response to inquiries by students concerning the meaning or interpretation of test questions, proctors should advise students to use their own best judgment. Proctors may give students assistance only in the mechanics of taking the tests, such as understanding that for PBT, multiple-choice responses must be recorded on the answer sheets and constructed responses must be recorded in the test booklets or, for CBT, understanding the navigation of the Nextera™ Test Delivery System or that their responses must be entered into the Nextera™ Test Delivery System. Prior to concluding test sessions, the proctor should point out to the students if they have left one or more answers completely blank, or, for PBT, have darkened more than one circle for the same multiple-choice question.

Temporary Absence from Testing Room

No student may be permitted to leave and then return to the testing room during any part of the test unless the student is accompanied by a proctor for the duration of their absence from the testing room.

Emergency Evacuation of a School Building

Evacuation of a school building during testing may be required because of an emergency such as a fire alarm or bomb threat. In any situation in which the safety of students is endangered, the principal has full authority to interrupt the tests immediately.

If an emergency evacuation is required, school administrators should observe the following procedures.

1. If it is possible, keep students under supervision during the emergency.
2. Then, when work can be resumed safely, allow the students the necessary time to complete the test.

3. Following the test, a written report of the circumstances should be sent by mail or fax to OSA. (See the section "Reporting Irregularities and/or Misadministrations" on page 51.)

Student Cheating

Proctors must not permit students to obtain information from or give information to other students in any way during the tests. At the conclusion of the tests, all suspected cheating must be reported to the principal.

If a proctor suspects that such an attempt has occurred, the following actions should be taken:

- The student(s) should be warned that any further attempts will result in the termination of their tests.
- Move students to another location, if necessary.
- If these steps fail to end attempts to obtain or give information, the proctor must notify the principal immediately and terminate the students' tests.

If, in the judgment of the principal, a student has attempted to give aid to or obtain aid from another person during the tests, the principal must follow the school's disciplinary procedure for student cheating and invalidate the student's test.

Illness

If a student becomes ill during a part of the tests:

- Excuse the student until they are well enough to continue.
- When the student is well enough to complete the test (and as long as the testing or make-up period has not ended), the student may be given the remaining part of the test.
- If the student is taking a partially completed part of the test, the student must be closely supervised so that the student does not go back to previously completed questions on the test.
- As long as the make-up period has not ended, administer any other unadministered parts of the test according to the *Teacher's Directions*.

Proctoring

Proctors must follow all security protocols when supervising the test administration.

Proctors must:

- Circulate periodically around the room during the administration of each session of the test to ensure that students are recording their responses to test questions in the proper manner and in the proper place.
- For PBT administrations, make sure that students are recording their responses to the test questions in a proper manner. Students must record their multiple-choice answers on their answer sheets and not in their test booklets.
- For CBT administrations, make sure that students are recording their multiple-choice and constructed-response answers in the Nextera™ Test Delivery System.

- Point out to students if they have left one or more answers blank or, for PBT, have darkened more than one circle for the same multiple-choice question.
- Not comment to the student on the correctness or sufficiency of any answer.
- Not use cell phones or other photographic devices to duplicate test materials, and keep their own personal communication devices put away during testing, using them only in emergency situations.

For PBT, make sure each student has recorded their answers to the multiple-choice questions on the answer sheet before collecting that student's test materials. No one other than the student may transfer multiple-choice answers marked in the test booklet to the answer sheet. (The latter does not apply to students whose IEP or 504 Plan allows scribes to transfer answers from the test booklet to an answer sheet.)

For CBT, proctors should review the **Review screen** with the student to ensure the student has answered all of the questions before the student selects **Submit Test**.

Untimed Testing

As long as students are productively working, they should be allowed as much time as they need within the confines of the regular school day to complete that day's test session. For planning purposes only, estimated average times that most students will need to complete test sessions are provided on page 4 of this manual. Some students will take more or less time than the estimated averages provided on page 4 for both English language arts and mathematics. Please plan accordingly to allow students who are productively working to complete the test at their own pace each day.

Students who finish the test before other students may check their work. When a student is ready, the PBT materials may be collected by the proctor, or the test may be submitted by the student for CBT administration. After a student's PBT materials are collected or their computer-based test is submitted, that student may be permitted to read silently. This privilege is granted at the discretion of each school. No talking and no other schoolwork is permitted. Once all students complete the test, you may end the session.

Testing Accommodation – Extended Time

Because the English Language Arts and Mathematics Tests are untimed, the accommodation of extended time will in essence be available to all students including all students with disabilities and English Language Learners. However, students with disabilities who have flexibility in scheduling, such as breaks at specified intervals, indicated as an accommodation in their IEPs or 504 Plans, must be provided such accommodation.

Supervised Lunch Breaks

It is recommended that schools schedule the test sessions either at the start of the school day or immediately after lunch so that most students will have a sufficient block of time to complete each test session. It is further recommended that schools group together for testing those students who are expected to require more time to complete a test session than the pre-lunch or post-lunch block of time provides. Schools may arrange for such students to have a carefully supervised lunch break during any of the test sessions if necessary. Secure test materials should be collected from the students prior to the start of the lunch break and returned to those who had not completed the test following the supervised lunch break. The school may permit these students to talk with each other and with the supervising adults during the lunch break

but must be instructed that they may not discuss the test content during this time. So that their tests will not have to be invalidated, the proctor should **not** allow any students to resume work on a test session who during the lunch break violated the instruction not to discuss the test content.

Limitations in Timing

As long as they are productively working, students should be allowed as much time as they need only within the confines of the regular school day to complete each test session. Schools are not expected to extend the school day in order for students to complete a test session. In addition, schools may **not** extend a test session beyond its scheduled day unless the student has multiple-day testing as a specified testing accommodation in their IEP or 504 Plan.

For questions and guidance on how to implement this policy, schools and districts are asked to contact their regional District Superintendent's office. District Superintendents will provide the technical guidance and support to help ensure their member districts are able to carry out this policy within their unique local and regional constraints.

Make-up Testing

The make-up dates are to be used for administering the tests to students who were absent during the designated administration dates. Make-ups for PBT and CBT for a given grade may begin on the school day immediately following the first day of the primary test administration. The testing schedule is posted on the Department's website, 2020–21 Elementary- and Intermediate-Level Testing Schedule (http://www.p12.nysed.gov/assessment/schedules/2021/ei-test-schedule21rev.pdf). The make-up dates can also be used to complete the initial administrations in schools that were closed due to religious observance or unexpected events, such as power outages.

It is the principal's responsibility to facilitate testing during the make-up period for those students who did not complete the tests on the regularly scheduled testing dates. **Rules to Determine Whether a Student Receives a Valid Score** are found in **Appendix P** of this manual.

Ensure the following if administering a make-up test.

- Students should be given every opportunity to make up any missed test session.
- The student completes all of the sessions in a subject area test. (In order to be counted as participating in that test and receive a scale score and performance level, all sessions of a test subject [two sessions for the Grades 3–8 English Language Arts Tests and two sessions for the Grades 3–8 Mathematics Tests] must be administered.)
- Apply the following guidelines for make-up testing for all sessions:
    - Students who are absent during any session of the regularly scheduled test administration should take the session of the test scheduled for the day they return.

- Students who are absent throughout the regularly scheduled test administration should complete both sessions of the test during make-up testing. More than one session may be administered in one day. Administer these sessions in the same order for regularly scheduled testing as indicated in the *Teacher's Directions*.
- For students who are absent for any session of a PBT and do not take a make-up for that session, check their answer sheets to verify that the absences have been recorded by darkening the Absent circle corresponding to the session or sessions missed. Instructions for recording information about absences on the answer sheets are found in **Appendix P** of this manual.
- For students who are absent for any session of a CBT and do not take the make-up for that session, check the Nextera™ Administration System to verify the Absent reason for not testing has been indicated. Information on indicating the reason for not testing in the Nextera™ Administration System can be found in **Appendix Y: Nextera™ Administration System** beginning on page A-44 of this manual.

Concluding Test Sessions

As soon as each testing session is completed, the principal must arrange for the collection and secure storage of all used and unused secure test materials (regular, translated, large type, and/or braille test booklets for PBT administrations; student login tickets, session access codes, Proctor PINs, scratch paper, and math reference sheets for CBT administrations) and used answer sheets. **Used answer sheets may <u>not</u> be reviewed, scanned, or scored by anyone before the official scoring process has been completed and the answer sheets have been scanned by the RIC or Large-City Scanning Center.**

Administrator's Checklist for Collecting, Storing, and Organizing Secure Paper-Based Testing Materials

Before repacking secure PBT materials, please read the following instructions:

- ❑ Collect all secure test materials, including used test booklets, answer sheets, completed demographic data, and student identification labels. Place these in a secure location until they are to be assembled for scoring.
- ❑ *Teacher's Directions* should be left in the testing rooms with the teachers so that they may review the instructions for the remaining test session(s).
- ❑ Request that each teacher provide updated classroom rosters for the Grades 3–8 English Language Arts and Mathematics Tests. These rosters should include all students currently in each teacher's class.
- ❑ Advise all staff that they are not to discuss test questions or other specific test content with each other, with others online via e-mail, or by any other electronic means.
- ❑ When collecting the test materials at the end of each test session, ensure each student places their answer sheet inside the front cover of the test booklet. (Note: Session 2 for English Language Arts does not have a separate answer sheet.)
- ❑ At the conclusion of the English Language Arts Tests, separate used Session 1 booklets and Session 2 booklets. Remove each student's Answer Sheet 1 from the student's English Language Arts Test Session 1 booklet and insert it inside the front cover of that student's Session 2 booklet. English Language Arts Test Session 2 booklets need to be sent to the scoring site, along with Answer Sheet 1, unless locally scored.
- ❑ At the conclusion of the Mathematics Tests, separate used Session 1 booklets and Session 2 booklets. Remove each student's Answer Sheet 1 from the student's Mathematics Test Session 1 booklet and send only the answer sheets to the RIC or Large-City Scanning Center. Mathematics Session 2 booklets need to be sent to the scoring site, along with Answer Sheet 2, unless locally scored.
- ❑ Securely store all unused test booklets for all grades and all used English Language Arts Test Session 1 test booklets and Mathematics Test Session 1 test booklets. Keep all English Language Arts Test booklets separate from all Mathematics Test booklets.
- ❑ Stack the used test booklets by testing room for scoring. Place the appropriate classroom roster on top of each stack and band them together.
- ❑ Use the box(es) in which secure test materials arrived for storing the secure test materials and for sending them to the scoring site. Remove any previous markings and labels from the box(es). If original boxes are not available, use substitutes.
- ❑ For more information on the handling of all paper test booklets and secure materials after testing, see **Part 3, After Testing**.

Administrator's Checklist for Collecting, Storing, and Organizing Secure Computer-Based Testing Materials

At the conclusion of the CBT session, please follow these instructions:

- ❑ Collect and securely destroy all used scratch paper, printed student login tickets, session access codes, and Proctor PINs.
- ❑ If student login tickets, session access codes, or Proctor PINs are to be used for future test sessions, store in a secure location as designated in the school's Examination Storage Plan until needed.
- ❑ *CBT Teacher's Directions* should be left in the testing rooms with the teachers so that they may review the instructions for the remaining test session(s).
- ❑ Advise all staff that they are not to discuss test questions or other specific test content with each other, with others online via e-mail, or by any other electronic means.
- ❑ For information on the handling of all paper test booklets and secure materials after testing see **Part 3, After Testing**.

Part 3
After Testing

Scoring of Secure Materials

Prepare Secure Paper-Based Testing Materials for Scoring

The following steps describe the procedures for scoring paper-based testing (PBT) materials at regional and schoolwide scoring levels.

Checklist for Regional or Districtwide Scoring:

❑ Photocopy and complete the **Paper-Based Testing School/Group List** located in **Appendix J** of this manual. Transfer the total number of students tested for each class (indicated on the teacher's classroom roster) to the School/Group List (SGL). Repeat this process for each testing room. Fill out the requested information for each testing room in the school.

- Testing Room Number: Write the room number of each testing room.
- Grade: Write the grade of the students who took the test (e.g., Grade 3).
- Number Tested: Write the number of students who took the test. Be sure to include students who took make-up tests.
- Comments: Include any additional pertinent information.

❑ English Language Arts Test Session 2 booklets and Mathematics Test Session 2 booklets must be sent for scoring since there are written responses in these booklets. Place the used booklets in separate boxes. English Language Arts Test Session 1 booklets and Mathematics Test Session 1 booklets should not be sent to the scoring sites since these booklets contain multiple-choice questions exclusively, for which students record their answers on separate answer sheets.

❑ Put the appropriate SGLs with the classroom rosters on top of the used English Language Arts Test Session 2 booklets and Mathematics Test Session 2 booklets in their respective Box 1s.

❑ Attach the appropriate **box label,** provided in **Appendix K: Box Labels for Submission of Paper-Based Testing Booklets to Scoring Center**, to each box, and indicate the scoring site, the school name, Basic Educational Data System (BEDS) Code, and the grade levels for which test booklets are enclosed. Also indicate on the respective label the quantity of English Language Arts Test Session 2 booklets or the quantity of Mathematics Test Session 2 booklets enclosed. Label the boxes for delivery to the scoring site.

❑ Number the box(es) (e.g., "Box 1 of 5," "2 of 5," "3 of 5," etc.).

❑ Seal the box(es) securely with packing tape and follow local testing directions for delivery of completed test materials to scoring sites.

Checklist for Schoolwide PBT Scoring:

❑ Photocopy and complete the SGL located in **Appendix J** of this manual. Transfer the total number of students tested for each class (indicated on the teacher's classroom roster) to the SGL. Repeat this process for each testing room. Fill out the requested information for each class in your school:

- Testing Room Number: Write the room number of each classroom.
- Grade: Write the grade of the students who took the test (e.g., Grade 3 or ungraded).

- Number Tested: Write the number of students who completed the test, including students who took make-up tests.
- Comments: Include any additional pertinent information.

❏ Place stacks of banded, used English Language Arts Test Session 2 booklets and Mathematics Test Session 2 booklets into boxes with the appropriate SGL and classroom roster(s) on top. Place the used English Language Arts and Mathematics Test booklets in separate boxes.

❏ Keep the completed SGL with the updated classroom roster(s) on top of the used test booklets being packed for scoring. Send a separate copy of the SGL and classroom roster(s) to the scanning center.

❏ The used test booklets that have been packed for scoring must be stored in a secure location in the school until being relocated to the scoring site. Once at the site, the packed used test booklets must be placed again in a secure location.

Prepare Scorers

Assemble Scoring Materials

Two scoring CDs, one for the Grades 3–8 English Language Arts Tests and one for the Grades 3–8 Mathematics Tests, will be shipped to schools by Questar. Schools will print scoring materials from the PDFs provided on the CDs. The files are organized by individual grades.

The *Scoring Leader Handbook* (http://www.p12.nysed.gov/assessment/ei/eigen.html) contains a list of supplies needed for hand-scoring the student responses.

NOTE: No one is permitted, for any reason, to take any test booklets, answer sheets, or scoring materials from the scoring site.

Train Scorers

Scorer training may begin after operational testing is completed and make-up testing has begun. In order to ensure that tests are scored reliably, it is essential that scorers receive scorer training every time they serve on a committee to score a State test. Please see recommended scorer training time in the *Scoring Leader Handbook*. If your scorers have not been previously trained, more training time will be needed on the scoring day to ensure accurate and reliable scores. Furthermore, those persons responsible for scorer training must strictly adhere to the training procedures detailed in the *Scoring Leader Handbook*.

Prior to training, all scorers and score leaders are required to sign the **Exam Scoring Confidentiality Agreement**, located in **Appendix M** of this manual, or **Appendix A** of the *Scoring Leader Handbook*. Scorers and Scoring Leaders agree to maintain and honor the security and confidentiality of all secure test materials.

A Consistency Assurance Set (CAS) will be provided for each grade. The CAS is to be incorporated into the scoring training process to:

- Establish a uniform process statewide for training scorers, and
- Improve the reliability of statewide scoring.

During the scorer training for the tests, the CAS should be used to identify areas in which additional training may be needed in order to ensure inter-rater reliability.

Note: At the time scorer training takes place, scoring materials are secure and may only be shared with those responsible for scoring student responses. Anyone who will not be scoring tests may not participate in scorer training.

Assign Scorer Numbers and Questions to Scoring Committee Members

Each scoring committee must be assigned a number. This number is a way of identifying scoring committees in order to provide feedback when conducting read-behinds. Records of the names of scoring committee members and the questions assigned to them should be retained in the school for one year. The answer sheets have a place for teachers to record their scoring committee number. Refer to the *Scoring Leader Handbook* (http://www.p12.nysed.gov/assessment/ei/eigen.html) for details.

Generally, teachers on the scoring committees are assigned approximately equal numbers of questions to score. Questions must be assigned to scorers so that each student's test is scored by a minimum of three scorers. To comply with a State requirement, none of the scorers assigned to score a student's test responses may be that student's teacher.

Estimated Time Needed for Scoring

Depending on the grade level of the test, a scoring committee of three can be expected to score approximately 100–130 students' English Language Arts Tests or approximately 120–220 students' Mathematics Tests in one full school day, after the committee has completed the required training. (See Appendices M and N of the *Scoring Leader Handbook* for grade-specific scoring read times.)

Operations/Logistics for Scoring the Short- and Extended-Response Questions

Scoring Room

The room selected for scoring should provide **all** of the following conditions:

- Ample lighting,
- Adequate ventilation, and
- The capacity to be made secure.

During scoring, the scoring room should be kept as quiet as possible to facilitate accurate and productive scoring. Scorers may only discuss scoring with the Table Facilitators or the Scoring Leader.

All test booklets, student answer sheets, and scoring manuals must be kept secure and confidential. These materials must not be left unattended during breaks or lunch, and the room must be kept locked when unattended during the day and after school hours.

Checklist for Receiving Materials to Be Scored

Regional Scoring (Scoring Model 1) and Districtwide Scoring (Scoring Models 2–4):

- ❑ Make sure test booklets have been received from each school.
  - Check the sequential numbering on each box (for example, "1 of 5," "2 of 5," etc.) to make sure that the shipment from each school is complete. If a box is missing, do not continue. Contact the school administrator to locate the missing box.
- ❑ Verify that the test booklet count written on each classroom roster matches the number of booklets received from the school. If the test booklet counts do not match, do not continue. The classroom roster can be used to determine which students' test booklets are missing. Contact the school administrator to locate the missing booklets.
- ❑ If a shipment is complete, open the boxes and check the first box to find the SGL classroom roster and packing list. Place these sheets in a safe location because they will be used to make sure test booklets were received for all tested students.
- ❑ Create a check-in log with columns for school name, box number (for example, "1 of 5"), date shipment was received, and check-in date. Use the check-in log to record this information for every box received. **See Appendix M of the *Scoring Leader Handbook* for a Check-In Log Template.**
- ❑ Determine the number of students whose test booklets were submitted by a school by adding the number of students reported on the label affixed to the outside of the box(es). Record this total on the check-in log.
- ❑ Keep a copy of the check-in log and the packing list for reference.
- ❑ Stack test booklets by school for randomizing.

Schoolwide Scoring (Scoring Model 5):

- ❑ Make sure test booklets have been received from each class that administered paper-based tests. Verify that the test booklet count written on the classroom roster matches the number of booklets received from the class.
- ❑ If the test booklet counts do not match, do not continue. The classroom roster can be used to determine which students' test booklets are missing. Contact the school administrator to locate the missing booklets.
- ❑ Continue verifying the number of test booklets from each class, retaining class stacks on the work table. When every test booklet from all classes is accounted for, the randomizing process can begin.
- ❑ File copies of the classroom rosters for reference.
- ❑ Stack test booklets by class.

Note: If any English Language Arts Test or Mathematics Test Session 1 booklets are received, they should be boxed, stored securely until scoring is completed, and then returned to the district or school.

Randomizing and Building Test Booklet Folders/Boxes

Randomizing PBT booklets is required to maximize the number of teachers scoring any one group of tests. It involves mixing test booklets from all districts (if scoring regionally), all schools (if scoring

districtwide), or all classes (if scoring locally). These test booklets are then placed into folders or boxes in preparation for scoring.

To comply with a State requirement, none of the scorers assigned to score a student's test responses may be that student's teacher.

Steps for Randomizing

1. If test booklets for more than one grade level are being scored at the same scoring site, be sure to separate the test booklets for different grades in different rooms, if possible, or in different corners of the same room if only one room is available.
2. Focusing on test booklets for only one grade exclusively at a time, select multiple districts, schools, or classes with approximately equal numbers of test booklets for randomization. Position a box from each of these districts, schools, or classes in a row on the floor. Line up all remaining boxes behind their corresponding district, school, or class.
3. Randomly pull a set of booklets from the first box for each district, school, or class, and then immediately repeat this procedure. Place these sets of booklets for five to ten students in the scoring folder or box.
4. Continue randomly pulling sets of test booklets from each district, school, or class's box until all booklets have been sorted into groups and placed into folders or boxes. If one district, school, or class box is depleted before the others, continue pulling from the remaining district, school, or class boxes until all booklets are placed in folders or boxes.
5. If using folders, place folders in boxes. A box (12″ x $8\frac{3}{4}$″x 5″) can hold up to 60 test booklets or 6–12 folders, but it is suggested that you limit the number of booklets or folders to a weight that is comfortable to lift.
6. Fill out a box label (See **Appendix K**). Write the school names and the number of booklets in the spaces provided.
7. Number each box consecutively (for example, "1 of 3," "2 of 3," or "3 of 3") and tape the box label securely to the outside of the box.
8. Repeat the process for the remaining districts, schools, or classes at the scoring site.

Staging Test Booklets for Scoring

All boxes will be routed to separate scoring areas depending on the content to be read. Each test booklet will be scored.

1. Designate a location for each grade and scoring section to stage boxes.
2. At the start of a scoring session, provide enough test booklets to each scoring table for scorers to score. Make sure the boxes for districts, schools, or classes are distributed to as many tables as practical within a content area.

Processing Test Booklets During Scoring

The reader work tables will be arranged so that the Table Facilitator/School English Language Arts or Mathematics Leader is at the head of the table, with up to six readers positioned around the table. All folders containing sets of test booklets will be routed to the scoring committees.

The scoring session will proceed as follows:

1. Folders or boxes are placed in the "in-process" box on the scoring table.
2. Scorers will remove a few sets of test booklets, record their scorer number, score their assigned questions, record their scores on the answer sheet, place the answer sheet inside the test booklet, and the booklet inside the folder. Scorers will then pass the folder to the next teacher to score (in a round-robin fashion).
3. If there are any responses that are difficult to score, the scorer should speak with the Table Facilitator or Scoring Leader.
4. If a scorer reads a student response that reveals a sensitive issue, the scorer should share this response with the Table Facilitator and the Scoring Site Coordinator. The reporting protocol set forth for Mandated Reporters must also be followed. A sensitive response includes an indication of abuse, neglect, or maltreatment, suicidal tendencies, or other psychological problems.
5. If the Scoring Site Coordinator thinks that the student response warrants a formal report, the coordinator will notify the school principal and/or the school counselor, who will then determine whether a report should be filed. Papers with sensitive responses must be returned to the school when scoring is complete.
6. Folders or boxes of unscored test booklets are brought to the work table as needed.
7. When a scorer has completed scoring the questions assigned to that scorer within a test booklet, the answer sheet will be placed inside the test booklet and returned to the folder.
8. When all questions have been scored, place the folder in the "completed" box.

Read-Behinds

As sets of test booklets are finished being scored, they should be placed in the "completed" box so that the Table Facilitator can conduct read-behinds. Read-behinds are scored sets of test booklets that are read again as a check of scorer accuracy and consistency.

The Table Facilitators conduct read-behinds on completed test booklets. Approximately 12 sets of test booklets per hour (that is, two sets per scorer) are read by the Table Facilitator.

A Table Facilitator should not question a score if a response is a "fence-sitter" paper (i.e., a paper for which either of two contiguous scores could be justified). However, if the Table Facilitator believes that a particular paper's score is not in alignment with the rubrics or that an errant pattern of scoring has developed (i.e., scores are continually out of alignment with the rubrics), the Table Facilitator should not change the score, but should discuss the response(s) in question with the scorer so that the scorer is able to correct any scoring errors and return to accurate and consistent scoring.

If a problem persists, the Table Facilitator should bring the situation to the attention of the Scoring Site Coordinator.

Scoring Helpline

Questar's Scoring Helpline is available to assist with questions on how to score constructed-response questions. The scoring helpline can be reached at 888-382-4246, from Monday–Friday between 7:30 a.m. and 4:30 p.m. (ET) during the scoring dates.

No Double Scoring

Once a set of student test booklets has been completely scored one time, the answer sheet should be reviewed to ensure that all questions have been scored, scores have been darkened appropriately, and that there are no stray marks. Preparations should then be made for returning the sets of student test booklets either back to the school or to a specified location for auditing. Schools will be notified if they are to participate in the audit. Except for the read-behinds discussed previously, student test booklets should be scored only once (i.e., no double scoring).

When the teacher scoring committee completes the scoring process, test scores must be considered final and must be entered onto students' answer sheets.

Principals and other administrative staff in a school or district do not have the authority to set aside the scores arrived at by the teacher scoring committee and rescore student test papers or to change any scores assigned through the procedures described in this manual and in the scoring materials provided by the Department. Any principal or administrator found to have done so, except in the circumstances described below, will be in violation of Department policy regarding the scoring of these tests. Teachers and administrators who violate Department policy with respect to scoring State tests may be subject to disciplinary action in accordance with Sections 3020 and 3020-a of Education Law, or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

If an administrator has substantial reason to believe that the teacher scoring committee has failed to accurately score student papers on any test, the administrator must first obtain permission in writing from the Office of State Assessment (OSA) before arranging for or permitting a rescoring of student papers. The written request to OSA must come from the superintendent of a public school district or the chief administrative officer of a religious, independent, or charter school and must include the test title, date of administration, and number of students whose papers would be subject to such rescoring. This request must also include a statement explaining why the administrator believes that the teacher scoring committee failed to score appropriately and, thus, why the administrator believes rescoring the test papers is necessary. As part of this submission, the school administrator must make clear their understanding that such extraordinary rescoring may be carried out only by a full committee of teachers constituted in accordance with the scoring guidelines presented above and fully utilizing the scoring materials for this test provided by the Department.

The Department occasionally finds it necessary to notify schools of a revision to the scoring guide for the test. Should this occur after the scoring committee has completed its work, the principal is authorized to have appropriate members of the scoring committee review students' responses only to the specific question(s) referenced in the notification and to adjust students' scores when appropriate. This is the only circumstance in which the school is not required to notify or obtain approval from the Department to correct students' scores.

Quality-Checking Answer Sheets

The quality-checking procedure involves a review of the scores filled in on the answer sheet by the scorers. During the quality check, any errors or omissions made by the scorers in recording students' scores should be detected and corrected while the booklets and answer sheets are still in the scoring area. The task of quality-checking the booklets should be assigned to a Scoring Site Assistant and should not be assigned to the student's teacher.

Steps for Quality-Checking the Answer Sheets

1. Make sure the number of booklets in the folder matches the total number written on the folder label.
2. Take the booklets out of the folder. Open the first booklet and inspect the answer sheet to be sure all fields have been filled in properly. Look for questions with missing scores, lightly marked scores, and double-marked scores.
3. If questions are marked properly on all answer sheets, the folder is placed in a "completed scoring" box. These folders are ready for return processing, which means that the answer sheets are sent to the scanning center and the booklets are returned to the schools.
4. If there are any answer sheets with missing information, a yellow flag is placed in the folder, which is then put aside until all test booklets have been checked for errors.
5. The sets of test booklets and answer sheets are then given to the appropriate Table Facilitator or Scoring Leader for corrections. After the corrections are made, return the test booklets and answer sheets to the quality control station.

After Paper-Based Testing Scoring is Complete

Forward Answer Sheets to Regional Information Centers or Large-City Scanning Centers

After all test materials in all folders have been scored and quality-checked, prepare to send answer sheets to scanning centers. Verify that every folder has been accounted for and scored before removing the answer sheets.

Steps for Returning the Secure Test Materials to the Schools and Scanning Centers

1. If scoring regionally or districtwide, sort the sets of test booklets into school groups.
2. Further sort the test booklets into classes, using the classroom roster(s).
3. Count the test booklets and verify the total counts against the totals on the SGL.
4. Remove the test booklets from the folders and ensure that each set of test booklets remains together.
5. Remove the answer sheets from the test booklets and place them on top of a copy of the SGL and the classroom rosters, building a stack of answer sheets for the school.
6. Before placing the answer sheets on top of a copy of the SGL and the classroom rosters, verify that all student information (e.g., name, ID number) is complete.
7. If an answer sheet is soiled or mutilated in some manner, the school must transcribe all student information and test responses onto an unused answer sheet, which is then added to the stack. Two staff members, supervised by an administrator or principal, are required for this—one to transfer answers and one to check that the answers have been transferred accurately. Note that the transferring of answers is not to be used for students who did not follow testing directions. (See "Proctoring" on pages 32–33.) Do not fold, bend, tape, or staple any answer sheets.
8. Continue this process until all answer sheets are removed.
9. Count the answer sheets. **Verify that the total number of answer sheets equals the number of students tested.**
10. Record the shipment of secure materials on the **Secure Materials Tracking Log** (**Appendix C**).
11. Place the answer sheets into a box for shipping. Affix the address label for the appropriate scanning center. Forward all answer sheets to the designated Regional Information Center (RIC) or Large-City Scanning Center no later than the due dates designated by the Department.
12. Return test booklets to each school.

Return of Scoring Ancillary Materials

The Scoring Site Coordinator will be responsible for returning all materials listed below to the schools. Call a secure package delivery company (such as FedEx, UPS, or DHL) to pick up the materials that day or the next day, or receive directions to the nearest drop-off location.

The following is a list of materials to be returned to the schools:

- Scoring Sign-in Log (with assigned scorer numbers).
- Confidentiality Agreements: verify the completion of all the Confidentiality Agreements for each scorer and Scoring Site Assistant.
- Training Materials Inventory Sheet: this is a log verifying the receipt of training materials.
- Sensitive Papers.

Closing of Scoring Site

After the scoring and preparation of PBT materials for delivery to scanning centers and schools, the Scoring Site Coordinator supervises the closing of the scoring facility. Scoring Site Assistants, as well as other members of the leadership team, may help with these procedures:

- Arranging secure shipments of all paper-based answer sheets and test booklets;
- Checking scoring areas for overlooked materials; and
- Returning all ancillary materials to schools.

Destruction of Secure Test Materials

The 2021 Grades 3–8 ELA and Mathematics Tests do not include field test items. Therefore, unused ELA Test Session 1 and Test Session 2 booklets and unused Mathematics Test Session 1 and Test Session 2 booklets may be retained by the school and used for instructional or staff development purposes **after the scoring period has closed.**

No used or unused 2021 Grades 3–8 ELA and Mathematics Test materials need to be returned to Questar. Used ELA and Mathematics Test Session 1 booklets may be stored securely in the school for one year, or securely destroyed upon completion of the test administration and scoring. As in past years, all used answer sheets and Session 2 booklets must be stored securely for a minimum of one year and then securely destroyed.

Securely Destroy Upon Completion of Test Administration (for CBT only)	Store Securely in School or District for **One Year**, then Securely Destroy
• **All used** scratch paper • Student login tickets, session access codes, and Proctor PINs	• **All used** printed English Language Arts Test Session 2 booklets • **All used** printed Mathematics Test Session 2 booklets • **All used** printed answer sheets after their return from the scanning center

Reporting Irregularities and/or Misadministrations

Pursuant to Section 102.3 of the Regulations of the Commissioner of Education, "Building principals are responsible for administering department examinations and maintaining the integrity of examination content and programs, in accordance with directions and procedures established by the commissioner." Accordingly, the building principal is responsible for all aspects of the school's test administration and must take appropriate measures both to prevent, as much as possible, and to investigate all security breaches and irregularities associated with the administration and scoring of the test. In addition, the principal must report the following testing irregularities and misconduct by students—in writing, on school letterhead, and signed by the principal—to OSA via fax to 518-474-1989 or by e-mail to emscassessinfo@nysed.gov. New York City public schools must also e-mail testsecurity@schools.nyc.gov.

- All student infractions of the Department's policy prohibiting the possession or use of cell phones and other communications devices during State tests.
- All confirmed cases of students cheating.
- All interruptions of test sessions, including those caused by power outages, internet service interruptions, or fire alarms.
- All instances in which a State test is administered without Department authorization on a date outside the published statewide administration or make-up schedule.
- All instances in which scorers do not rate State tests in accordance with the scoring materials provided by the Department.
- All cases in which printed student test booklets or answer sheets are lost prior to either the scoring of the tests or submission of the answer sheets to the RIC or Large-City Scanning Center.
- All instances of school officials or staff members providing students with unauthorized/ inappropriate testing accommodations or tools (such as the use of a calculator for the Grades 3–5 Mathematics Tests).
- All instances of school officials or staff members providing students with other nonstandard test administrations, unrelated to cheating.

The report, signed by the principal, must include:

- The school's Basic Educational Data System (BEDS) Code,
- The school name,
- The home school/district name,
- The name and grade of the test,
- A brief description of the incident,
- The number of students affected,
- The New York State Student Identification System (NYSSIS) ID numbers of affected students, and
- The principal's determination as to whether the incident constitutes a misadministration.

Mandatory Reporting of Testing Improprieties by Adults

The Department's Test Security Unit (TSU) handles all reports of testing improprieties by adults involved in the administration and scoring of State tests. School officials and personnel are required to report any incident of testing misconduct by an educator or other adult involved in testing. Reports should be made via the TSU website (http://www.highered.nysed.gov/tsei) by submitting the incident report form located on the main page under the tab "Report Educator Test Fraud."

No adverse action, including dismissal and any disciplinary action, may be taken against an employee who files a mandatory report of testing misconduct because the employee filed a report. Anyone who takes such unwarranted adverse action against another employee may face disciplinary action by the Department.

Examples of Improper Testing Conduct Reported to TSU

- All suspected or confirmed cases of a school official or staff member giving aid or impromptu lessons on specific test content to students immediately before or during a State test or altering student responses on a test.
- All cases in which a school official or staff member does not adhere to the Department policy concerning finality of test scores as determined by the teacher scoring committees. This is explained on page 46 of this manual under the heading "No Double Scoring."
- All instances of an administrator or teacher instructing another administrator or teacher to alter or interfere with a student's test score.

Coding of Invalid Tests

Any breaches or irregularities, except interruptions caused by power outages or alarms, may be determined by the school or by the Department to invalidate a student's test results. In cases where a student's test has been invalidated, the principal must:

1. For a paper-based test, darken the circle on the affected student's answer sheet denoting "administrative error."
    - For a computer-based test, indicate the "administrative error" in the Nextera™ Administration System. Directions for setting Testing Status Codes can be found on page A-73 in **Appendix Y: Nextera™ Administration System** of this manual.
2. Notify the RIC or Large-City Scanning Center of the administrative error. In order to expedite accurate reporting, provide the BEDS Code, School Name, Subject, Grade, and NYSSIS IDs.
3. In the Student Information Repository System (SIRS), in the Assessment Standard Achieved Code field, students must be coded as "administrative error with Standard Achieved Code of 97." Please work with your RIC or Large-City Scanning Center to make sure these students are reported properly in SIRS.
4. On the verification reports, a student for whom an administrative error occurred will not receive a valid score and will appear as "not tested."
5. If a student's test is deemed to be an administrative error after the student's testing record has been transmitted to Questar, it is the responsibility of the principal to contact their RIC or

Large-City Scanning Center as soon as possible. The only method for submitting the administrative error record after the file has already been transmitted to Questar is for the RIC or Large-City Scanning Center to submit a request to the Department's Office of Information and Reporting Services for permission to override the score during the summer clean-up process to an Assessment Standard Achieved Code of "97," indicating administrative error.

Circumstances that Should Not Be Reported as Administrative Errors

Inaccurate Demographic Data

If an answer sheet containing inaccurate demographic data was submitted to and scanned by a RIC or Large-City Scanning Center, do not darken the circle denoting administrative error code on the answer sheet. Instead, communicate the problem to the scanning center, go back into the student management system (SMS), correct the demographic data, and reload it into SIRS. If the student uses a blank/extra answer sheet in place of the preprinted answer sheet with incorrect demographic data, do not code the original answer sheet as an administrative error. Instead, communicate the problem to the RIC or Large-City Scanning Center, but do not submit the incorrect answer sheet for processing.

Student No Longer Enrolled

If a RIC or Large-City Scanning Center sends an answer sheet to the school for a student who is no longer enrolled in that school, do not code the answer sheet as an administrative error. Instead, communicate the change in enrollment to the RIC or Large-City Scanning Center, go back into the SMS to update the enrollment record to reflect the ending enrollment, and reload it into SIRS.

Incorrect Grade Level

Students originally reported with an incorrect grade level should not be reported as administrative error as long as the student is administered the correct grade level test. For a paper-based test, use a blank answer sheet for the appropriate grade level test. Do not submit the incorrect answer sheet to the RIC or Large-City Scanning Center. Instead, communicate the problem to the scanning center, correct the student information in the SMS, and reload the updated demographic information into SIRS.

Communicate any concerns or questions to the RIC or Large-City Scanning Center prior to or at the time of delivery of the answer sheets.

Post-Administration Guidelines

Recording and Maintaining Test Scores, Test Booklets, and Storing Answer Sheets

All schools must maintain accurate and complete records of their students' test results. However, in public schools, these records must be kept separate from the students' permanent records. Paper-based answer sheets that schools send for scanning, and any test booklets sent for regional or centralized scoring, will be returned to schools once scanning/scoring has been completed. This material must be retained securely at the school for one year, then securely destroyed.

Score Reports

The information contained in a student's Score Report must be made available to the student's parent/guardian as soon as practical after the school has received the Score Report. The information may be mailed or delivered electronically.

Review of Test Sessions by Students and Parents

For the Grades 3–8 English Language Arts or Mathematics Test administration, students and their parents/guardians have the right to review only the student's own responses to open-ended questions in English Language Arts Session 2 and Mathematics Session 2 after the responses have been scored and the scoring window has closed. Parents may be allowed to read passages associated with students' responses. The review must take place in the presence of school personnel to ensure that the student's responses are not changed as they are being reviewed. Schools may provide copies of the student's responses to open-ended questions to parents upon request.

Appendices

Appendix A1: School Administrator's Checklist for Paper-Based Testing

Test Administration

Before Testing:

- ❑ Contract with a Regional Information Center (RIC) or Large-City Scanning Center for answer sheets and scanning services.
- ❑ Announce testing dates and scoring schedules in advance.
- ❑ Inventory the materials when received. If items are missing, follow the directions on page 19 of this manual. Boxes used for delivering materials to your school should be kept for storing and sending completed paper-based test booklets and answer sheets to scoring sites.
- ❑ Secure all test materials in an appropriate safe or vault.
- ❑ Familiarize yourself with all test materials, including this manual and the *Teacher's Directions*. Provide copies of the *Teacher's Directions,* prior to the first day of testing, to all teachers who will be administering the tests. *Teacher's Directions* are not secure, and may be distributed.
- ❑ Brief all teachers on their responsibilities and roles in testing, and remind teachers about preparation of the testing room.
- ❑ Arrange to obtain secure test materials, if needed, from a Regional Center.
- ❑ Obtain secure test materials from the safe or vault on the days they will be administered.
- ❑ Prepare class materials early in the morning of each test.
- ❑ Ensure a secure and efficient method for distributing and collecting the secure test materials (test booklets, answer sheets, etc.) each day. Provide additional test booklets as needed.
- ❑ Keep test materials secure throughout the testing and scoring processes.
- ❑ Ensure that students with disabilities are provided the allowable testing accommodations as indicated in their Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan).
- ❑ Ensure that English Language Learners and eligible former ELLs are provided with the testing accommodations that the principal has determined will be provided for them.

After Testing:

- ❑ Collect and verify the return of all test booklets and answer sheets at the conclusion of testing each day. Use the **Secure Materials Tracking Log** located in **Appendix C** to track the return of materials to secure storage. No one should review test booklets prior to scoring.
- ❑ Make sure used English Language Arts Test Session 1 booklets are separated from used Session 2 booklets and that used Mathematics Test Session 1 booklets are separated from used Session 2 booklets.
- ❑ At the conclusion of the English Language Arts tests, separate used Session 1 booklets and Session 2 booklets. Remove each student's Answer Sheet 1 from the student's English Language Arts Test Session 1 booklet and insert it inside the front cover of that student's Session 2 booklet. English Language Arts Test Session 2 booklets need to be sent to the scoring site, along with Answer Sheet 1, unless locally scored.
- ❑ At the conclusion of the Mathematics Tests, separate used Session 1 booklets and Session 2 booklets. Remove each student's Answer Sheet 1 from the student's Mathematics Test Session 1 booklet and send only the answer sheets to the Regional Information Center or Large-City Scanning Center. Mathematics Session 2 booklets need to be sent to the scoring site, along with Answer Sheet 2.
- ❑ Check the condition of the answer sheets to ensure that:
  - Absences, refusals, and exempt status have been recorded.
  - Student information is correct and matches student labels on the backs of all test booklets.
  - Selected score circles have been darkened completely.
  - No stray marks appear on the answer sheet.
- ❑ For more information on the handling of all paper test booklets and secure materials, please see **Part 3, After Testing.**

Appendix A2: School Administrator's Checklist for Computer-Based Testing

Test Administration

Before Testing:

- ❑ Announce testing dates and scoring schedules in advance.
- ❑ Familiarize yourself with all test materials, including this manual and the appropriate *Teacher's Directions*. Provide copies of the *Teacher's Directions,* prior to the first day of testing, to all teachers who will be administering the tests. *Teacher's Directions* are not secure, and may be distributed.
- ❑ Familiarize students with the general types of questions on the tests and the procedures that they should follow when recording the answers to the test questions. All students should have at least one opportunity to practice with the practice test for either English language arts or mathematics in the Nextera™ Test Delivery System secure browser. Login credentials for the practice tests are available on the Help tab of the Nextera™ Administration System (see directions beginning on page A-88 of **Appendix Y: Nextera™ Administration System** for further details).
- ❑ Each student will need their own device that has been configured for testing. Please work with your School or District IT Coordinator to verify the devices are ready for testing. The Setup and Installation Guide (https://cbtsupport.nysed.gov/hc/en-us/sections/201823103-CBT-Resources) has detailed instructions for setting up devices for testing.
- ❑ Ensure applicable accommodation features are set in the Nextera™ Administration System for each student requiring such accommodations.
- ❑ Ensure that teachers have printed student login tickets, session access codes, and Proctor PINs prior to testing. For information on how to print student login tickets and where to find the session access code, see the section on the Tests tab that begins on page A-70 of this manual.

After Testing:

- ❑ Collect and securely destroy all used scratch paper, student login tickets, Proctor PINs, and session access codes.
- ❑ Collect and verify the return of any paper test booklets (test read editions used by students receiving the Read Aloud [by human] accommodation or English language editions provided as an accommodation to English Language Learners who took an alternate language mathematics CBT test) at the conclusion of testing. Use **Appendix C** to track the return of materials to secure storage.
- ❑ Verify Not Tested codes, including absences, refusals, and exempt status have been indicated in the Nextera™ Administration System, as applicable.

Appendix B: Test Storage Certificate

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of State Assessment
Albany, New York 12234

SECURE PRINTED TEST MATERIALS STORAGE CERTIFICATE

❑ Spring 2021 Grades 3–8 English Language Arts Tests

or

❑ Spring 2021 Grades 3–8 Mathematics Tests

School Name: _____

Test Period: _____

(*Month*/*Year*)

I, the undersigned principal of the school named above, do hereby declare that each of the security procedures listed below was fully and faithfully observed for the current administration of the 2021 Grades 3–8 English Language Arts and Mathematics Tests.

1. The shrink-wrapped packages of secure test materials were stored in a safe or vault at the location indicated on the test storage plan submitted to the Department for the above test period.
2. The safe or vault was maintained under strict security conditions.
3. An inventory of the test materials was conducted as soon after delivery as was practical. The Department was notified in writing if any of the packages of secure test materials were not properly shrink-wrapped when received. The shrink-wrapped packages of secure test materials were replaced inside the safe or vault immediately after the inventory was completed.
4. The shrink-wrapped packages of secure materials were not removed from the safe or vault, except for the inventory of test materials shipped to the school, until the day on which each test booklet was scheduled to be administered.
5. The shrink-wrapped packages of secure test materials were not opened until the days on which the tests were scheduled to be administered.
6. Following each day of testing, test booklets and answer sheets were collected and stored in a secure location.

Name of Principal (print or type): _____

Signature of Principal:_____ **Date:** ___/_____/____

After completion, retain in school files for one year.

Appendix C: Secure Materials Tracking Log

Grades 3–8 English Language Arts and Mathematics Tests
Secure Printed Materials Tracking Log

Proctor's Name: _____ Room Number:_____

Grade:_____ Subject/Sessions:_____

Materials Moved from Secure Storage Location to Room								
Principal's or Designee's Signature	Proctor's Signature	Room #	# of Regular Edition Test Booklets	# of Answer Sheets	# and Type of Accommodated Test Booklets	Tracking #s for English Language Arts Session 1 booklets and Mathematics Session 1 booklets	Date	Time
Materials Moved from Room to Secure Storage Location								
Materials Moved from Secure Storage Location to Scoring Site								
Materials Moved from Scoring Site to Secure Storage Location								

Appendix D: Deputy and Proctor Certificate

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of State Assessment
Albany, New York 12234

❑ Spring 2021 Grades 3–8 English Language Arts Tests

or

❑ Spring 2021 Grades 3–8 Mathematics Tests

School Name: _____

We, the undersigned deputies and proctors who assisted in the administration of the 2021 Grades 3–8 English Language Arts and Mathematics Tests, hereby declare our belief in the correctness of the following:

- The rules and regulations for administering the tests were fully and faithfully observed, and in particular:
- The rules for administering the tests were read to or read by each person who assisted in administering the tests.
- The tests were administered within the assigned dates.
- Secure test materials were kept in the shrink-wrapped packages until the administration dates.
- The students were given appropriate instructions and orientation before beginning the tests.
- The students were so seated as to prevent collusion.
- Adequate supervision was maintained throughout the administration of each test.
- All test booklets and answer sheets were collected from the students immediately at the close of the tests for all administrations.
- Test booklets and answer sheets were collected and returned to the principal for storage in a secure location after each day of testing.
- For CBT administration, all used scratch paper, student login tickets, session access codes, and Proctor PINs were collected and returned to the principal for storage in a secure location after each day of testing and securely destroyed at the conclusion of testing.

	Print Name	Signature	Test Proctored	Test Room
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

(Make additional copies as necessary.)

After completion, retain in school files for one year.

Appendix E: Mathematics Tools

Rulers and Protractors

For paper-based testing (PBT), schools must provide the mathematics tools that students will use with the Grades 3–8 Mathematics Tests. Students may use the same rulers and protractors in the testing room that they use in daily instruction, provided that the tools do not have pertinent information—such as mathematics formulas—written on them, and that they meet the specifications provided below. Rulers will be used with all of the Grades 3–8 Mathematics Tests; protractors will be used only with the Grades 4–8 Mathematics Tests.

Grades 3–8 Mathematics Tests—Specifications for Rulers:

- Rulers may be constructed of plastic, wood, metal, cardboard, or other suitable material.
- Rulers must be no shorter than 6" and no longer than 12".
- Rulers must include inch to $\frac{1}{16}$" subdivisions.
- Rulers must include centimeters with millimeter subdivisions.
- Rulers must be calibrated accurately with another ruler that is known to be accurate.

Grades 4–8 Mathematics Tests—Specifications for Protractors:

- Protractors must be constructed of clear plastic and measure no shorter than $3\frac{15}{16}$" in diameter and no longer than $4\frac{3}{4}$" in diameter.
- Protractors must be calibrated accurately with another protractor that is known to be accurate.

For computer-based testing (CBT), rulers and protractors are available to students in the Nextera™ Test Delivery System, as needed for their specific grade-level Mathematics Test.

Calculators

For both PBT and CBT, schools must provide students with hand-held calculators meeting the specifications listed below. Students testing with CBT will be able to use either the hand-held calculator provided by the school or the calculator available within the Nextera™ Test Delivery System.

For those grades and sessions in which a calculator is permitted, when students enter the testing room, clear, reset, or disable the memory of any calculator with programming capability. If the memory of a student's calculator is password-protected and cannot be cleared, the calculator must not be used. Students may not use calculators that are capable of symbol manipulation or that can communicate with other calculators through infrared sensors, nor may students use operating manuals, instruction or formula cards, or other information concerning the operation of calculators during the tests. Graphing calculators are **NOT** permitted.

Grades 3–5

Because these tests measure student proficiency involving calculations, the use of a calculator or mathematics tables is not allowed.

Grade 6

Students in Grade 6 are **NOT** permitted the use of a calculator or mathematics tables for Session 1. For Session 2, students should have exclusive **use of a four-function calculator with a square root key or a scientific calculator**. Graphing calculators are **NOT** permitted. The use of mathematics tables is permitted for Session 2 for students in Grade 6 only if specified in the student's Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan).

Grades 7–8

Students in Grades 7–8 should have exclusive **use of a scientific calculator** for both Session 1 and Session 2. Graphing calculators are **NOT** permitted. The use of mathematics tables is permitted for Sessions 1 and 2 for students in Grades 7 and 8 only if specified in the student's IEP or 504 Plan.

Calculators and CBT

For students testing on computers in Grades 6–8, a calculator is provided as part of the Nextera™ Test Delivery System, but schools should continue to supply students with exclusive use of the type of hand-held calculator the students use for everyday mathematics instruction for those sessions in which a calculator is permitted.

Appendix F: Testing Accommodations for English Language Learners (ELLs)

English Language Learners

For ELLs, schools may provide the following testing accommodations:

- *Separate Location*—Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer the Grades 3–8 English Language Arts and Mathematics Tests to ELLs individually or in small groups in a separate location.
- *Translated Editions*—ELLs may be provided with a translated edition of the Grades 3–8 Mathematics Tests. Translated editions will be available for both paper-based testing (PBT) and computer-based testing (CBT). These tests are available in Chinese (Traditional), Haitian Creole, Korean, Russian, Spanish, and for PBT only, Arabic, Bengali, and Chinese (Simplified). In addition, ELLs may use an English and translated edition of the Grades 3–8 Mathematics Tests simultaneously. For PBT, students should be instructed to record all of their responses in only one of the two editions. The translated edition used by the student should be indicated on the student's answer sheet. For CBT, students should be instructed to record all of their responses in the Nextera™ Test Delivery System.
- *Bilingual Dictionaries and Glossaries*—ELLs may use bilingual dictionaries and glossaries when taking the Grades 3–8 English Language Arts and Mathematics Tests. These bilingual dictionaries and glossaries may provide only direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations of words, and electronic dictionaries or glossaries with Internet access, are not permitted. Additional information on bilingual glossaries, as well as testing accommodations for ELLs, can be found on the Bilingual Education and English as a New Language website (http://www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-assessment-testing-accommodations).
- *Oral Translation for Lower-Incidence Languages*—Schools may provide ELLs with oral translations of the Grades 3–8 Mathematics Tests when there is no translated written edition provided by the Department. This accommodation is not permitted for the Grades 3–8 English Language Arts Tests. All translations of the Grades 3–8 Mathematics Tests must be oral, direct translations of the English editions when there is no translated edition provided by the Department. Written translations are not allowed. No clarifications or explanations can be provided. Translators should receive copies of the English edition of the paper-based tests one hour prior to administration. The Department's Office of Bilingual Education and World Languages (518-474-8775) and the Regional Bilingual Education Resource Networks (RBERNs) can assist schools in locating suitable translators. A list of RBERNs can be found on the Department's Office of Bilingual Education and World Languages website (http://www.nysed.gov/bilingual-ed/schools/regional-supportrberns).
- *Writing Responses in Native Language*—ELLs making use of translated editions or of oral translations of the Grades 3–8 Mathematics Tests may write their responses to the open-ended questions in their native language. This accommodation is not permitted for the Grades 3–8 English Language Arts Tests. Scoring the responses to open-ended questions on the Grades 3–8 Mathematics Tests written in the student's native language is the responsibility of the school. However, the Department's Office of Bilingual Education and World Languages and the RBERNs can assist schools in locating persons who can translate the students' responses into English to facilitate scoring of the tests.

For each ELL testing with PBT, darken the circles indicating the testing accommodations provided on the answer sheet under the heading "ELL Accommodations." For each ELL testing with CBT, indicate the testing accommodations provided in the Nextera™ Administration System (see directions beginning on page A-59 of **Appendix Y: Nextera™ Administration System** for further details).

Former English Language Learners

Schools may provide the testing accommodations listed on the previous page to former ELLs who met the exiting criteria specified in Part 154-2 of the Regulations of the Commissioner of Education and were exited from ELL status following their participation in one of the two most recent administrations (Spring 2018 or Spring 2019) of the New York State English as a Second Language Achievement Test (NYSESLAT). Such students either achieved an overall level of Commanding on the NYSESLAT **or** achieved an overall level of Expanding on the most recent administration of the NYSESLAT **and** scored at Level 3 or higher on the New York State Grades 3–8 English Language Arts Test.

These accommodations may not be provided to ELLs who were identified as English language proficient prior to the 2018 NYSESLAT administration. For each eligible former ELL testing with PBT, darken the circles indicating the testing accommodations provided on the answer sheet under the heading "ELL Accommodations." For each eligible former ELL testing with CBT, indicate the testing accommodations provided in the Nextera™ Administration System (see directions beginning on page A-59 of **Appendix Y: Nextera™ Administration System** for further details).

Appendix G: Testing Accommodations for Students with Disabilities

Students Who Incur Disabilities Shortly Before Test Administration

Principals may provide certain testing accommodations to students who incur an injury (e.g., broken arm) or experience the onset of either a short- or long-term disability (either cognitive or physical) within 30 days prior to test administration. Eligibility for such accommodations is based on the principal's professional judgment. The principal may confer with Committee on Special Education/Section 504 Accommodation Plan (CSE/504) Multi-Disciplinary Team members, the school physician, or other school personnel in making such determinations. These accommodations must not significantly change the constructs/student skills being tested and are **limited to the following:**

- Administering the test in a special location,
- Recording the student's answers in any manner (see Accommodations Specific to the Grades 3–8 English Language Arts Tests or Accommodations Specific to the Grades 3–8 Mathematics Tests in **Appendix H**), and
- Reading the test to the student. This accommodation is allowed only for students whose vision is impaired.

Prior permission need not be obtained from the Department for the principal to authorize these testing accommodations. However, a full written report concerning each authorization must be sent to the Office of State Assessment (OSA) via fax at 518-474-1989. The report must be on school letterhead, must be signed by the principal, and must include the following information:

- The last four digits of the student's New York State Student Identification System (NYSSIS) ID number,
- The title of the test, including the grade,
- A brief description of the student's injury or disability, and
- A list of the accommodations that were authorized by the principal.

If the student is expected to continue to need testing accommodations, the principal must immediately make the appropriate referral for the consideration of an Individualized Education Program (IEP) or a Section 504 Accommodation Plan (504 Plan).

Students with IEPs or 504 Plans

In general, students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans when taking these tests. It is the principal's responsibility to ensure that students receive their testing accommodations and that those staff who will be providing them are appropriately trained. Teachers are advised to become familiar with the accommodations specific to the particular test being administered. For information on assigning testing accommodations in the Nextera™ Test Delivery System for CBT, refer to the section in the manual for the Students tab in **Appendix Y: Nextera™ Administration System** (beginning on page A-53).

Large Type or Braille Editions

For students who use large type or braille editions of the tests, large type answer sheets, or have a testing accommodation allowing the circling of answers in the test booklet rather than marking the answer sheet, teachers should transcribe the students' responses onto regular test answer sheets and test booklets exactly as dictated or recorded. Additional information on scribing may be found on the website of the Office of Special Education (http://www.p12.nysed.gov/specialed/publications/).

Format Changes

Any format changes to the Grades 3–8 paper-based tests to be made by the school, such as the re-spacing of questions, enlargement beyond the standard large type edition provided, or colorization, must receive prior written approval from the Department. Note that the reformatting of State tests may never change the wording of questions, nor may additional examples be included.

In order for the Department to process requests for reformatting by the school, requests for approval should be submitted to OSA at least two weeks before the first scheduled date of the test administration. Requests should be on school letterhead signed by the school principal. Requests may be faxed to 518-474-1989. Department approvals will be provided by fax. However, regardless of approval, under no circumstances may the shrink-wrapped packages of paper-based tests be opened prior to the day that the test is to be administered in the school.

Appendix H: Specific Testing Accommodations

Testing Accommodations Categories

Information on the types of testing accommodations are available on the website of the Office of Special Education (http://www.p12.nysed.gov/specialed/). For information on assigning testing accommodations in the Nextera™ Test Delivery System for computer-based testing (CBT), refer to the section "Students Tab" in **Appendix Y** of this manual.

Please note that not all accommodations defined in that publication and reproduced here are permitted on all parts of the Grades 3–8 English Language Arts and Mathematics Tests.

For information on documenting the provision of testing accommodations for students with disabilities on the Grades 3–8 English Language Arts and Mathematics Tests, see the Student Information Repository System (SIRS) manual (http://www.p12.nysed.gov/irs/sirs/).

Flexibility in Scheduling:

- Administer tests with frequent breaks

Flexibility in Setting:

- Separate location/room—administer test individually
- Separate location/room—administer test in small group (e.g., three to five students)
- Provide adaptive or special equipment/furniture (specify type [e.g., study carrel])
- Special lighting (specify type [e.g., 75-watt incandescent light on desk])
- Special acoustics (specify manner [e.g., minimal extraneous noises])
- Location with minimal distraction (specify type [e.g., minimal visual distraction])
- Preferential seating

Method of Presentation:

Revised Test Format[1]

- Braille editions of tests
- Large type editions of tests
- Increased spacing between test questions
- Increased size of answer blocks/circles
- Reduced number of test questions per page
- Multiple-choice questions in vertical format with answer circles to right of response choices
- Reading passages with one complete sentence per line
- Test read or Text-to-Speech (For CBT, students may choose human reader or online text-to-speech)

[1]For State tests, any reproduction and/or reformatting of the printed test booklets by the school requires the advance written permission of OSA, and, even with such permission, may not occur until the day that the test booklet will be administered.

Method of Presentation, continued:

Revised Test Directions[2]

- Directions read to student
- Directions reread for each page of questions
- Language in directions simplified
- Verbs in directions underlined or highlighted
- Cues (e.g., arrows and stop signs) on answer form
- Additional examples provided

Use of Aids/Assistive Technology:

- Audio recording/playback device
- Computer (including talking word processor)
- Masks or markers to maintain place
- Papers secured to work area with tape/magnets
- Questions and multiple-choice responses read to student
- Questions and multiple-choice responses signed to student
- Magnification devices (specify type)
- Amplification devices (specify type)
- Amanuensis (scribe)
- Tape recorder
- Word processor
- For CBT: Answer Masking, Background Color, Initial Page Zoom, Reverse Contrast

Method of Response:

- Marking of answers in booklet rather than on answer sheet
- Use of additional paper for math calculations
- Use of scribe

Other:

- On-task focusing prompts

[2]Revision of test directions is an accommodation that is limited to oral or written instructions provided to all students that explain where and how responses must be recorded, how to proceed in taking the test upon completion of sections, and what steps are required upon completion of the test. The term "test directions" does not refer to any part of a question or passage that appears solely on a student's test booklet or computer screen.

Accommodations Specific to the Grades 3–8 English Language Arts Tests

Use of Spell Checking Devices/Software

Students whose Individualized Education Programs (IEPs) or Section 504 Accommodation Plans (504 Plans) specify the use of spell checking devices or software are permitted to use such devices with both sessions associated with the Grades 3–8 English Language Arts Tests. Please note that spell check is not available as part of the CBT platform. Therefore, students who are testing on computer and who have this accommodation as specified in an IEP or 504 Plan must be provided with a separate device.

Test Read

For the Grades 3–8 English Language Arts Tests, students with disabilities whose IEPs or 504 Plans specify this accommodation must have tests read to them in accordance with the testing conditions and implementation recommendations specified in the student's IEP or 504 Plan. When a test is read to a student with a disability, the test should be read in its entirety, which includes directions, passages, test items, questions, and answer choices. The test must be read in a neutral manner, without intonation or emphasis, and without otherwise drawing attention to key words or phrases. Passages and questions must be read word for word, without any clarification or explanation. Unless the IEP or 504 Plan indicates otherwise, passages, parts of passages, questions, and answer choices may be reread to the student upon the student's request.

For CBT students, either a human reader or the online text-to-speech accommodation may be used.

Scoring Student Writing

Students may not have requirements for use of correct spelling, grammar, capitalization, and punctuation of complete sentences waived for any part of the Grades 3–8 English Language Arts Tests. **Note:** As indicated above, use of a spell checking device is permissible for those students whose IEPs or 504 Plans so specify.

Use of Scribes

The use of scribes is an allowable accommodation for the paper-based Grades 3–8 English Language Arts Tests. However, the Department encourages the use of a word processor (with the thesaurus application disabled) in place of a scribe. Most students have some experience with computers, and word processing allows the student more control over their environment, fosters independence, and is less labor intensive than using a scribe. If using a computer or word processor, be sure to delete the student's work **after** it has been printed.

When administering the paper-based Grades 3–8 English Language Arts Tests, scribes must use the following procedures:

- When "use of a scribe" is indicated as a testing accommodation on an IEP or 504 Plan, the student may dictate responses directly to the scribe or into a recording device which may be played back by a scribe for transcription. If a recording device is recommended to implement this testing accommodation, this should be indicated accordingly as an implementation specification in the student's IEP or 504 Plan.
- Scribes must record word-for-word what the student dictates or records. Scribes may capitalize the first letter of each sentence and provide punctuation at the end of a sentence. Scribes must leave out additional punctuation (e.g., commas or quotation marks) and capitalization of proper nouns unless directed by the student. Students do not have to spell words aloud while dictating to a scribe.

- A word processor may be used by a scribe to type a student's dictation, and scribes should write/type a student's dictation on every other line.
- When the student's dictation is complete, the scribe shows the student the written response and asks them to indicate where capitalization of proper nouns, additional punctuation, and paragraphing should be used.
- The student reads the completed dictation/transcription and indicates if there are any further changes to be scribed on the skipped lines.
- For PBT, the scribe must then transfer the student's completed response into the printed test booklet exactly as dictated or recorded, and should attach the lined paper with the student's dictation to the back of the printed test booklet, preferably by stapling, to ensure against the student's response being lost.
- For CBT, the student's transcribed response would need to be entered by the scribe into the corresponding answer boxes in the Nextera™ Test Delivery System for submission.

Accommodations Specific to the Grades 3–8 Mathematics Tests

Test Read

Testing accommodations in students' IEPs or 504 Plans that are reading-related—for example, reading the test to the student—are permitted for the Grades 3–8 Mathematics Tests. Unless the IEP or 504 Plan specifically disallows it, when a mathematics test question is read to a student who has this accommodation, all numbers and mathematics symbols, along with words, should be spoken by the teacher to the student. For example, the symbol < should be read as "less than," and 1,211 should be read as "one thousand, two hundred, eleven." However, test questions may never be modified or simplified, nor may teachers provide additional examples.

Use of Scribes

The following procedures should be used to implement the testing accommodation, "use of scribe," specific to the administration of paper-based Grades 3–8 Mathematics Tests.

- The scribe must record what the student dictates on a separate sheet of paper.
- The scribe must ask the student to indicate exactly where the numbers need to be placed and lined up.
- The scribe must record the operational sign as dictated by the student (e.g., addition sign, subtraction sign).
- When dictating numbers, the student must indicate how the number is written and indicate place value. For example, if the student says "one thousand thirty-eight," the student should specify how that is written (e.g., one, zero, three, eight).
- When computing a problem, students must indicate to the scribe how they are making the computation and should be specific in terms of what numbers to write down, including how to record carrying. For example, when adding 23 and 9, the student should indicate the following: "9 plus 3 is 12; put down the 2 and carry the 1 above the 2."
- The scribe shows the student the written response and asks them to indicate if there are any further changes to be made.
- The student does not have to provide spelling, capitalization, and punctuation in word responses.

- For paper-based testing, the scribe must then transfer the student's completed response into the printed test booklet exactly as dictated or recorded and should attach the lined paper with the student's dictation to the back of the printed test booklet, preferably by stapling, to ensure against the student's response being lost.
- For CBT, the student's transcribed response would need to be entered by the scribe into the corresponding answer boxes in the Nextera™ Test Delivery System for submission.

Use of Manipulative Devices

Students whose IEPs or 504 Plans specify the use of manipulative devices, such as counting blocks, counters, or an abacus, are permitted to use such devices with both sessions associated with the Grades 3–8 Mathematics Tests.

Use of Mathematics Spatial Boards with Large Type or Braille Editions

Students whose IEPs or 504 Plans specify the use of mathematics spatial boards are permitted to use these devices with the large type and braille editions of the Grades 3–8 Mathematics Tests.

Use of Calculators and Mathematics Tables

Grades 3–5

Because these tests measure student proficiency involving calculations, the use of a calculator or mathematics tables is not allowed.

Grade 6

Students in Grade 6 are **NOT** permitted the use of a calculator or mathematics tables for Session 1. For Session 2, students should have exclusive **use of a four-function calculator with a square root key or a scientific calculator**. Graphing calculators are **NOT** permitted. The use of mathematics tables is permitted in Grade 6 for Session 2 only if specified in the student's IEP or 504 Plan.

Grades 7–8

Students in Grades 7–8 should have exclusive **use of a scientific calculator** for both Session 1 and Session 2. Graphing calculators are **NOT** permitted. The use of mathematics tables is permitted for Sessions 1 and 2 for students in Grades 7 and 8 only if specified in the student's IEP or 504 Plan.

For Grades 6–8, a calculator is provided as part of the Nextera™ Test Delivery System, but schools should continue to supply students with exclusive use of the type of hand-held calculator the students use for everyday mathematics instruction.

Appendix I: Information on Ungraded Students

Students who are graded must take the State test for the grade level in which they are enrolled. The chart below is to be used solely to ascertain the appropriate grade-level test to administer to ungraded students with disabilities.

Age Ranges for Testing on the New York State Alternate Assessment (NYSAA) and General Tests for Ungraded Students with Disabilities at the Elementary and Middle Levels in the 2020–2021 School Year

Tests	Birth Date	Reaches Age Given Between September 1, 2020, and August 31, 2021
Grade 3 English Language Arts, Mathematics	September 1, 2011–August 31, 2012	9
Grade 4 English Language Arts, Mathematics	September 1, 2010–August 31, 2011	10
Grade 5 English Language Arts, Mathematics	September 1, 2009–August 31, 2010	11
Grade 6 English Language Arts, Mathematics	September 1, 2008–August 31, 2009	12
Grade 7 English Language Arts, Mathematics	September 1, 2007–August 31, 2008	13
Grade 8 English Language Arts, Mathematics	September 1, 2006–August 31, 2007	14

Appendix J: Paper-Based Testing School/Group List

School/Group List

❑ Grades 3–8 English Language Arts Tests
or
❑ Grades 3–8 Mathematics Tests

School Name:_____

District Name:_____ Contact Name:_____

BEDS Code:_____ Phone Number:_____

Testing Room Number	Grade	Number Tested	Comments

Appendix K: Box Labels for Submission of Paper-Based Testing Booklets to Scoring Center

English Language Arts Test Booklets for Scoring

Send to: _____
Scoring Site

From: _____
School Name

BEDS Code: _____
BEDS Code Number

English Language Arts Test (Check One)

❑ **Gr 3 Session 2s** ❑ **Gr 6 Session 2s**

❑ **Gr 4 Session 2s** ❑ **Gr 7 Session 2s**

❑ **Gr 5 Session 2s** ❑ **Gr 8 Session 2s**

Box _____ **of** _____

Contains _____ **Booklets for Scoring**
Quantity

Mathematics Test Booklets for Scoring

Send to: _____
Scoring Site

From: _____
School Name

BEDS Code: _____
BEDS Code Number

Mathematics Test (Check One)

❑ **Gr 3 Session 2s** ❑ **Gr 6 Session 2s**

❑ **Gr 4 Session 2s** ❑ **Gr 7 Session 2s**

❑ **Gr 5 Session 2s** ❑ **Gr 8 Session 2s**

Box _____ **of** _____

Contains _____ **Booklets for Scoring**
Quantity

Appendix L1: Paper-Based Testing Scoring Site Organization

SCORING OPERATIONS

Scoring Site Coordinator

- Supervision and management of the site
- Support for scoring
- Logistics for operations
- Security
- Coordination of site personnel
- Responsible for collection of audit papers

Operations

Scoring Site Assistants

- Check in test booklets
- Prepare test booklets for scoring (organize and randomize)
- Deliver and collect scored test booklets
- Quality check answer sheets
- Return answer sheets to scanning centers
- Return test booklets to schools
- Monitor and maintain security
- Maintain quality control
- Ship completed materials to schools

Scoring

Scoring Leader

- Act as a Scoring Trainer
- Monitor scoring sessions
- Support Table Facilitators and Scorers
- Administer Consistency Assurance Sets to Table Facilitators and Scorers

Table Facilitators

- Monitor scoring progress to ensure scoring of all student responses by the end of the scoring period
- Conduct read-behinds
- Be a resource for rubric clarification

Scorers

- Score student responses

Appendix L2: Computer-Based Testing Scoring Site Organization

The following table shows the roles for the paper-based testing (PBT) scoring organization as they equate to computer-based testing (CBT) scoring roles in the ScorePoint application:

PBT Scoring Organization Role		CBT Scoring Role in ScorePoint
Scorer	=	Reader
Table Facilitator	=	Team Leader
Scoring Leader	=	Scoring Director
Scoring Site Coordinator	=	Scoring Director

The responsibilities for each of the CBT scoring roles in ScorePoint:

Reader

- Score student responses
- Identify and mark alerts while scoring responses for assigned items
- Mark responses identified as unable to score
- Identify and use non-score code when appropriate

Team Leader

- Distribute Login tickets to Readers
- Monitor progress of scoring for Readers and items assigned to their scoring group
- Perform "read-behind" for Readers and items assigned to their scoring group
- Handle alerts for Readers and items assigned to their scoring group

Scoring Director

- Train Team Leaders and Readers
- Implement the policies and procedures for scoring the Grades 3–8 English Language Arts and Mathematics Tests provided in the Scoring Leader Handbook (http://www.p12.nysed.gov/assessment/ei/eigen.html)
- Request NY Logins
- Setup days and times for scoring
- Monitor progress of scoring for all Readers and all items assigned to their consortium
- Monitor "read-behind" for all Readers and all items assigned to their consortium
- Handle alerts for all Readers and all items assigned to their consortium
- Generate reports

Appendix M: Exam Scoring Confidentiality Agreement

The University of the State of New York
Office of State Assessment
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

EXAM SCORING CONFIDENTIALITY AGREEMENT

❑ Spring 2021 Grades 3–8 English Language Arts Tests
or
❑ Spring 2021 Grades 3–8 Mathematics Tests

Scoring Site _____ Date(s) of Scoring _____

The purpose of all New York State assessments is to provide a fair and equitable assessment system that reliably measures the State learning standards. Because you will have access to secure test materials and to confidential student information, you also have the responsibility to assist the scoring site in ensuring the security and confidentiality of the test materials, student responses, and scores. Therefore, by signing this agreement, you agree to abide by the following security restrictions. Please retain a copy of this confidentiality agreement for your records.

Secure Test Materials

The test materials that you are scoring are "secure test materials" and are subject to certain security restrictions, including those listed below. "Secure test materials" include, but are not limited to, all student responses, test booklets, answer sheets, scoring guides, and any other information, whether printed or electronic, relating to the scoring of the open-ended questions on the 2021 Grades 3–8 English Language Arts and Mathematics Tests. Secure test materials also include any notes you take during your participation in the scoring of secure test materials and confidential student information.

By signing this agreement, I agree to maintain and honor the security and confidentiality of all secure test materials to which I am being given temporary access during the scoring activity and to abide by the following security restrictions:

1) I agree not to disclose any secure test materials, including test questions and answers, other than while participating in the scoring activity described above. In the event that the State Education Department publicly releases any secure test materials subject to this agreement, including test questions and answers, the provisions of this agreement shall no longer apply to those materials upon such release.
2) Upon completion of the work described above, I agree to return to the scoring site coordinator all secure test materials provided to or prepared by me, including all copies thereof and all notes taken or otherwise prepared by me.
3) I understand that I may not retain any copies of any secure test materials, including scoring materials and any notes pertaining to their contents.
4) I agree that I will not use or discuss the content of secure test materials, including test questions and answers, in any classroom or other activities, prior to any public release of any such materials by the State Education Department as described in paragraph (1) herein.
5) I understand that teachers and administrators who engage in inappropriate conduct with respect to State assessments may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law and/or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education. I also understand that §225 of the Education Law makes fraud in exams a misdemeanor.

I, _____, have read the confidentiality agreement above and agree to abide by the security restrictions described herein.

Signature: _____ Date: _____

School (Print): _____

Appendix N: Guidelines for Including Special Education Teachers in Scoring Committees

Note: After review of their teacher certifications and present teaching assignments, school administrators may choose to include special education teachers with the following titles in the scoring committee.

Special Education Teaching Titles Awarded Prior to February 2, 2004

Certificate Titles Awarded Prior to February 2, 2004	May Score English Language Arts Tests and/or Mathematics Tests in these Grades	Additional Requirements
Special Education, Nursery, K–12	3–6 7–8	If highly qualified at the elementary level If highly qualified in English language arts and/or mathematics at the middle/secondary level
Deaf and Hard of Hearing	3–6 7–8	If highly qualified at the elementary level If highly qualified in English language arts and/or mathematics at the middle/secondary level
Blind and Visually Impaired	3–6 7–8	If highly qualified at the elementary level If highly qualified in English language arts and/or mathematics at the middle/secondary level
Speech and Language Disabilities	3–6	If highly qualified at the elementary level

Special Education Teaching Titles Awarded On or After February 2, 2004

Certificate Titles Awarded On or After February 2, 2004	May Score English Language Arts Tests and/or Mathematics Tests in these Grades	Additional Requirements
Students with Disabilities Grades 1–6	3–6	—
Students with Disabilities Grades 5–9—Generalist	5–8	—
Students with Disabilities Grades 5–9—Content Specialist	5–6 7–8	Grades 7–8 if English language arts and/or mathematics is the content specialization on certificate, or if highly qualified at middle/secondary level in English language arts and/or mathematics
Students with Disabilities Grades 7–12—Content Specialist	7–8	Only if English language arts and/or mathematics is the content specialization on certificate, or if highly qualified at middle/secondary level in English language arts and/or mathematics
Deaf and Hard of Hearing	3–6 7–8	Grades 7–8 if highly qualified at middle/secondary level in English language arts and/or mathematics
Blind and Visually Impaired	3–6 7–8	Grades 7–8 if highly qualified at middle/secondary level in English language arts and/or mathematics
Speech and Language Disabilities	3–6	If highly qualified at the elementary level

Appendix O: Scoring Operations Certificate

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of State Assessment
Albany, New York 12234

SCORING OPERATIONS CERTIFICATE

❏ Spring 2021 Grades 3–8 English Language Arts Tests
or
❏ Spring 2021 Grades 3–8 Mathematics Tests

School Name: _____

District/BOCES Name: _____ Test Period _____
(*Month/Year*)

❏ Grade 3 English Language Arts Test
❏ Grade 4 English Language Arts Test
❏ Grade 5 English Language Arts Test
❏ Grade 6 English Language Arts Test
❏ Grade 7 English Language Arts Test
❏ Grade 8 English Language Arts Test

❏ Grade 3 Mathematics Test
❏ Grade 4 Mathematics Test
❏ Grade 5 Mathematics Test
❏ Grade 6 Mathematics Test
❏ Grade 7 Mathematics Test
❏ Grade 8 Mathematics Test

I, the undersigned leader of the scoring operations, do hereby declare that each of the procedures listed below was fully and faithfully implemented:

1. The scoring committee for each grade level included a minimum of three scorers.
2. Test questions were assigned to scorers according to the criteria described in the *School Administrator's Manual*.
3. Scorers were trained using the procedures and materials described in the *Scoring Leader Handbook*.
4. Scorers were not permitted to rate their own students' responses.
5. Table Facilitators conducted read-behinds.
6. The paper-based answer sheets were subjected to a quality review as described in the *School Administrator's Manual*.
7. The paper-based answer sheets and test booklets were kept secure.
8. The scoring sessions were conducted during the dates specified by the Department.
9. All paper-based answer sheets were checked and accounted for before being submitted to the scanning center by the date specified.

Name: _____ **Title:** _____

Signature: _____ **Date:** _____/_____/_____

After completion, retain in school files for one year.

Appendix P: Rules to Determine Whether a Student Receives a Valid Score

The following rules will determine whether the student receives a valid score:

- Students who were present for the administration, including make-ups, of any session of the test and who responded to at least one question on the test will receive valid scores and be counted as tested in calculating a school's participation rate.
- Students will be considered to have been present for a session unless they are marked as absent from school for one or both of the test sessions. A student must not be marked absent for a test session if they were present in the school while the test session was being administered, unless the student became ill during the test session or earlier that day.
- Students who were not present during the test administration and make-up periods due to receiving entirely remote instruction are considered to have no valid test score.
- Students will be counted as not tested in calculating a school's participation rate only if one of the following occurred:
    - The student's Student Information Repository System (SIRS) record shows the student as enrolled for the entire test administration period but includes no appropriate test record,
    - The student was absent from school for one or both of the test sessions and the missed session(s) were not completed during the makeup period,
    - The student was present for one or more test sessions but did not respond to even one question on the test,
    - The student refused both of the test sessions, or
    - The student's results were invalidated due to an administrative error.
- In the case where a student leaves the test administration in the middle of a session and is not able to make-up that part of the test (see "Illness" on page 32), school officials must decide whether to mark the student as absent for that session.
    - For paper-based testing, if any circle denoting absent from school for any session is darkened, or if absent is selected in the Nextera™ Administration System for any session for computer-based testing, the student will not receive a valid score.
    - For paper-based testing, if the circle denoting absent is not darkened for any session, or if absent is not selected in the Nextera™ Administration System for any session for computer-based testing, the student will receive a score based on the questions completed. Any missing constructed responses will receive a condition code of "A," indicating no response, and the response will receive a score of zero. The final raw score will be the sum of the number of multiple-choice questions answered correctly and the scores assigned to constructed-response questions.
    - If the circle denoting Medically Excused is darkened on the answer sheet, or if Medically Excused is indicated in the Nextera™ Administration System, the student will receive no score and will not be counted in calculating the school's participation rate.

For additional information on rules to determine a valid score and on reporting scores, please visit the website for Student Information and Repository System Guidance (http://www.p12.nysed.gov/irs/sirs/home.html).

Appendix Q: Regional Information Centers and Large-City Scanning Centers

Location	Primary Contacts	Secondary Contacts
Buffalo Public Schools Office of Shared Accountability 808 City Hall Buffalo, New York 14202	**Answer Sheets & Scanning** Edward Kuzan 716-816-3035 716-851-3044 (fax) ekuzan@buffaloschools.org	
CNYRIC Central New York Regional Information Center OCM BOCES 6075 East Molloy Rd. P.O. Box 4866 Syracuse, New York 13221	**Answer Sheets & Scanning** Noelle Hickok 315-433-8327 315-433-2221 (fax) nhickok@cnyric.org	**Answer Sheets & Scanning** Amy Keesey 315-433-8332 315-433-8368 (fax) akeesey@cnyric.org
EduTech / WFL Wayne-Finger Lakes BOCES Eisenhower Building 131 Drumlin Ct. Newark, New York 14513	**Answer Sheets & Scanning** Kirk Simpson 315-332-7413 315-332-7370 (fax) kirk.simpson@edutech.org	**Answer Sheets & Scanning** Chris Voit 315-332-7226 315-332-7370 (fax) chris.voit@edutech.org
GST BOCES Greater Southern Tier Regional Information Center Computer Services Center 459 Philo Road Elmira, New York 14903	**Answer Sheets & Scanning** Melissa Zelko Wood 607-795-5342 607-795-5307 (fax) mzelko@gstboces.org	**Answer Sheets** Steve Updike 607-795-5338 607-795-5307 (fax) supdike@gstboces.org **Scanning** Shane Swimley 607-795-5338 607-795-5307 (fax) sswimley@gstboces.org
LHRIC Lower Hudson Regional Information Center Southern Westchester BOCES 450 Mamaroneck Ave. Harrison, New York 10528	**Answer Sheets & Scanning** Testing Services 914-592-4203 x3001 914-345-3719 (fax) lhrictesting@lhric.org	**Answer Sheets & Scanning** Todd Moore 914-592-4203 x3279 914-345-3719 tmoore@lhric.org
MHRIC Mid-Hudson Regional Information Center Ulster BOCES 175 Route 32 North New Paltz, New York 12561	**Answer Sheets & Scanning** Testing and Reporting 845-255-1450 x1220 845-255-9104 (fax) testcontacts@mhric.org	**Answer Sheets & Scanning** Mariah Adin 845-255-1450 x1246 845-255-9104 (fax) madin@mhric.org

Scanning Centers (continued)

Location	Primary Contacts	Secondary Contacts
Monroe RIC Regional Information Center BOCES MAARS (Monroe/Orleans Accountability, Assessment and Reporting Svcs.) 3625 Buffalo Road Rochester, New York 14624 Web resources: (http://www.monroe2boces.org/maars_home.aspx)	**Answer Sheets & Scanning** Mari-Ellen Maloney 585-349-9025 585-349-9090 (fax) mmaloney@bocesmaars.org	**Answer Sheets & Scanning** Patty Zeiner 585-349-9053 585-349-9090 (fax) pzeiner@bocesmaars.org
MORIC Mohawk Regional Information Center Madison Oneida BOCES 4937 Spring Road Verona, New York 13478 Web resources: (http://www.moric.org)	**Answer Sheets & Scanning** Data Readiness Team 315-361-2700 or 866-986-6742 315-361-5845 (fax) datareadiness@moric.org	
Nassau BOCES Regional Information Center Robert E. Lupinskie Center for Curriculum, Instruction and Technology 1 Merrick Avenue Westbury, New York 11590	**Answer Sheets & Scanning** Stephanie Witt 516-608-6623 516-608-6616 (fax) switt1@nasboces.org	**Answer Sheets & Scanning** Fran Werner 516-608-6688 516-608-6616 (fax) fwerner@nasboces.org
NERIC Northeastern Regional Information Center Testing Operations 900 Watervliet-Shaker Road, Suite 102 Albany, New York 12205 Web resources: (http://neric.org)	**Answer Sheets & Scanning** NERIC Testing Team 518-862-5314 518-862-5396 (fax) testing@neric.org	**Answer Sheets & Scanning** Anne Marie Bertram 518-862-5333 518-862-5396 (fax) annemarie.bertram@neric.org
New York City Department of Education Office of Assessment Operations and Scan Center (for Public Schools) 44–36 Vernon Blvd. Room 207 Long Island City, New York 11101	**Answer Sheets & Scanning** **Public Schools** NYC DOE Service Center 212-374-6646 servicecenter@schools.nyc.gov **Charter Schools** NYC DOE Charter School Office 212-374-5419 charterschools@schools.nyc.gov	

Scanning Centers (continued)

Location	Primary Contacts	Secondary Contacts
Rochester City School District 131 West Broad Street Rochester, New York 14614	**Answer Sheets & Scanning** Nancy Eichner 585-262-8328 585-262-8684 (fax) nancya.eichner@rcsdk12.org	**Answer Sheets & Scanning** Bob Lau 585-262-8556 585-262-8684 (fax) robert.lau@rcsdk12.org
SCRIC South Central Regional Information Center Broome Tioga BOCES Mail Drop #31 435 Glenwood Road Binghamton, New York 13905 Web resources: (http://www.southcentralric.org/DDC.aspx)	**Answer Sheets & Scanning** Tim Farnham 607-763-3592 607-757-3000 (fax) SIRSHELP@btboces.org	**Answer Sheets & Scanning** Kathy Mras/Mary Beth Townsend/ Gail Boffi 607-763-3592 607-757-3000 (fax) SIRSHELP@btboces.org
Suffolk RIC Regional Information Center Eastern Suffolk BOCES Student Data Services 750 Waverly Ave. Holtsville, New York 11742	**Answer Sheets & Scanning** Lisa Zwerling 631-218-4103 631-240-8967 (fax) lzwerlin@esboces.org	**Answer Sheets & Scanning** Karen Barbaro 631-244-4285 631-240-8967 (fax) kbarbaro@esboces.org
Syracuse City School District Office of Shared Accountability 258 E. Adams Street Syracuse, New York 13202	**Answer Sheets & Scanning** Raymond Stazzone 315-435-6241 315-435-4978 (fax) rstazzone@scsd.us	**Answer Sheets & Scanning** Sheila Davidson 315-435-6440 315-435-4978 (fax) sdavidson@scsd.us
WNYRIC Western New York Regional Information Center Erie 1 BOCES 355 Harlem Road West Seneca, New York 14224	**Answer Sheets & Scanning** Karen Halbert 716-821-7173 716-821-7432 (fax) testscoring@e1b.org	**Answer Sheets & Scanning** Margaret Maloney 716-821-7466 716-821-7432 (fax) testscoring@e1b.org
Yonkers City School District 1 Larkin Center Yonkers, New York 10701	**Answer Sheets & Scanning** Rachel Cole 914-376-8234 914-376-9144 (fax) rcole@yonkerspublicschools.org	**Answer Sheets & Scanning** David Beaver /Jim Anderson 914-376-8234 914-376-9144 (fax) dbeaver@yonkerspublicschools.org janderson@yonkerspublicschools.org

Appendix R: New York City Department of Education 2020–21 Borough Assessment Implementation Directors

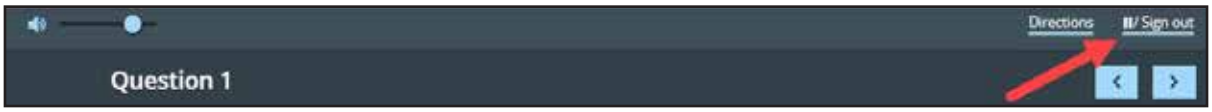
Borough Assessment Office	Borough Assessment Implementation Director
Manhattan **Comprising Districts:** **1, 2, 3, 4, 5 & 6** 333 Seventh Avenue 7th Floor New York, New York 10011	Louise Smith 718-349-5613 (Monday–Thursday) 212-356-3784 (Friday) 212-356-7523 (fax) lsmith2@schools.nyc.gov
Bronx **Comprising Districts:** **7, 8, 9, 10, 11 & 12** 1 Fordham Plaza Room 749 Bronx, New York 10458	Yuk Fung (Jane) Lam 718-741-5559 (Friday) 718-349-5664 (Monday–Thursday) 718-741-7971 (fax) ylam2@schools.nyc.gov
Brooklyn **Comprising Districts:** **13, 14, 15, 16, 19, 23 & 32** 131 Livingston Street Room 310C Brooklyn, New York 11201	Laura Dalla Betta 718-349-5551 (Monday–Thursday) 718-935-5795 (Friday) 718-935-2104 (fax) ldallabetta@schools.nyc.gov
Queens **Comprising Districts:** **24, 25, 26, 27, 28, 29 & 30** 28-11 Queens Plaza North Room 304 Long Island City, New York 10001	Barbara Marcisak 718-391-8352 718-391-6088 (fax) bmarcis@schools.nyc.gov
Staten Island **Comprising Districts:** **17, 18, 20, 21, 22 & 31** 715 Ocean Terrace Building A Staten Island, New York 10301	José Garcia 718-390-1579 718-420-5665 (fax) jgarcia17@schools.nyc.gov

New York City Department of Education (continued)

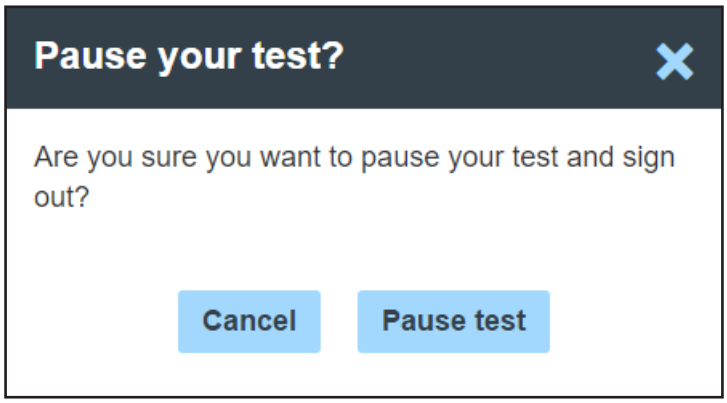
Borough Assessment Office	Borough Assessment Implementation Director
Special Education **D75** 400 First Avenue Room 662C New York, New York 10010	Danny Gong 212-802-1532 718-706-4587 (fax) dgong@schools.nyc.gov
Alternate Schools & Programs **D79** 4360 Broadway Room 428 New York, New York 10033	Joanne Mitchell 917-521-3635 917-521-3649 (fax) jmitchell5@schools.nyc.gov
Charter Schools 100 Gold Street New York, New York 10038	J. Greyston Holmes 212-374-6793 212-374-2324 (fax) jholmes3@schools.nyc.gov
Homebound Instruction 3450 East Tremont Avenue Bronx, New York 10033	Angela Velez 718-794-7236 718-794-7237 (fax) avelez16@schools.nyc.gov
Hospital Instruction 3450 East Tremont Avenue Bronx, New York 10033	Keri Kaufmann 718-794-7266 718-794-7263 (fax) kkaufmann@schools.nyc.gov

Appendix S: Pausing and Reactivating a Computer-Based Test in Nextera™ Test Delivery System

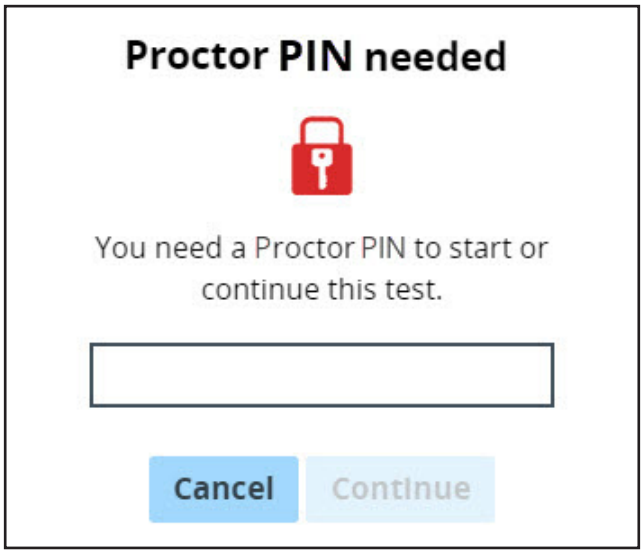
A student may pause a test by selecting **II/Sign out** in the upper right corner of the student's screen in the Nextera™ Test Delivery System.



The student then selects **Pause test** to exit the test session and save current progress until the student can return to the test session. If the student selects **Cancel**, the student will immediately return to the test session without pausing the test.



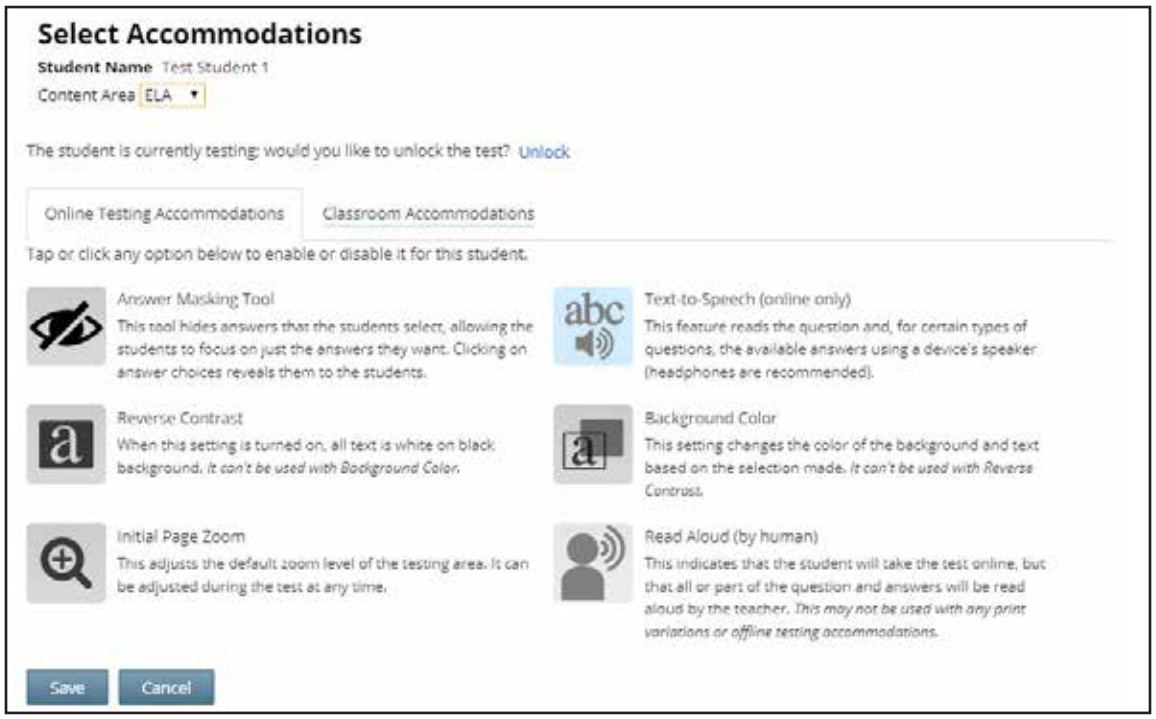
Any test that is paused will require a **Proctor PIN** for the student(s) to log back into the test. Proctors will need to contact their school administrator to obtain the Proctor PIN prior to administering the test. The Proctor PIN will be the same for all students testing on computer within a school, but each school will have a unique Proctor PIN. **Please Note:** Being mindful of the health and safety protocols established at schools in response to COVID-19, for the Spring 2021 administration, schools have the option of having students enter the Proctor PIN themselves. If a school chooses this option, the Proctor PIN should be reset after each test session.



Appendix T: Nextera™ Test Delivery System Computer-Based Testing Accommodations

Student testing accommodations must be set for both English Language Arts and Mathematics computer-based testing (CBT) administrations. Testing coordinators can set testing accommodations on the individual student level, from the Classes page, or from the Multi-Student Edit page. The Nextera™ Test Delivery System includes the following online testing accommodations and classroom accommodations:

- Answer Masking Tool
- Reverse Contrast
- Initial Page Zoom
- Text-to-Speech (online only)
- Background Color
- Read Aloud (by human)



Students with learning needs as documented in an Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan) may require online accommodation tools. Refer to the following information concerning online testing accommodations when considering the accommodations your student(s) may need. These options need to be identified and coded in the Nextera™ Administration System prior to testing.

After setting all student testing accommodations in Nextera™ Admin, the testing coordinators should review reports from the Students tab for Classes in Nextera™ Admin. It is extremely important that student testing accommodations are set before a student logs into a CBT session. It is recommended that you add this verification step to review student testing accommodations at least 1–2 days before CBT begins in your school. If online testing accommodations are not set for the student **before** the student accesses

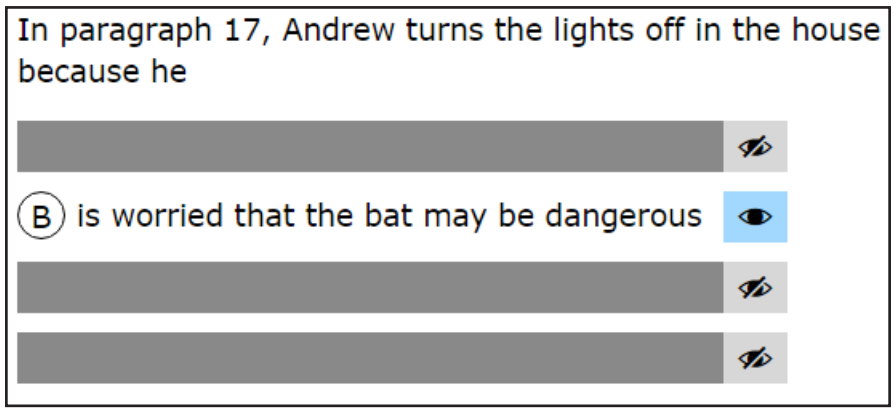
the computer-based test, the student will have to have their online test reset by calling Questar customer support at 866-997-0695.

Answer Masking

Answer masking is an embedded accommodation that allows for the responses to be shaded so the responses do not distract the focus of the student from the question.

In order to reveal or hide a response option, the student clicks on the gray, crossed-out eye, or blue eye next to that option.

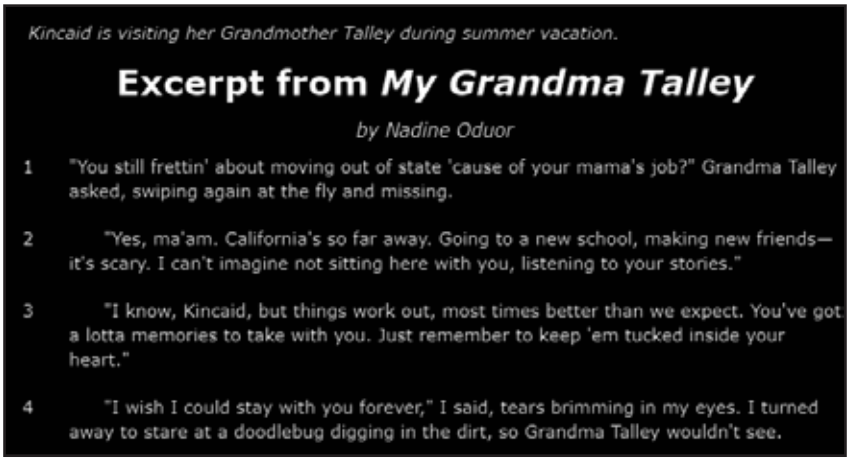
- The blue eye indicates response options that have been selected to view.
- The gray, crossed-out eyes indicate which response options are masked.
- Examples:



Reverse Contrast

Reverse contrast is an embedded accommodation that changes the color of the text and the background for students that have an easier time reading white text on a black background. If this option is selected, the test will automatically appear in the selected mode and the student does not have to take any action.

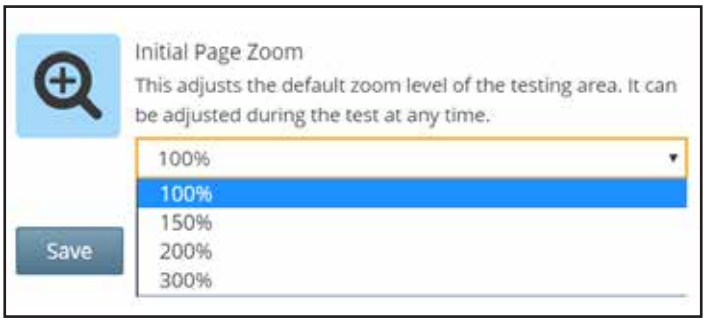
Example:



Initial Page Zoom

The initial page zoom is an embedded accommodation that enlarges the text and images on the screen so the student can view or read the text more easily. Once set in Nextera™ Admin, the initial page zoom remains as is throughout the test unless the student chooses to change it.

Example:



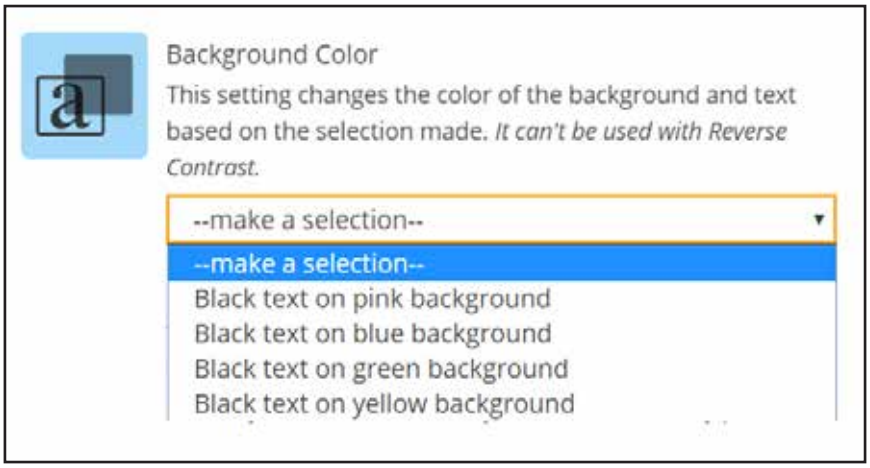
Text-to-Speech (online only)

Text-to-Speech (TTS) is an accommodation that indicates that the student will take the test online, but that all or part of the test will be read aloud by the computer. See the *Teacher's Directions for Computer-Based Testing* for additional information regarding the TTS accommodation.

Note: If TTS is not set as an accommodation for the student before the student accesses the computer-based test, the student will have to have their online test reset. This will cause a delay to the student's ability to test that day. Please double-check all testing accommodations by reviewing the student's downloadable report from the Classes page.

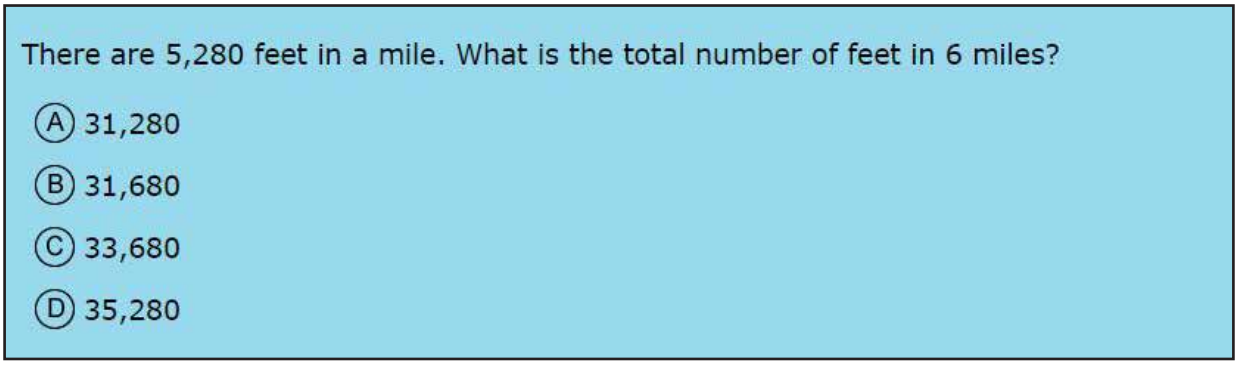
Background Color

The background color option is an embedded accommodation that allows the color of the background to be changed as needed in order to make the text easier for the student to read. There are multiple color options available.



If this option is selected, the test will automatically appear in the selected mode and the student does not have to take any action.

Example:

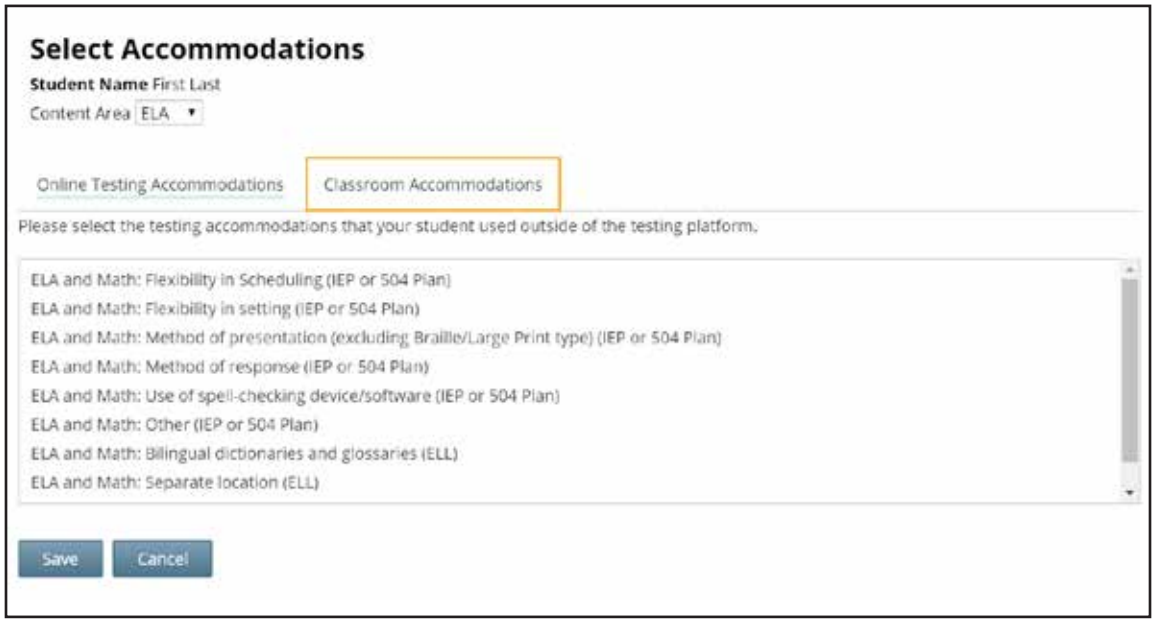


Read Aloud (by human)

Read Aloud (by human) is an accommodation that indicates the student will take the test online, but that all or part of the test will be read aloud by a human reader. Setting this accommodation for the student in Nextera™ Admin ensures that the student and human reader are using the same test form, Form A, so that all test questions match between the computer-based test and the paper-based test being read to the student. Students with disabilities whose IEP or 504 Plan recommend this accommodation must have tests read to them in accordance with the testing conditions and implementation recommendations specified in the student's IEP or 504 Plan.

Classroom Accommodations

The below image shows a list of the classroom accommodations that can be selected in Nextera™ Admin that students may use outside of the testing platform.



Appendix U: Roles, Responsibilities, and Permissions in Nextera™ Administration System for Computer-Based Testing

This section describes the roles, responsibilities, and permissions of the various user roles in Nextera™ Administration System for computer-based testing (CBT).

- **Regional Information Coordinator (RIC)**
  - Point of contact for all District Test Coordinators in their region
  - Can create district- and school-level users in their region
  - Has access to all district- and school-level information in their region
- **District Test Coordinator (DTC)**
  - Main point of contact at the district for Questar
  - Ensures accuracy of all student data in the system
  - Manages district-level accounts and sets up primary school-level users, including the School Test Coordinator and School Information Technology Coordinator
  - There is only one District Test Coordinator per district
  - Can verify CBT Technology Readiness in Nextera™ Admin
- **District Information Technology Coordinator (DITC)**
  - Information technology point of contact for all schools in the district
  - May help district and school staff troubleshoot technology issues
  - Cannot create new users
  - Can verify CBT Technology Readiness in Nextera™ Admin
- **District Level User (DLU)**
  - Receives the same permissions in the system as the District Test Coordinator
  - Has access to all district schools, users, and students
  - Can assist in managing district-level users and students, and in scheduling tests
  - Can create users with DITC role and school-level users
- **Superintendent (SUP)**
  - Provides guidance to the District Test Coordinator
  - Ensures all student data is correct and in the system
  - Has access to their own district- and school-level information
  - Can assist in managing district-level users and students, and in scheduling tests
  - Can view student constructed responses for their schools
  - There is only one SUP per district

- **Principal (PRN)**
  - Has access to their own school-level information
  - One principal role per school
  - Can verify CBT Technology Readiness in Nextera™ Admin
- **School Test Coordinator (STC)**
  - Handles test coordinator responsibilities at the school level
  - Responsible for managing users and students, and schedules tests at the school level
  - There is only one School Test Coordinator per school
  - Can verify CBT Technology Readiness in Nextera™ Admin
- **Building Level User (BLU)**
  - Receives the same permissions in the system as the School Test Coordinator
  - Can assist in managing school-level users and students, and in scheduling tests
  - Can create SITC and Teacher users
  - Can verify CBT Technology Readiness in Nextera™ Admin
- **School Information Technology Coordinator (SITC)**
  - Information technology point of contact for the school
  - Can download the secure test browser on all devices used for testing
  - May help district and school staff troubleshoot technology issues
  - Cannot create users
  - Can verify CBT Technology Readiness Checklist in Nextera™ Admin
- **Teacher (TA)**
  - Responsible for leading test administration
  - There is only one teacher per class
  - Visibility to their class-level information
  - Cannot create users
  - Confirms the students are present
  - Reads the directions from the *Teacher's Directions* and leads students

Nextera™ User Roles By Functionality

Note: The functionalities differ based on role. For example, a school user does not have access to all district information. A school user, with appropriate access, can edit student information within their own school but not for a student who is enrolled in another school within the district. A district user, with appropriate access, can edit any student's information.

Page	Functionality	DTC	DLU	SUP	PRN	DITC	STC	RIC	BLU	SITC	Teacher
Home	View Home Page, Quick Links	X	X	X	X	X	X	X	X	X	X
	Search for District/School	X	X	X	X			X			
	Dashboard Metrics	X	X	X	X	X	X	X	X	X	
Students	View/Edit Students Page (Teachers cannot edit)	X	X	X	X		X	X	X		X
	Option drop-down (accommodations information)	X	X	X	X		X	X	X		
	Download class list in CSV (Excel)	X	X	X	X		X	X	X		
Classes	View/Edit Classes and Create New Classes	X	X	X	X		X	X	X		X
Tests	View Test Pages and Important Dates	X	X	X	X	X	X	X	X	X	X
	View Test Administrations and Test Details	X	X	X	X	X	X	X	X	X	X
	Print Student Logins	X	X	X	X		X		X		X
	Set Status Code for each Test (Do Not Score, Invalidate)	X	X	X	X		X		X		
Accounts	View Accounts, Activate and Reset Accounts	X	X	X	X		X	X	X		
	Add New Test Administrators	X	X		X		X		X		
	View/Edit Contact Information, Addresses, School Registration Information	X	X					X			
	Merge Accounts			X	X			X			
Help	View Customer Service Telephone Number, E-mail, Chat, FAQ, Support Documentation	X	X	X	X	X	X	X	X	X	X
	View Downloads Page, Download Secure Browsers	X	X	X	X	X	X	X	X	X	
	View System Scan Results Page	X	X	X	X	X	X	X	X	X	

Appendix V: District and School Test Coordinator Checklist for Computer-Based Testing

Activities PRIOR to and DURING Test Administration

- ❑ Announce testing in advance.
- ❑ Familiarize yourself with all test materials, including this manual and the *Teacher's Directions for Computer-Based Testing*.
- ❑ Complete appropriate steps necessary in the Nextera™ Administration System to prepare for testing. Examples include adding or updating teacher and student details, creating classes, etc.
- ❑ Provide copies of the *Teacher's Directions for Computer-Based Testing* prior to the first day of testing to all teachers who will be administering the tests. *Teacher's Directions* are not secure and may be distributed.
- ❑ Brief all teachers on their responsibilities and roles in testing and remind teachers about preparation of the testing room and supplies for testing.
- ❑ Work with your School or District IT Coordinator to verify devices are ready for each student to complete the test.
- ❑ Ensure that test read copies are available for students receiving the Read Aloud (by human) accommodation.
- ❑ Ensure that English Language Learners and eligible former ELLs are provided with the testing accommodations that the principal has determined will be provided for them.
- ❑ Communicate with Technology Coordinator(s) and School Test Coordinator(s) regarding technology, planning, and scheduling.
- ❑ Review all materials available on the Nextera™ Administration System Help page.
- ❑ Aid in the coordination of and/or facilitate administration training for district and school staff if necessary (content, dates, etc.).
- ❑ Have all participating schools review the Setup and Installation Guide and perform the Testing Readiness Check (http://www.questarai.com/readiness/test-readiness/) to determine if all technology requirements have been met.
- ❑ Ensure tasks are completed for uploading Pre-ID files.
- ❑ Ensure tasks are completed for those students that require online accommodations.
- ❑ Make sure that schools know where (Questar Customer Support, technology staff, district staff) and how to get assistance for any issues that might come up.
- ❑ Prior to administering the test, be prepared to share the Proctor PIN (available on the Nextera™ Administration System Home page) with proctors for students who have paused testing.

Appendix W: Suggestions for Creating a Secure Computer-Based Testing Environment

The following physical and visual barriers between testing devices can also be used as security measures for computer-based testing.

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

Appendix X: Glossary of Computer-Based Testing Terminology

Term	Definition
Nextera™ Administration System	System used by teachers, school, and district representatives to verify student registration, assign accessibility/ accommodation features, print student login tickets, and other administrative duties
Nextera™ Test Delivery System	System that delivers tests to students and receives responses. Nextera™ Test Delivery System is delivered through the secure browser.
Secure Browser	Downloadable application that protects the security of the test and student responses
Session Access Code	Four-digit code announced or displayed for all students in a session once the teacher has ensured all students have successfully logged in and are ready to begin testing
Proctor PIN	Password to reactivate a paused student test
Student Login Tickets (Student Labels)	Login tickets students use to initiate a test session in the Nextera™ Test Delivery System. These include the New York State Student Identification System (NYSSIS) ID and password.
Test Administrator/Proctor	Individual(s) at the school ultimately responsible for administering the assessment

Appendix Y: Nextera™ Administration System

Overview

This section provides guidance for administering computer-based tests (CBT) using the Nextera™ Administration System, commonly called "Nextera™ Admin," including the login process, navigation, and management of class and student data. In New York State, students are loaded into Nextera™ Admin from the Level 2 Data Warehouse before each CBT administration. Students are loaded by grade-level enrollment. Schools are responsible for ensuring that all students are available in Nextera™ Admin for CBT and that all needed student-testing accommodations are set for students. Any students in a CBT grade level that are testing on paper or not testing for allowable reasons must be marked with a Not Testing code.

You will find information on all CBT administrative activities for Nextera™ Admin in this appendix. Contact **Questar Customer Support** if you need additional help at 866-997-0695 or e-mail (ny.3-8.help@questarai.com).

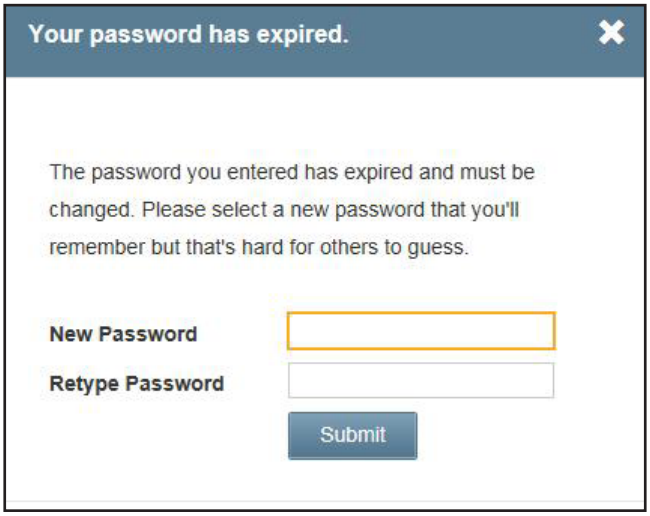
1. Home Page	The Home page has general information that districts and schools need for testing, such as important updates and the school's Proctor PIN, based on role.
2. Students	The Students tab allows users to view students in the Nextera™ Administration System. Some roles can make changes (e.g., updating online testing accommodations), download class lists, and add students.
3. Classes	The Classes tab allows users to view, edit, and create classes.
4. Tests	Based on the user's role, the Tests tab allows users to view important dates and test administration details, print student login tickets as labels or tickets, designate students not taking the test, and track student progress while taking the test.
5. Accounts	The Accounts tab allows some roles to view, activate, and add test administrators, such as Teachers. DTCs can also edit contact information and addresses.
6. Student Responses	The Students Responses tab provides access to the previous spring's constructed-responses. DTCs and Principals have access to download the PDFs.
7. Help	The Help tab offers resources for support, such as customer support contact details, FAQ, and support documentation.

Sign In/Sign Out

If you have been provided with Nextera™ login tickets, you can enter the following website address in your browser address bar to access Nextera™ Admin (https://ny.nextera.questarai.com/Admin/). If you have not been provided with login tickets to Nextera™ Admin, you should contact your District Test Coordinator (DTC), School Test Coordinator (STC), or your local Regional Information Center (RIC) testing department.

Sign In

1. Enter your **User ID** and **Password**, then select **Sign In**. If you need to reset your password, please find password reset instructions on page A-96. You can also contact your testing coordinator to have login tickets resent to you.
2. If you are signing in for the first time, you will be prompted to reset your password upon first login.
3. You will receive a message that your password has expired. This step allows you to create your own password. Enter a new password in the **New Password** and **Retype Password** fields and select **Submit**.

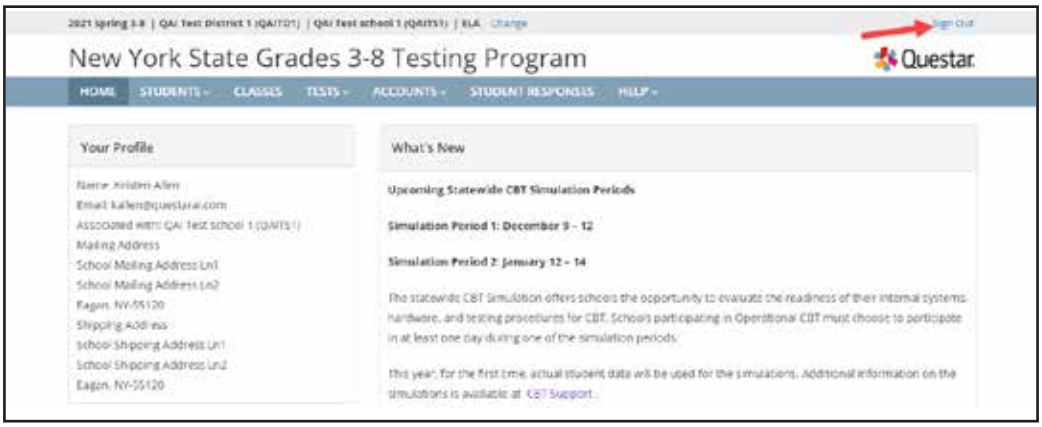


Appendices

4. For initial logins and for all password changes, you will be asked to acknowledge and agree to the Security Compliance statement. After reviewing the statement, select the **check box** for "I've read this page" and select **I Agree**.

Sign Out

To **Sign Out** of the Nextera™ Administration System, select **Sign Out** from the upper right corner of the screen. You will be logged out of Nextera™ Admin immediately.



Appendices

Home Tab

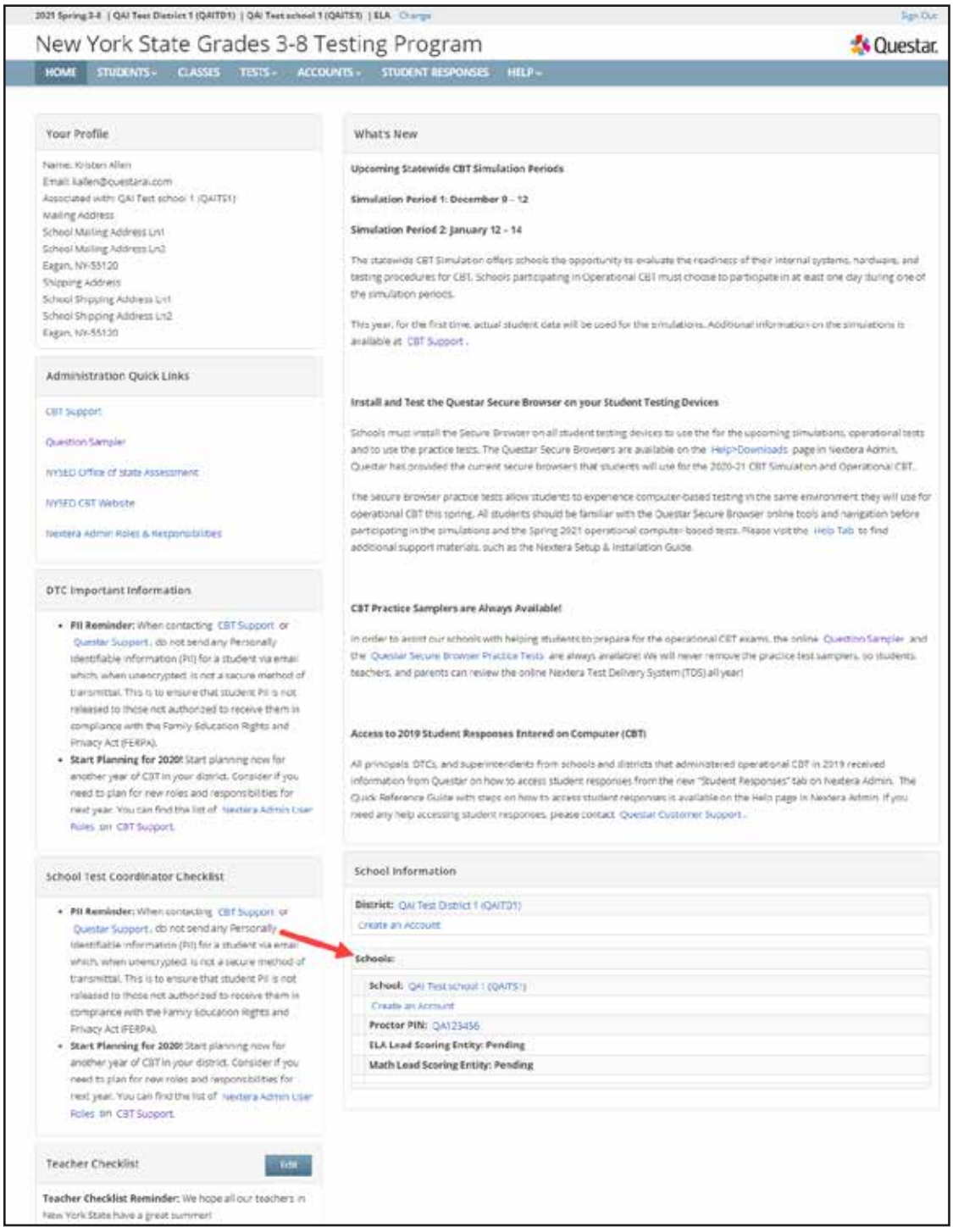
Information available on the Home page is based on role. Please reference **Appendix U** to determine which roles have access to the different information and functionality.

Depending on user role, information available on the Home page may include:

- Administration Quick Links
- DTC Important Information
- STC Checklist
- Teacher Checklist
- What's New
- School Information, including the **Proctor PIN**, which is required when a student needs to reactivate a paused test

Since certain roles have access to multiple schools' details, it is important to ensure they are looking at the applicable school's page when searching for data, such as the Proctor PIN, which is necessary when a student needs to reactivate a paused test. See **Appendix S: Pausing and Reactivating a Computer-Based Test in Nextera™ Test Delivery System** for more details.

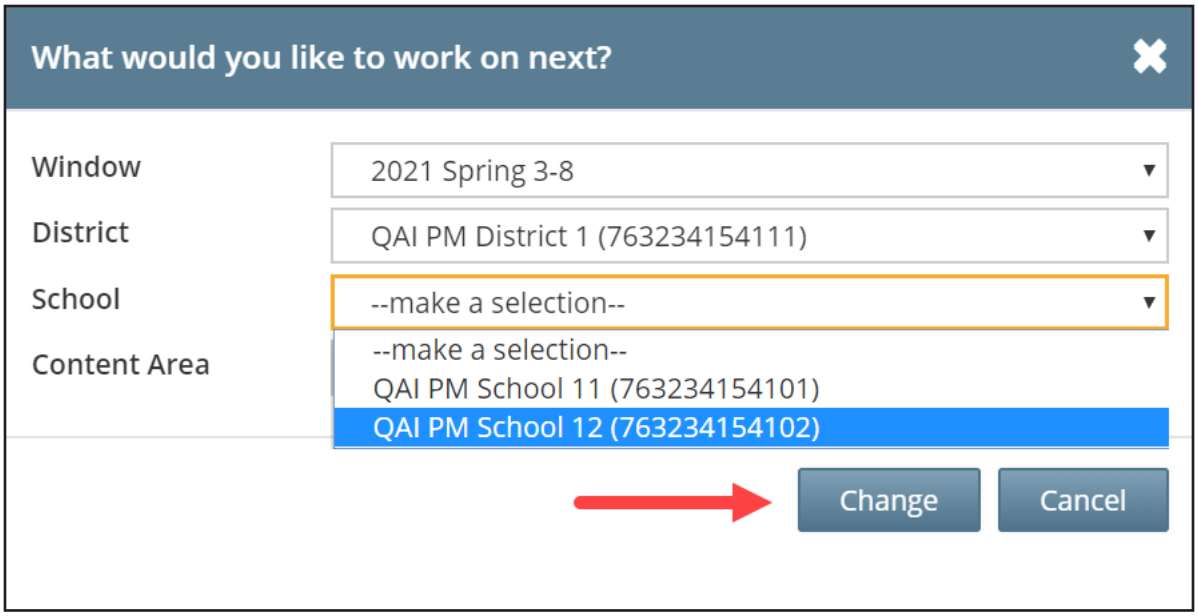
When viewing the Nextera™ Administration System, DTCs should verify they are viewing information for the appropriate school by looking in the "Schools" field on the Home page.



If it is not the desired school:

1. Select **Change** in the header.

2. Use the "School" drop-down menu to select the correct school and select **Change**.



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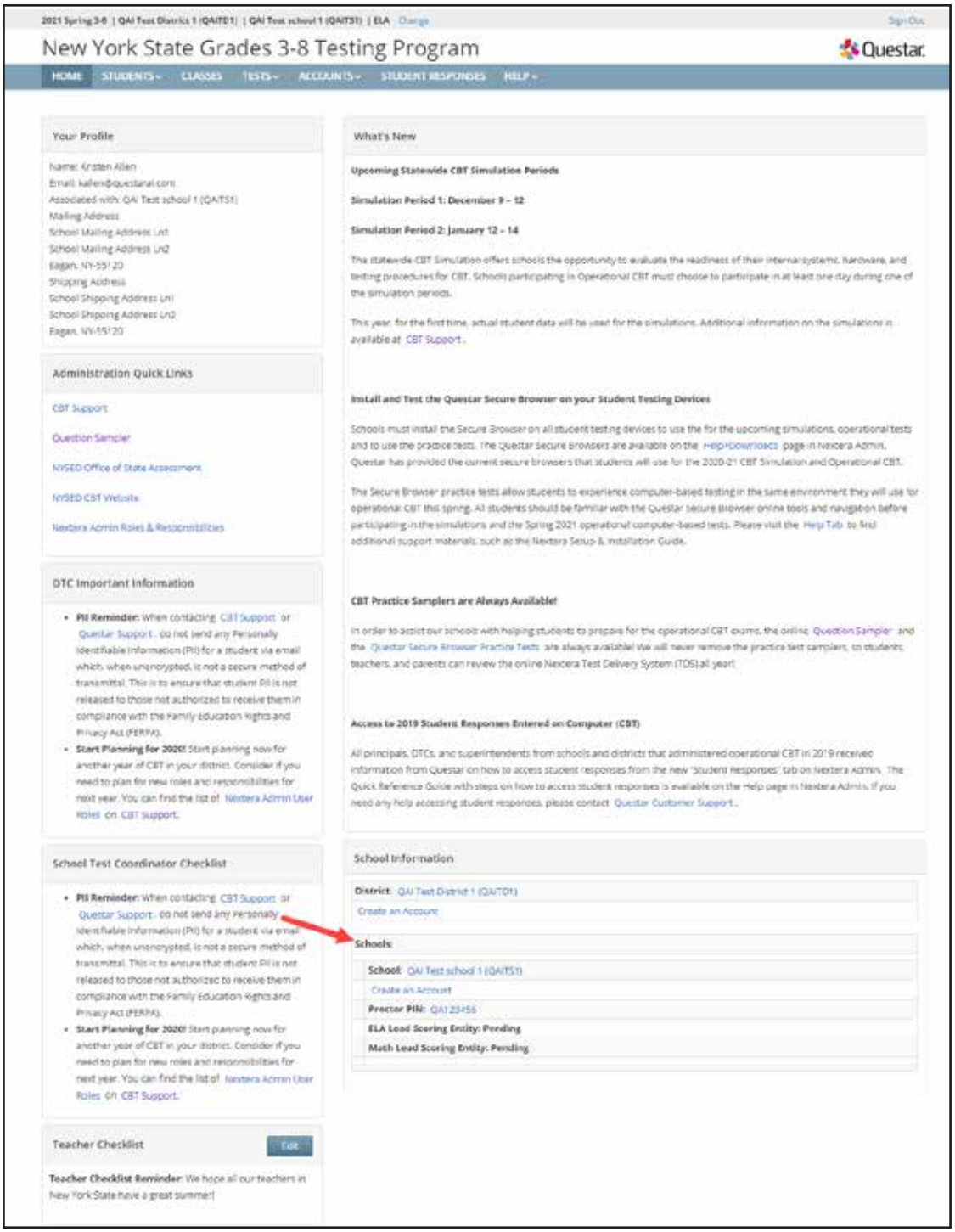
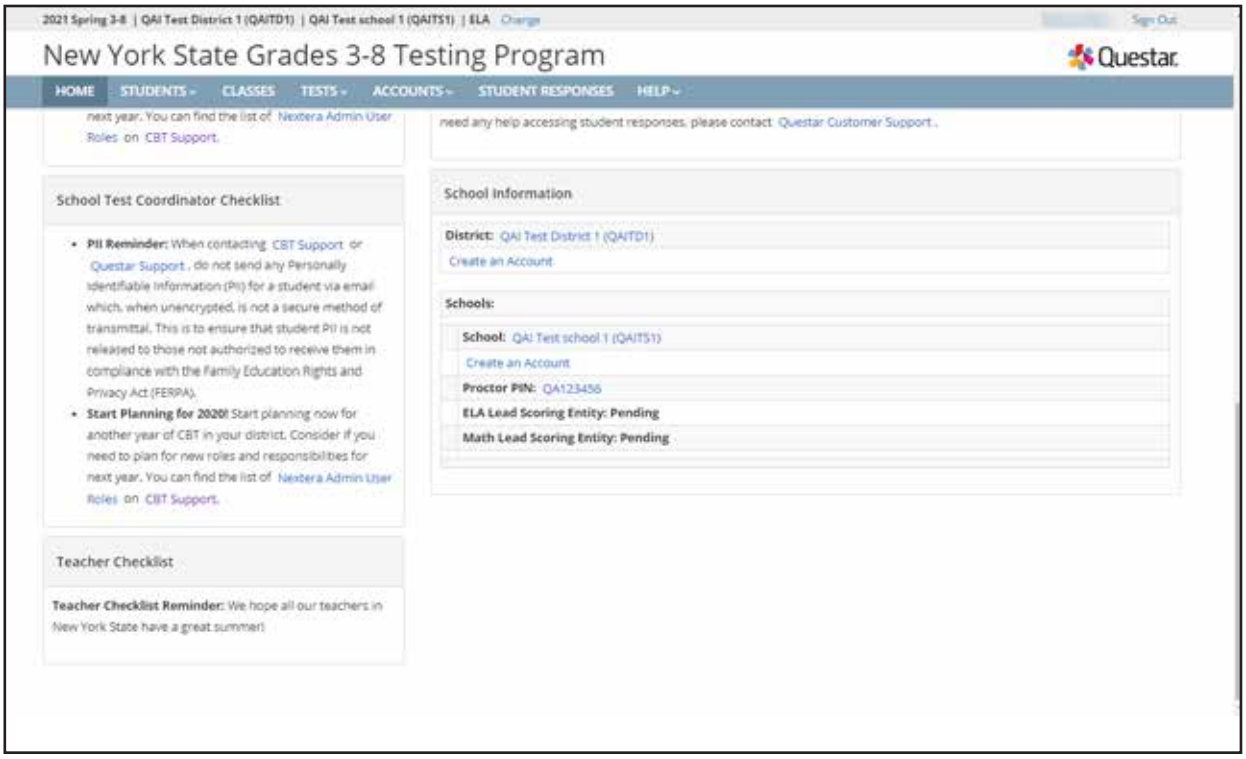
3. The applicable school's page displays.



School Test Coordinator

The School Test Coordinator's (STC) Home page includes

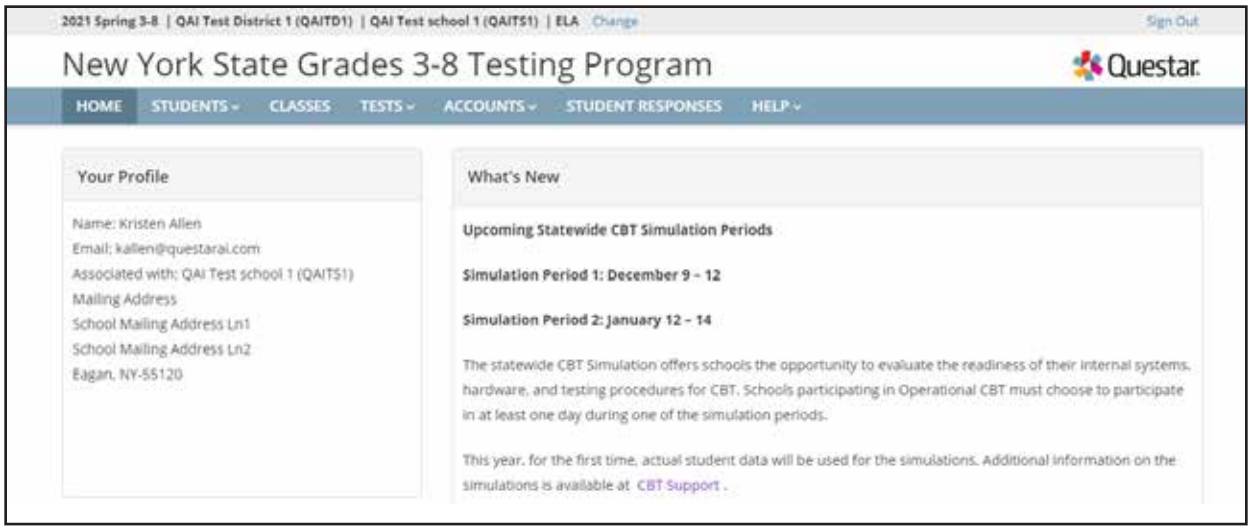
- Your Profile
- Administration Quick Links
- STC Checklist
- Teacher Checklist
- What's New
- School Information, including the Proctor PIN, which is required when a student needs to reactivate a paused test, and the school's CBT Lead Scoring Entities for English Language Arts and Mathematics



Teacher

The Teacher's Home page includes

- Your Profile
- Administration Quick Links
- Teacher Checklist
- What's New

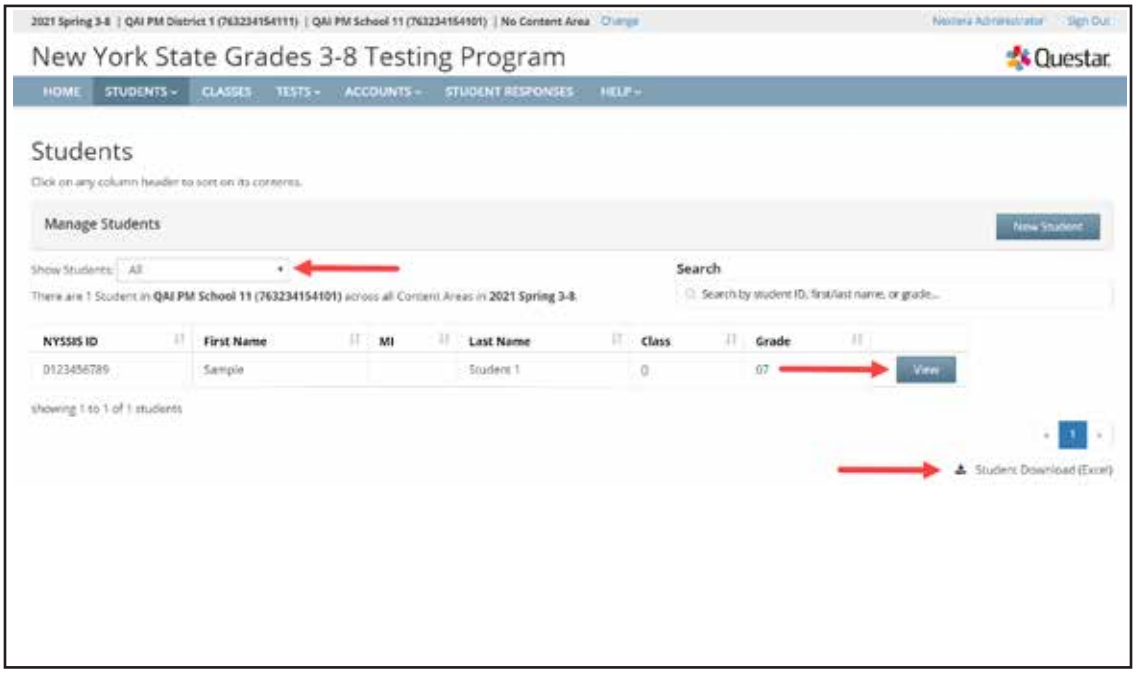


Students Tab

Based on the user's role, the Students tab allows users to view, make changes, and add students in the Nextera™ Admin system. STCs, DTCs, and Teachers can make changes (e.g., setting Not Tested codes) and add students in the Nextera™ Administration System. To access all students, users must verify they are viewing information for the appropriate school.

To View Students

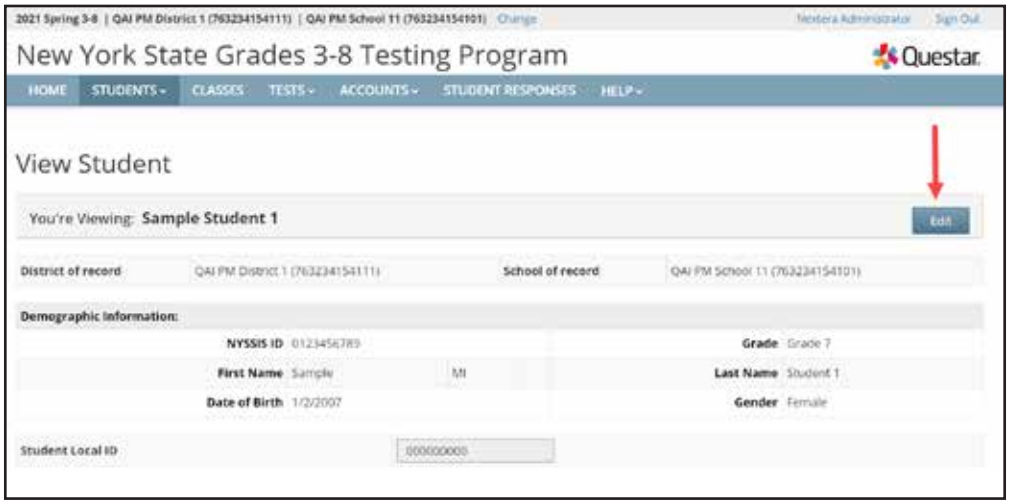
1. Select **Students** from the **STUDENTS** tab. The list of all students displays. The students appear in a list with New York State Student Identification System (NYSSIS) ID, first and last name, class assignment, and grade.
   - Click the up/down arrows in the column headings to sort users.
   - Click **View** to view student details and make changes, such as adding student testing accommodations, if permissions allow.
   - Use the "Show Students" drop-down list on the upper left to tailor your view of students by assigned to any class, finished all testing, not assigned to any class, testing, and assigned not testing code.



2. To download the list of students, select the **Student Download (Excel)** link in the lower right corner of the screen.
   - The downloaded list of students will show all student testing accommodations that have been set for each student. Students are listed on a separate line in the report for every testing accommodation that has been set for the student.

3. To view the details of a particular student and make changes to that student (if permissions allow), select **View** for the applicable student. The student information displays, including the student's name, grade, date of birth, NYSSIS ID, local ID, class name, and accommodation options.

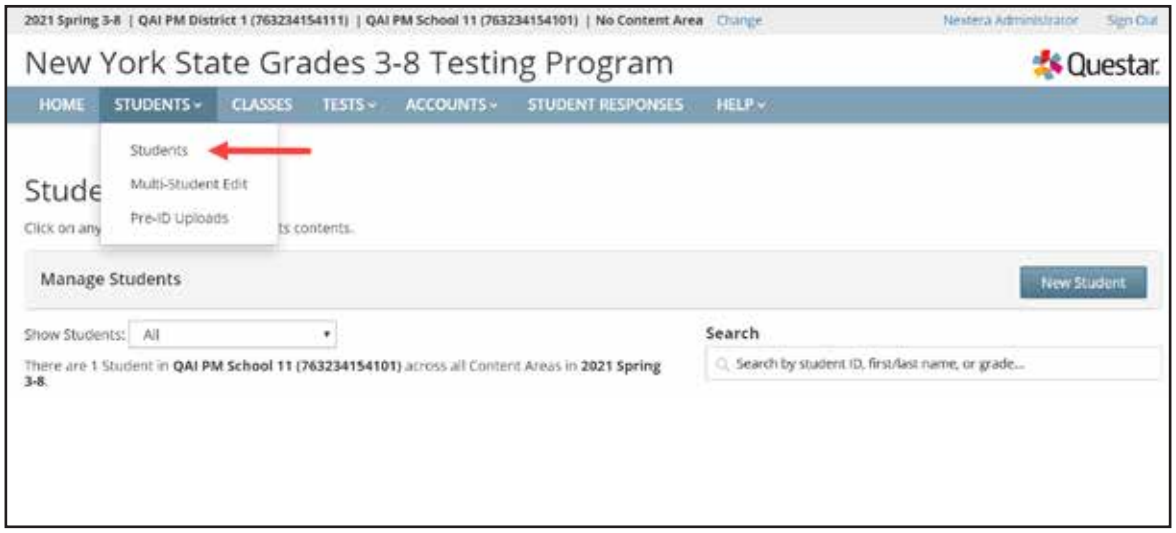
   - Click **Edit** on the upper right to make changes to the student's information or to set testing accommodations.



4. To return to the Class List, use your web browser's back button.

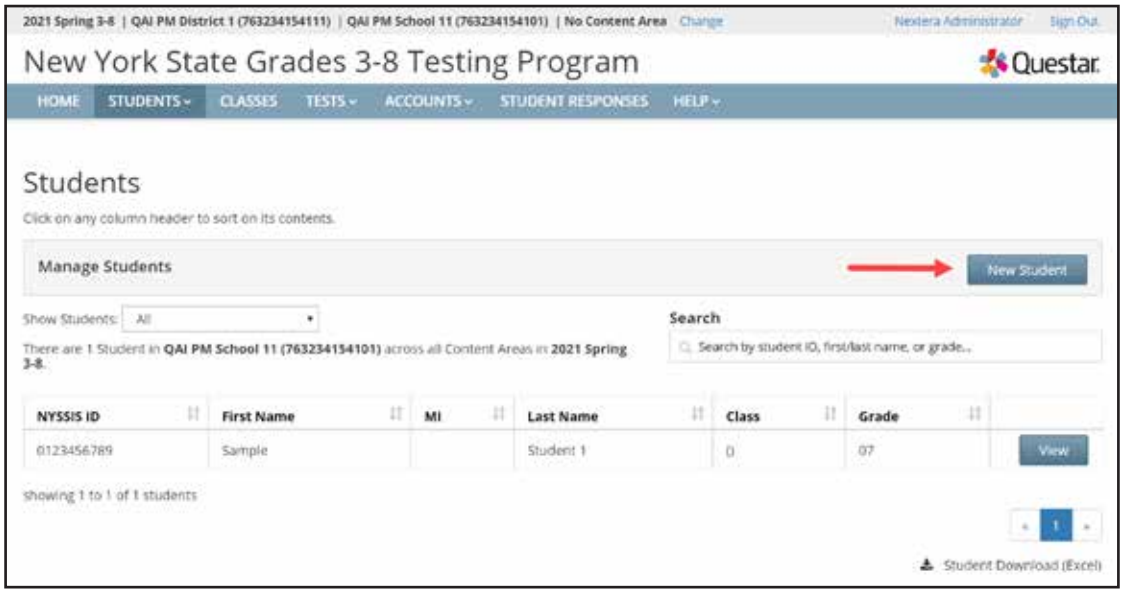
To Add or Edit a Student (*School and District Test Coordinators only*)

1. Select **Students** from the **STUDENTS** tab.



2. To add a student:

   - Select **New Student** on the upper right of the Students page.



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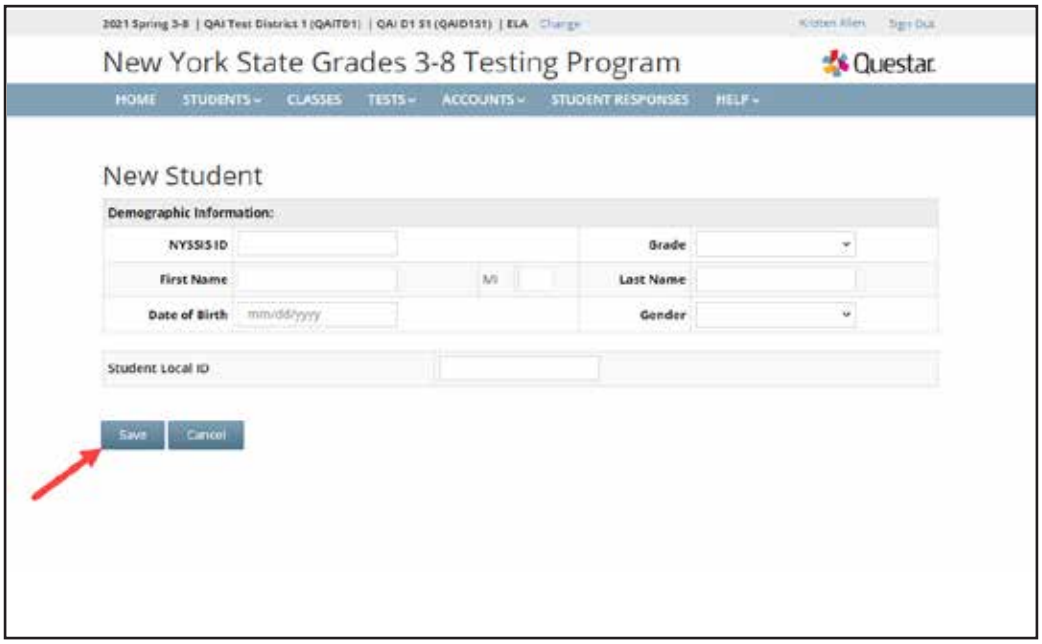
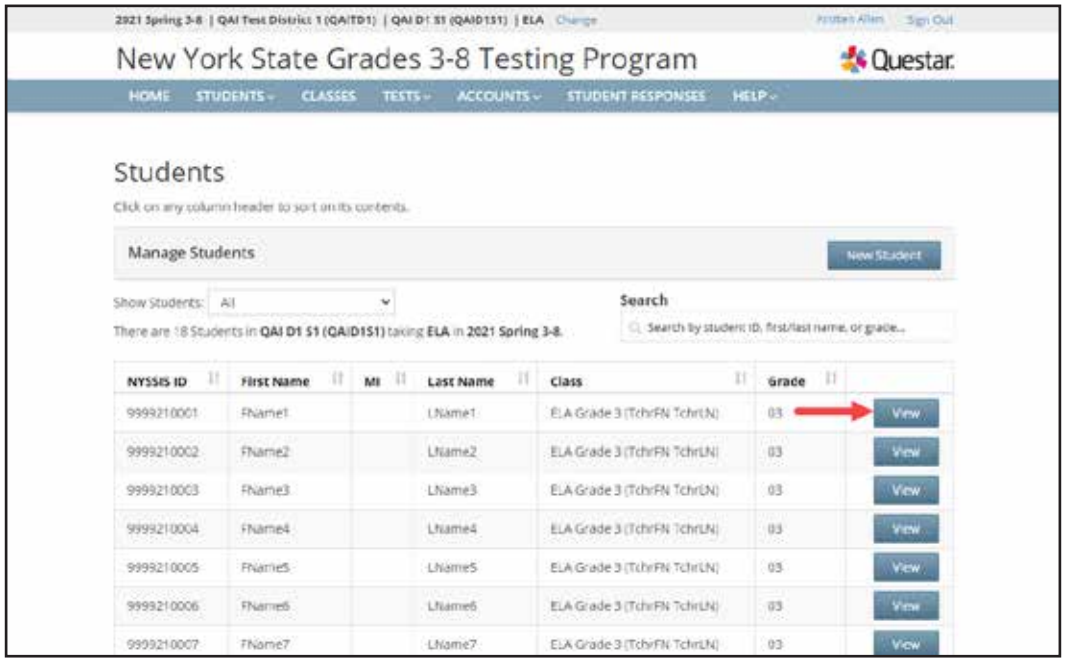
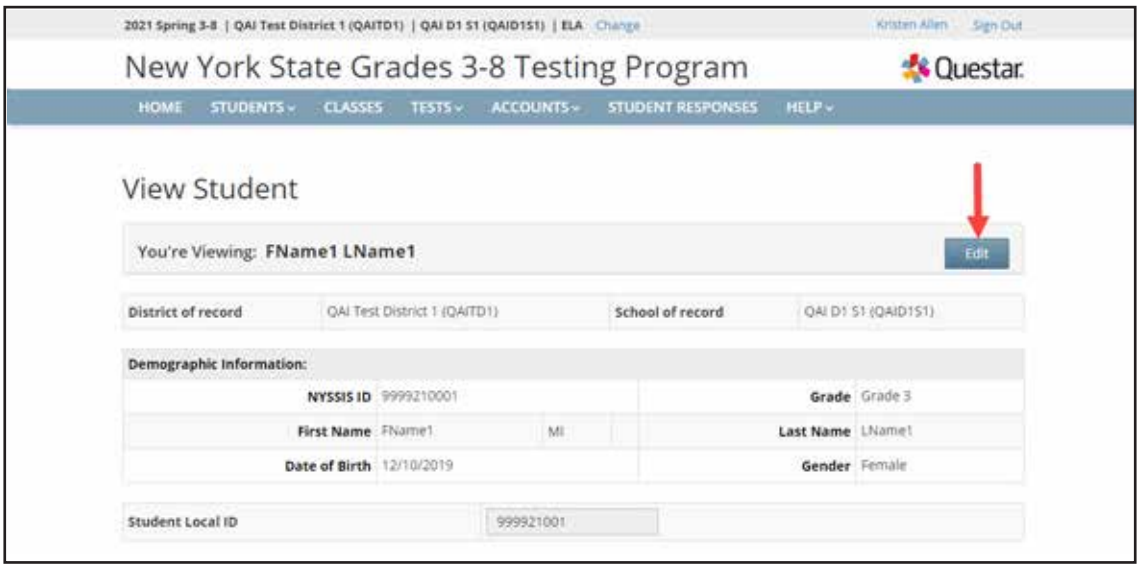
- Enter the new student's information and click **Save**. The bold text on the New Student page indicates required information to create a new student (NYSSIS ID, Grade, First Name, Last Name, and Date of Birth). Local Student ID is also required.
- When creating a new student, you can assign that student to a class in Nextera™ Admin before clicking **Save** or you can assign the student to a class as an additional step.



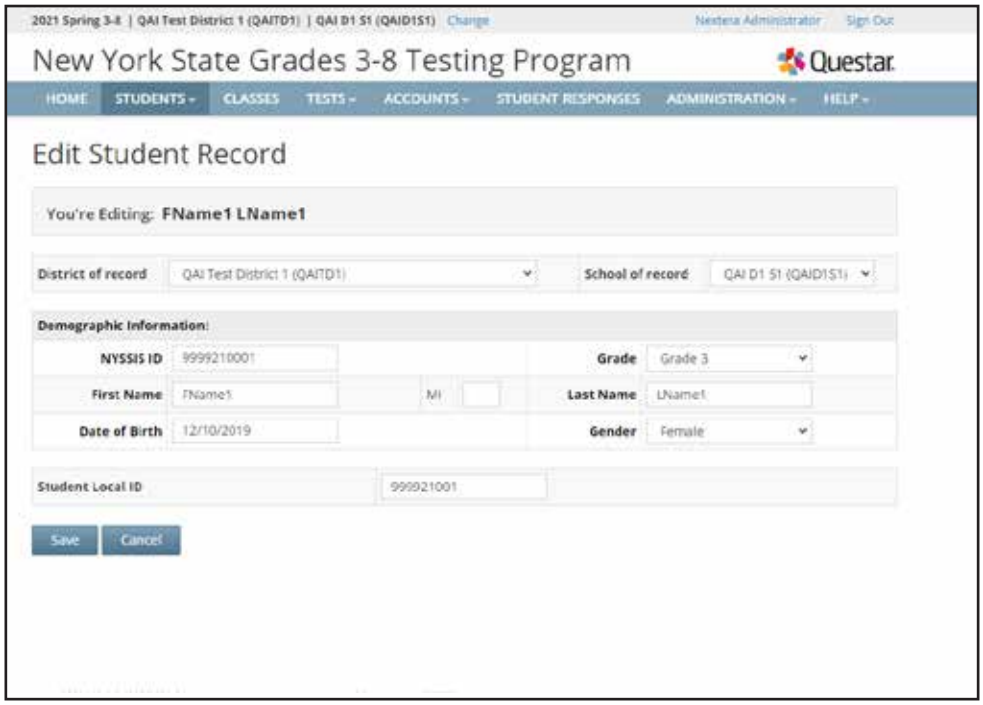
3. To edit a student:
   - Locate the student's name on the Students page (you can browse to the student's name or use the Search feature on the upper right) and click **View**.



- Click **Edit** on the upper right of the student's details page.

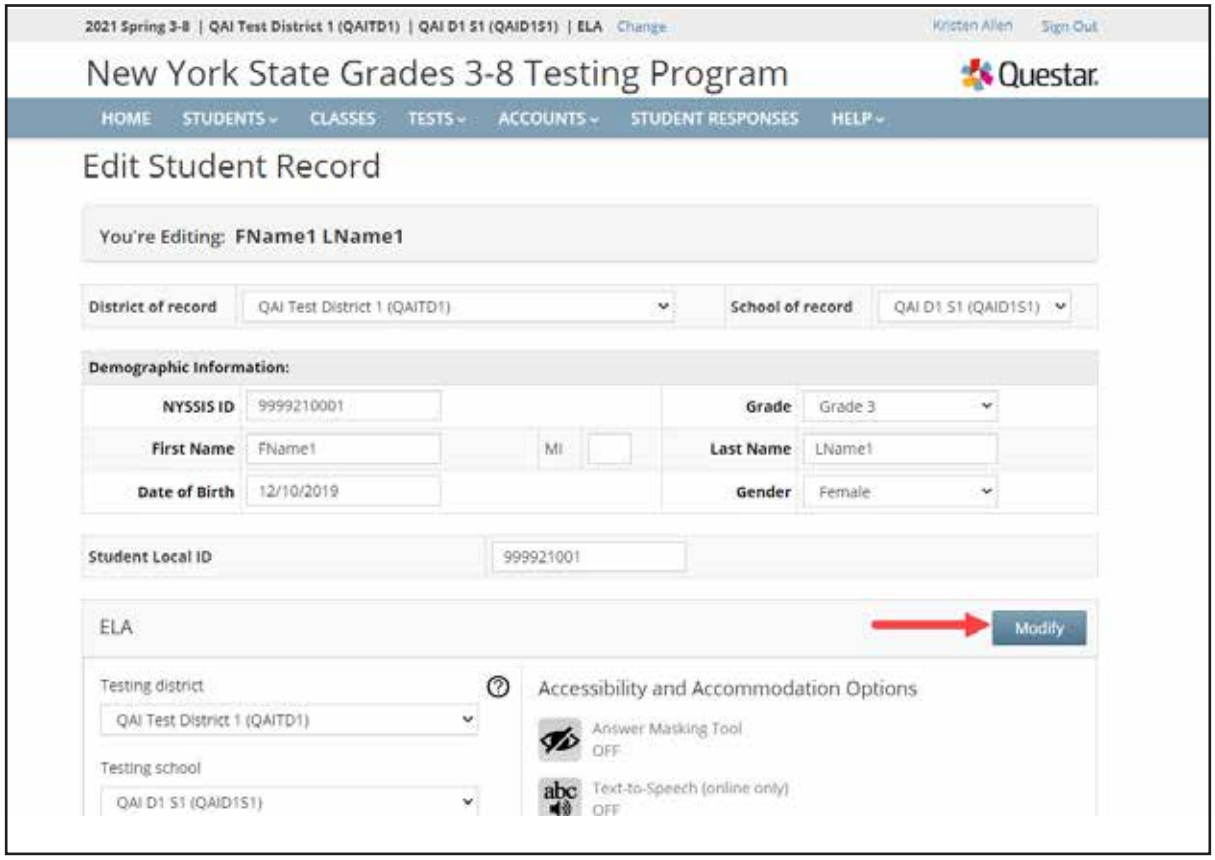


- To update the student's general information, edit the applicable field(s) and select **Save**.



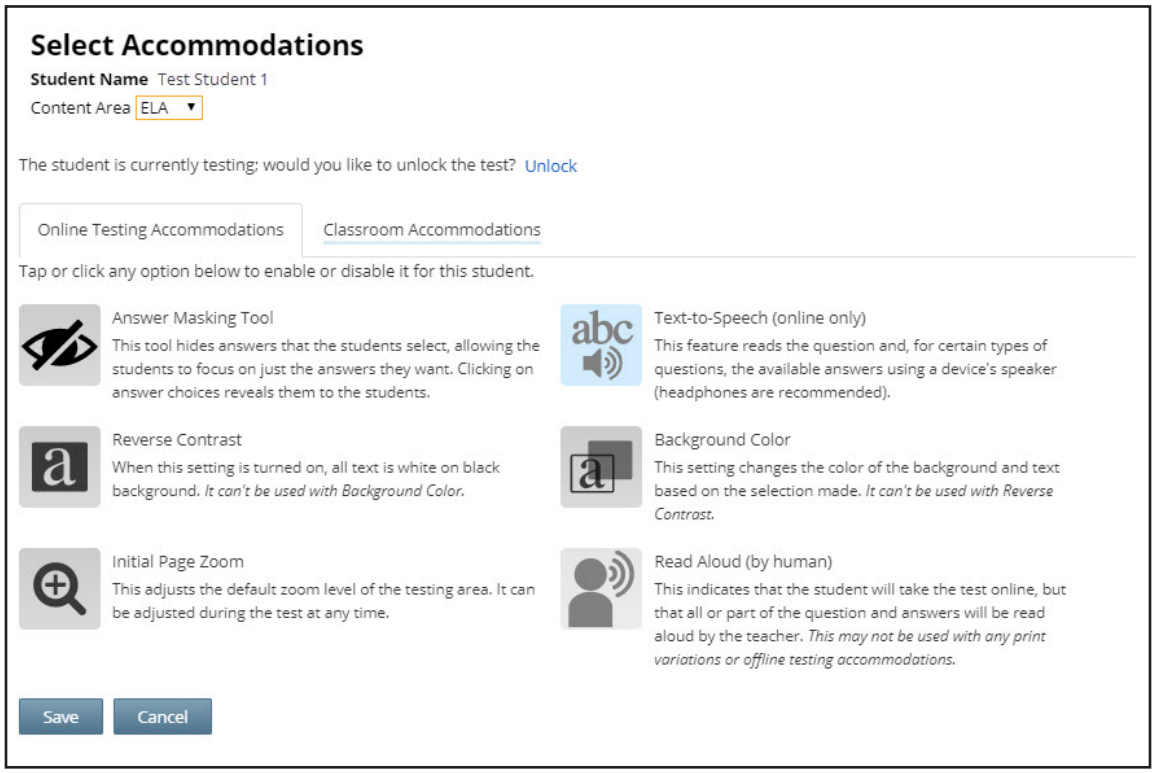
4. To add or edit a student's accommodations:
   - Locate the student's name on the Students page (you can browse to the student's name or use the Search feature on the upper right) and click **View**.
   - Click **Edit** on the upper right of the student's details page.
   - Scroll to the bottom of the Edit Student Record page and click **Modify** under the "Accessibility and Accommodation Options." The Select Accommodations screen pops up. Nextera™ Admin includes both online testing accommodations as well as classroom accommodations. Please note that classroom accommodations are accommodations that are managed outside of the Nextera™ Test Delivery System, such as for Flexibility in setting, Method of response, and more.

     For a description of the online testing accommodations options available in the Nextera™ Administration System, see **Appendix T: Nextera™ Test Delivery System Computer-Based Testing Accommodations**.



- To update or add an online testing accommodation, first select the **Online Testing Accommodations** tab (the Online Testing Accommodations tab is the default view).
- Click on the testing accommodation icon for the testing accommodation you want to add to the student's record.
- Click **Save** to add the online testing accommodation to the student's computer-based test.
- Click **Save** again on the Edit Student Record page to apply all changes to the student.

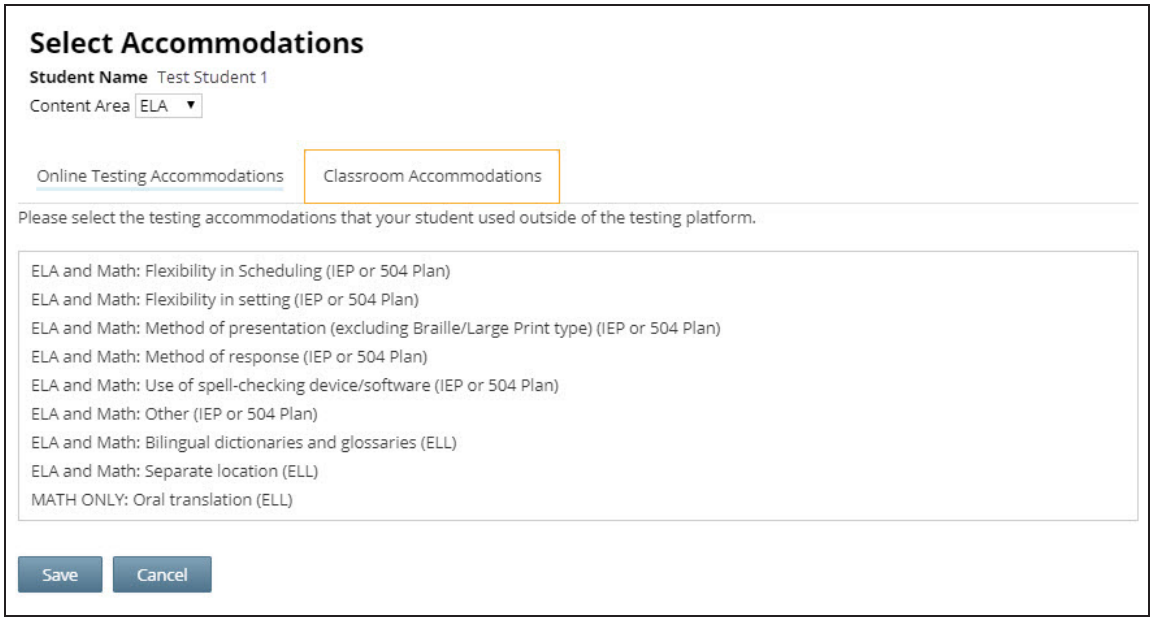
Note: a student must be assigned to a class in order to see the "Accommodations and Accessibility Options" panel on the Edit Student Record page.



To update or add a classroom accommodation, first select the **Classroom Accommodations** tab.

- Select the classroom accommodation you want to add from the list.
- Click **Save** to add the classroom accommodation to the student's record.
- Please note that these are classroom accommodations only; there is no online component to a classroom accommodation.
- Click **Save** again on the Edit Student Record page to apply all changes to the student's record.

Note: a student must be assigned to a class in order to see the "Accommodations and Accessibility Options" panel on the Edit Student Record page.

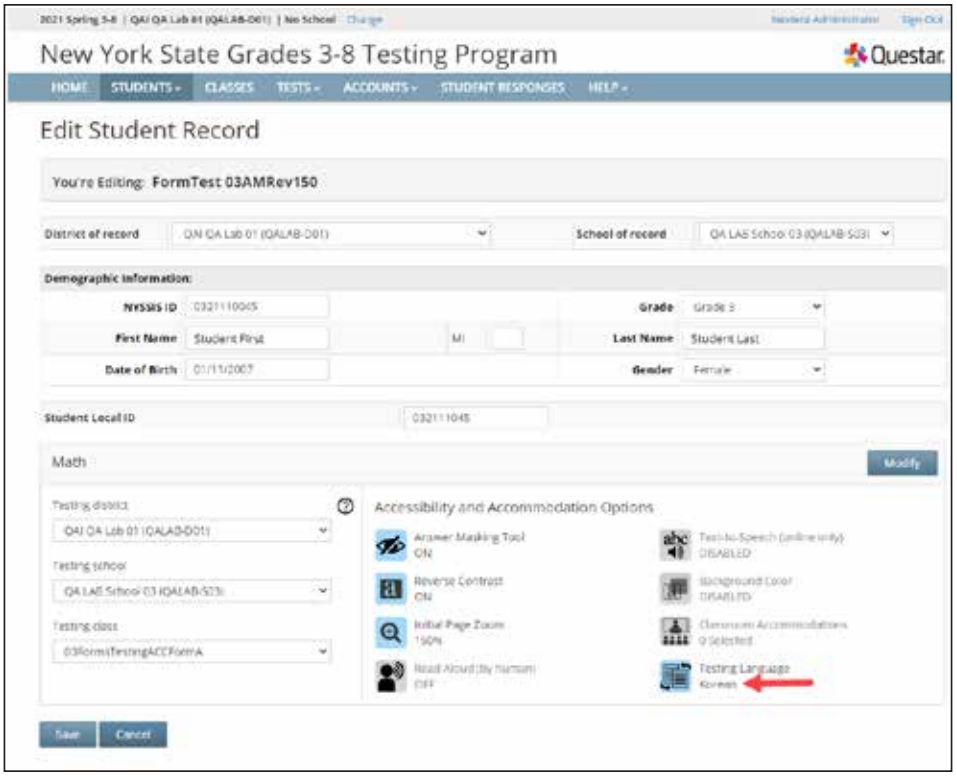


To Set a Student's Alternate Language for the Computer-Based Mathematics Test

To set an alternate language to display for the student's Mathematics Test in the Nextera™ Test Delivery System, such as Chinese (Traditional), Haitian Creole, Korean, Russian, and Spanish, you must first set the student's testing language to align with the alternate language that should display on-screen for the student's test.

- Locate the student's name on the Students page (you can browse to the student's name or use the Search feature on the upper right) and click **View**.
- Click **Edit** on the upper right of the student's details page.
- Select the alternate language from the drop-down menu next to "Testing Language."
- The accompanying alternate language accommodation icon displays in the "Accommodations and Accessibility Options" panel for mathematics, indicating that the alternate language is set for that student's computer-based Mathematics Test.

Reminder: To review student testing accommodations and alternate languages that have been set for students, you can navigate to any student details page or download the list of all students from the Students page. Student testing accommodations appear in downloadable reports.

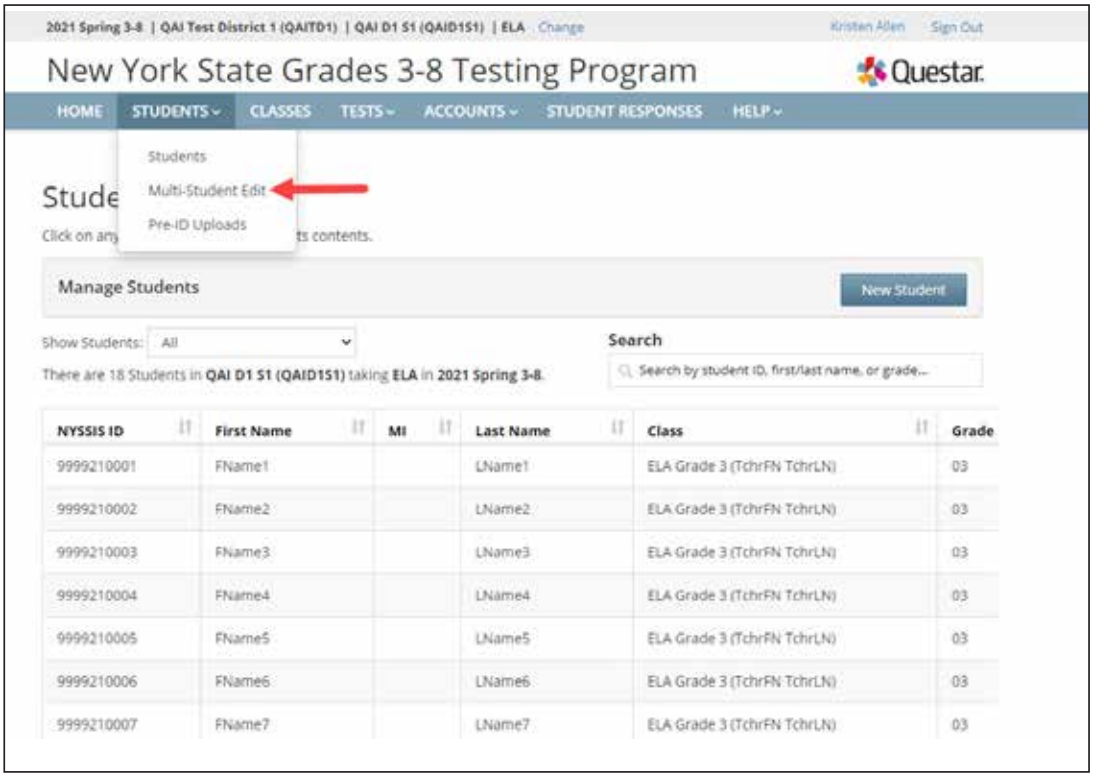


Multi-Student Edit

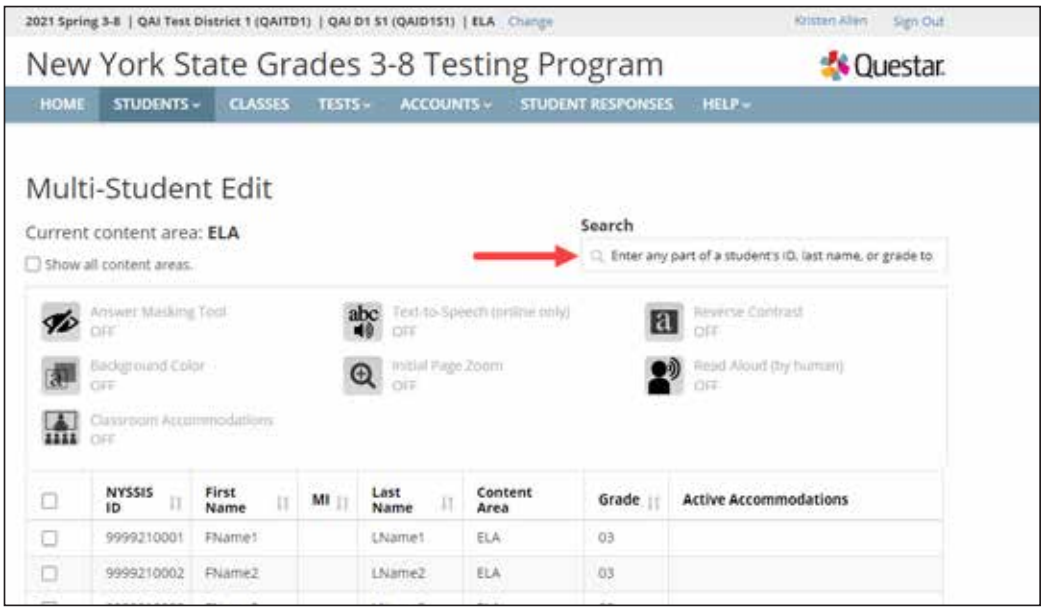
This feature allows you to add or edit student testing accommodations to any student in the school from one location. Navigating to the Multi-Student Edit page provides access to all students, with the ability to set individual or multiple accommodations for individual students or for a group of students from one location. Accommodations are set only for selected students.

- Changes made using this function will affect all selected students.
- Selecting students, clicking on accommodations icons, and clicking **Save** will overwrite any previously set accommodations, so it is important to be careful with student selections (the check box to the left of a student's name).
- You can select multiple students to set the same accommodation(s) to multiple students at one time.
- After clicking **Save** all student check box selections will clear.
- You can return to the Multi-Student Edit page to update student testing accommodations, including Classroom Accommodations, at any time before testing, but you must reselect any previously set accommodations when updating any selected student's testing accommodations.
- You can also set student testing accommodations for an individual student from the student's details page.

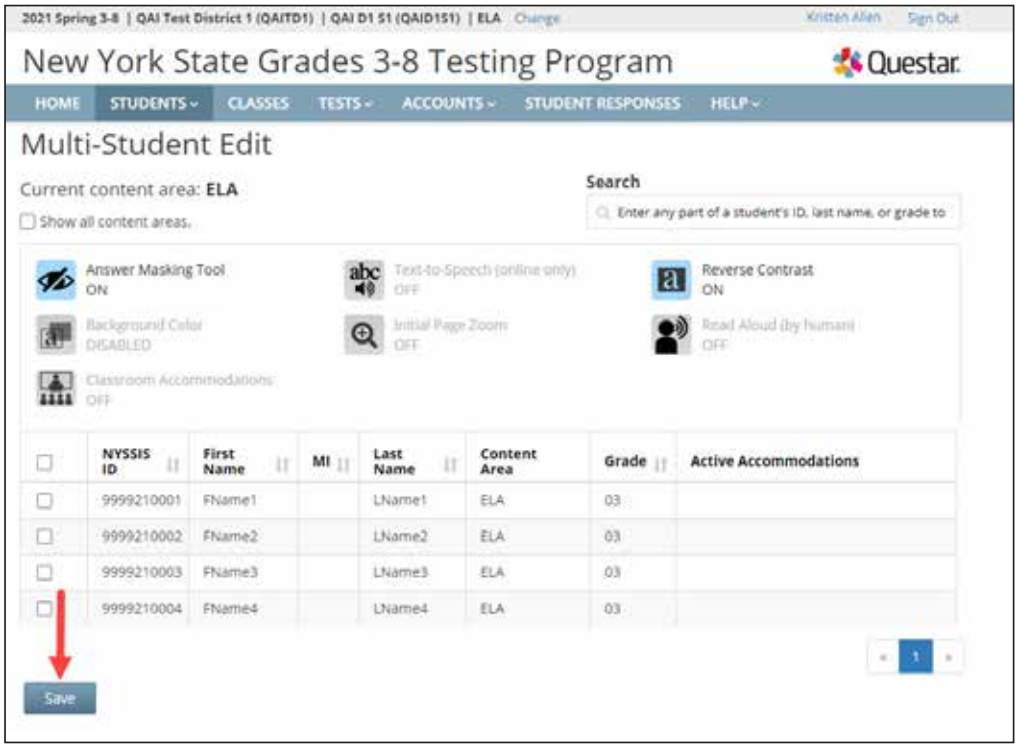
1. Select **Multi-Student Edit** from the **STUDENTS** tab.



2. Locate the students' records you would like to edit using either the search bar or browsing through the list of student results.

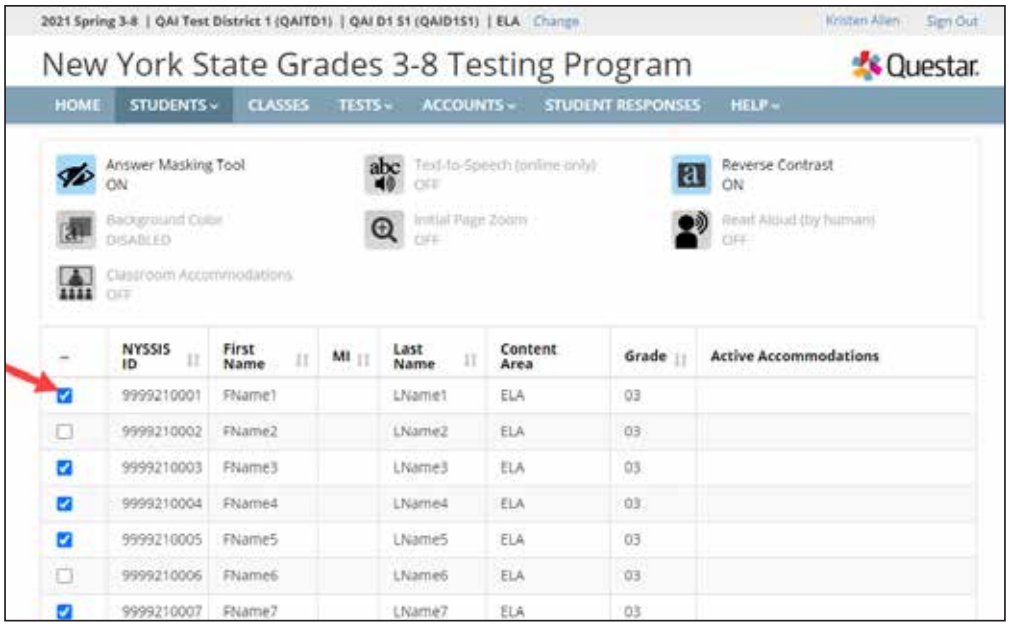


3. **Check the boxes** on the left next to the students' names you would like to edit.

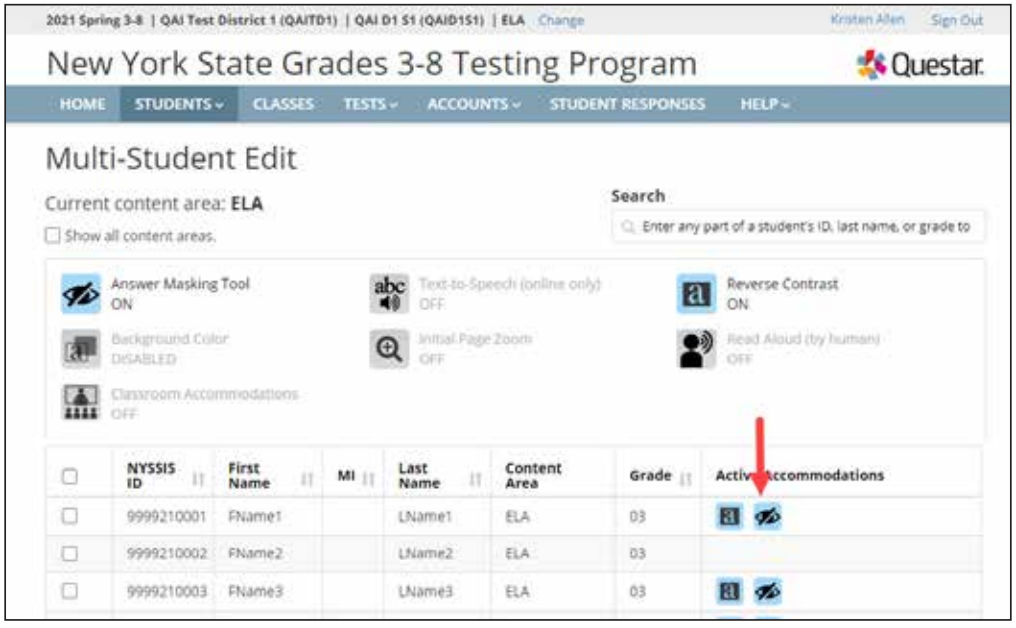


4. Click the icon next to each accommodation you would like to turn on or off for the students and click **Save** to save your changes.

   - You will see the accommodations icons appear to the right of the student's name after you click **Save**.
   - If you click the Classroom Accommodations icon, the list of classroom accommodations will display, allowing the user to select check boxes for the needed classroom accommodation. Click **Apply** and then **Save** to add a classroom accommodation to a selected student.
   - After clicking **Save** all student check box selections will clear.
   - If you want to add additional accommodations to a group of students or an individual student, you must select the student by clicking the **check box** on the left next to the student's name.



   - You can confirm that accommodations are correctly set for your students.



Appendices

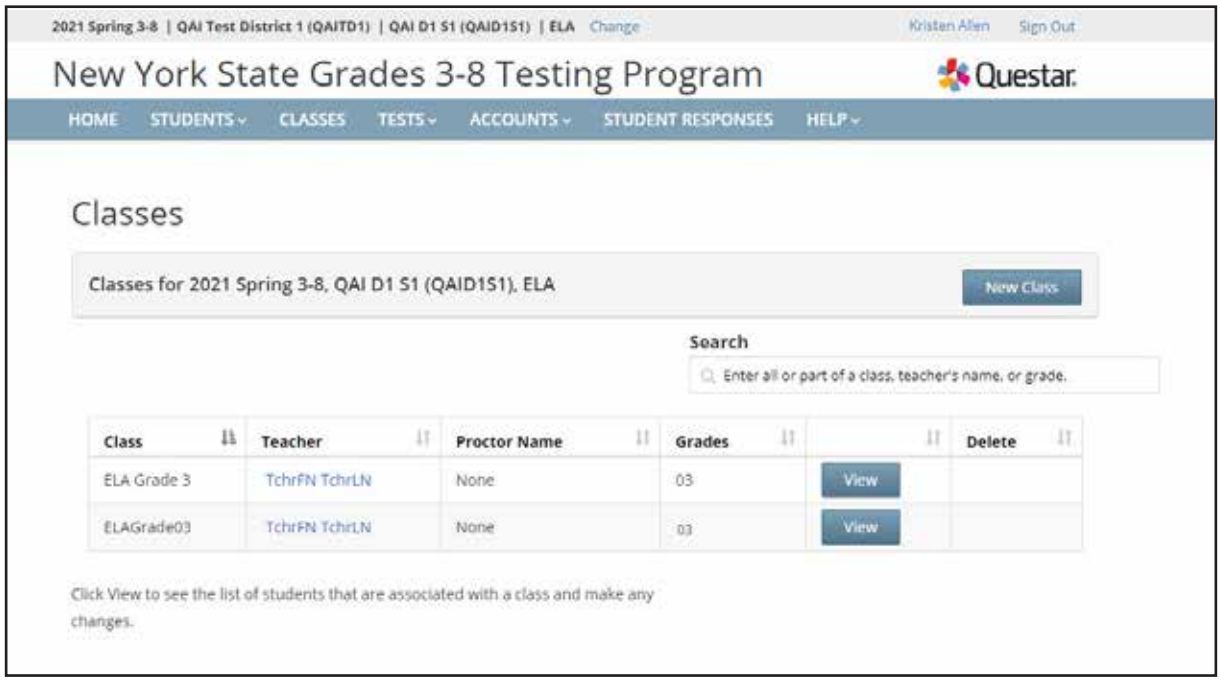
Classes Tab

Based on the user's role, the **CLASSES** tab allows users to view, make changes, and create classes in the Nextera™ Admin system. In New York State, students are loaded into Nextera™ Admin from the Level 2 Data Warehouse before each CBT administration. Students are loaded by grade-level enrollment. When navigating to the **CLASSES** tab for the first time, a user may see the enrollment classes that were loaded to Nextera™ Admin entitled "PRE ID" with the grade level. Users can edit the name of the populated class with all student enrollments or create new classes to group students, such as by testing accommodation, homeroom, and more. Each school can arrange student testing in a way that best fits their CBT needs. The "teacher role" in Nextera™ Admin is associated to a class only for CBT proctoring purposes.

- *Protip:* You can group students in a class from different grade levels, such as for creating a makeup testing class with students from all grades in Nextera™ Admin. The students in the class will all have the same test session access code, and the grade level associated to the student ensures the student is provided with the correct grade-level test in Nextera™ Admin.

To View and Edit a Class

1. Select the **CLASSES** tab. Review the list of classes. To see details regarding a class, select **View**.



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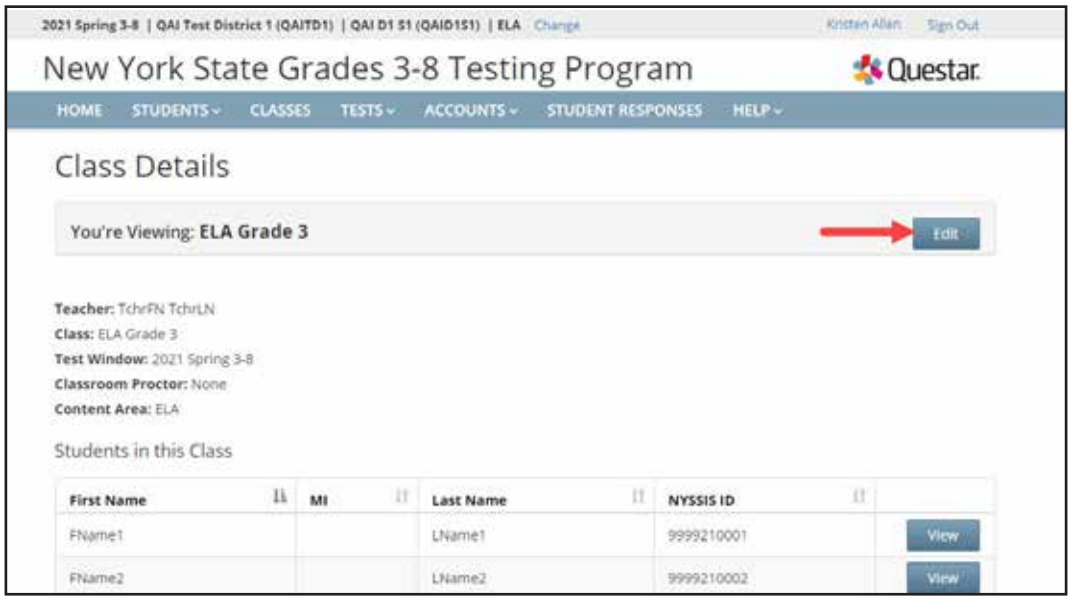
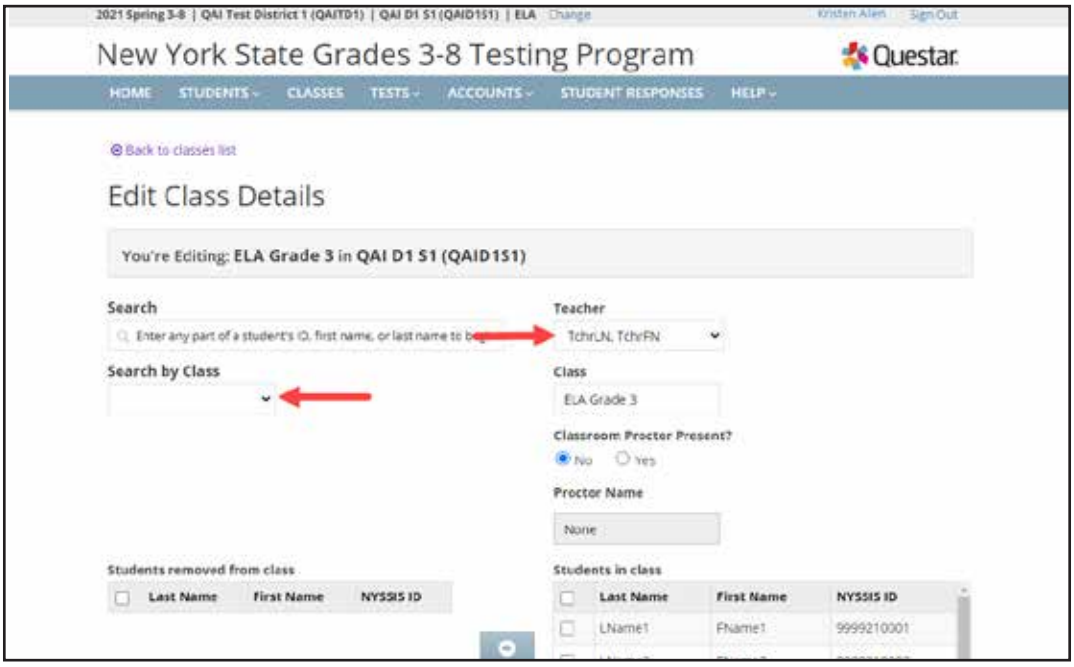
2. Information displayed includes the class name, teacher, class, test window, classroom, proctor, content area, and the list of students in the class.

   - To edit the class details, including adding or removing students associated with the class, click **Edit**.



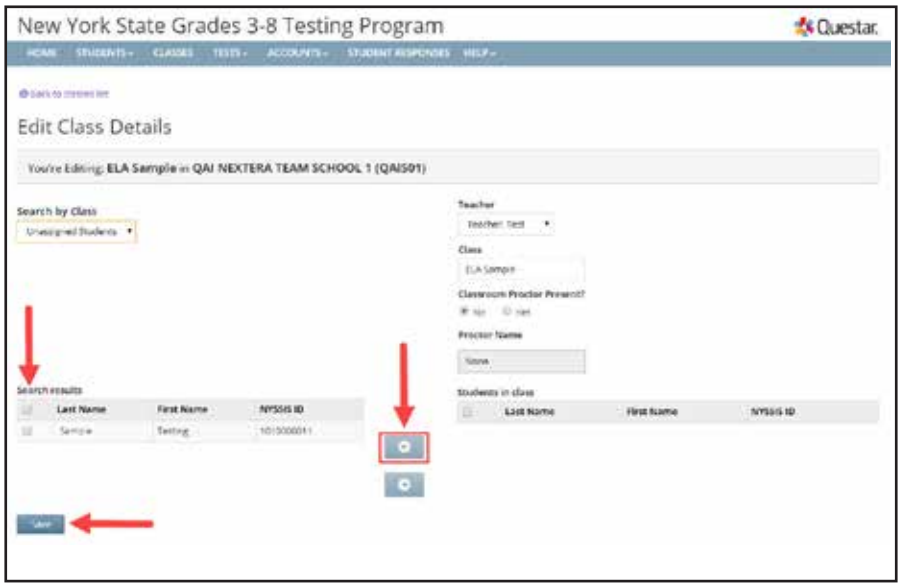
3. To change general class information (teacher, class name, classroom, proctor, etc.), update the applicable field(s) and click **Save**.

   - *Protip:* A teacher account must be active in Nextera™ Admin to appear in the drop-down list of Teachers to be selected and associated to a class.
   - To find students in different classes to add to a class, use the "Search by Class" drop-down menu on the upper left.

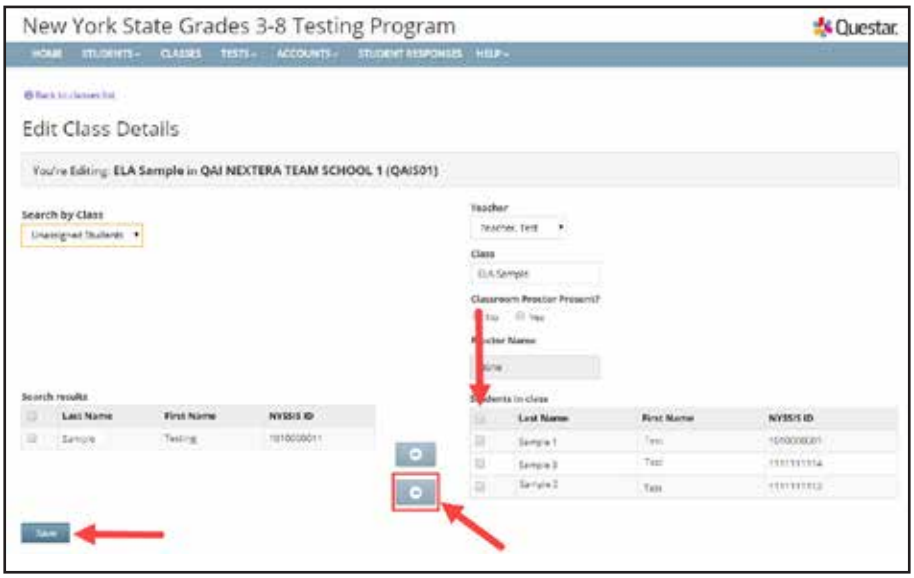


Appendices

4. To add students to the class:
   - Beneath the "Search results" list, select the **check box** (or **check boxes** to add more than one student at a time to the class list) to the left of a student's name.
   - Select the **right arrow** to move the student(s) to the "Students in class" list on the lower right.
   - Click **Save**.

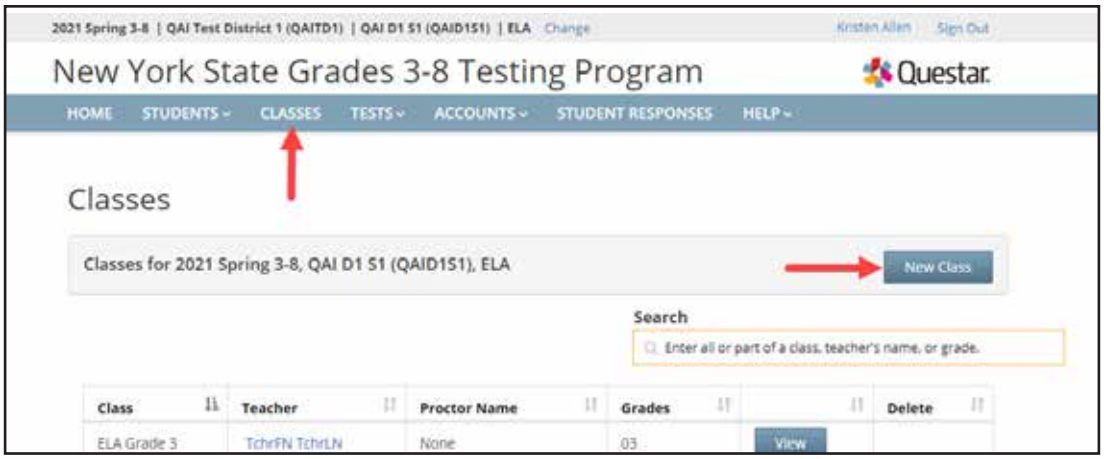


5. To remove students from the class:
   - Select the **check box** (or **check boxes** to remove more than one student at a time from the class list) to the left of the student's name in the right column.
   - Select the **left arrow** to remove the student(s) from the "Students in class" list.
   - Click **Save**.

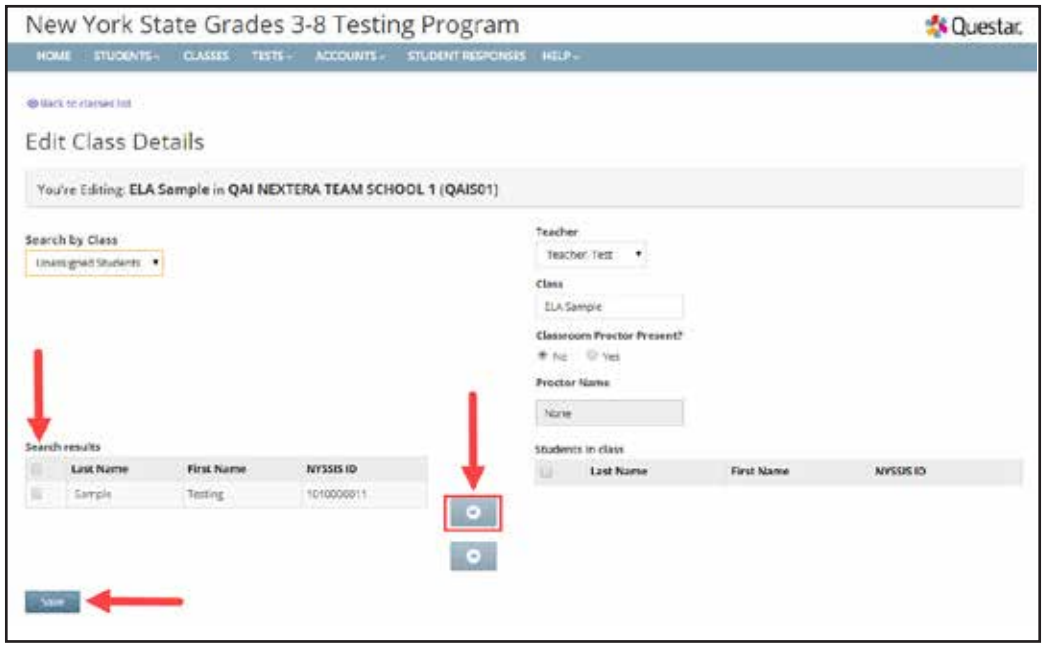


To Add a Class

1. Select the **CLASSES** tab. Select **New Class**.
   - *Protip:* You must have a content area, such as English Language Arts or Mathematics, selected on the "Change" menu in order to create a new class.

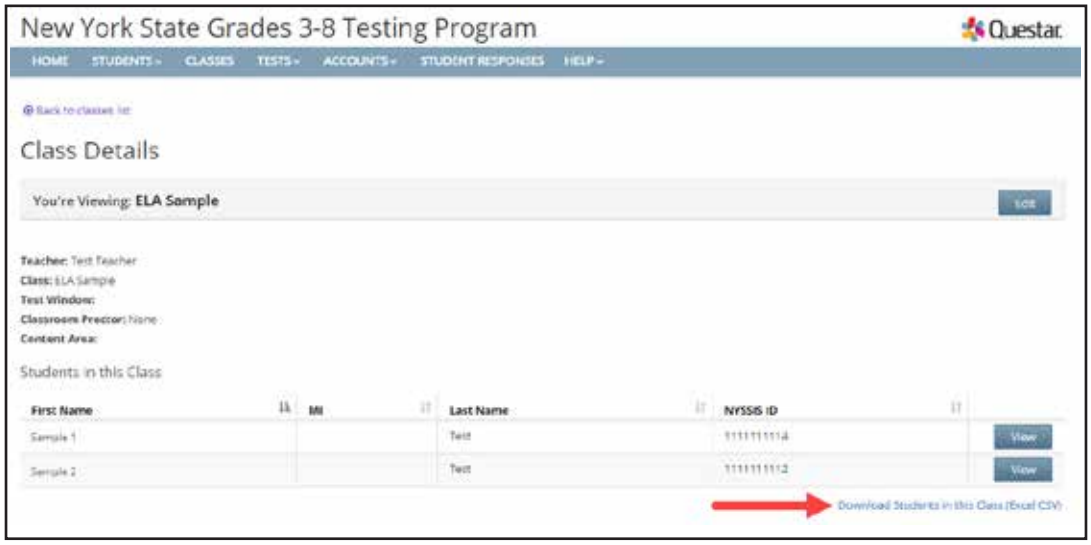


2. Enter the class details, including selecting the teacher from the "Teacher" drop-down menu, class name, and proctor information. (Proctors are not required but can be added if the school wants this information visible for the class data in Nextera™ Admin.)
   - Use the "Search by class" drop-down menu on the upper left to locate lists of students.
   - Add students by selecting the **check box** (or **check boxes** to add more than one student at a time to the class list) to the left of a student's name.
   - Select the **right arrow** to move the student(s) to the "Students in class" list on the lower right.
   - Click **Save.**



Appendices

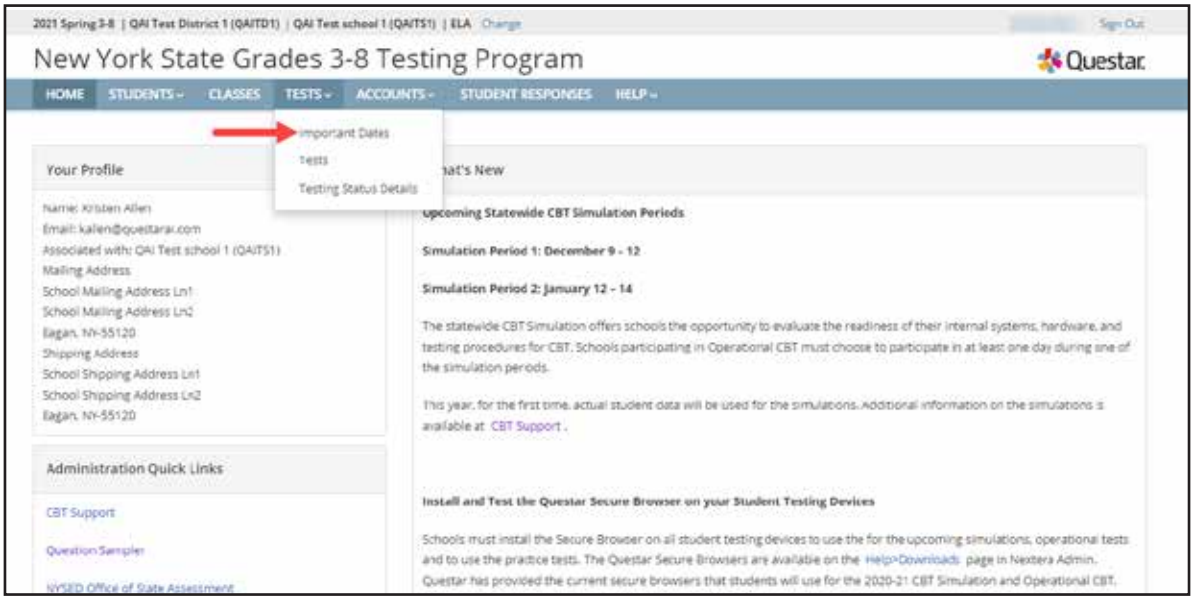
- Navigate to the Class Details page to download a list of all students in the class for review.



Tests Tab

Based on the user's role, the **TESTS** tab allows users to view important dates and test administration details, print student login tickets, designate students not taking the test, and track student progress of students who are actively testing. The **TESTS** tab includes the Important Dates, Tests, and Testing Status Details pages. The Tests page, which includes the ability to print student login tickets, and view session access codes, is only available directly before a content area testing administration. Check on CBT Support (http://cbtsupport.nysed.gov) to find out when the English Language Arts and Mathematics Tests page will be available to schools.

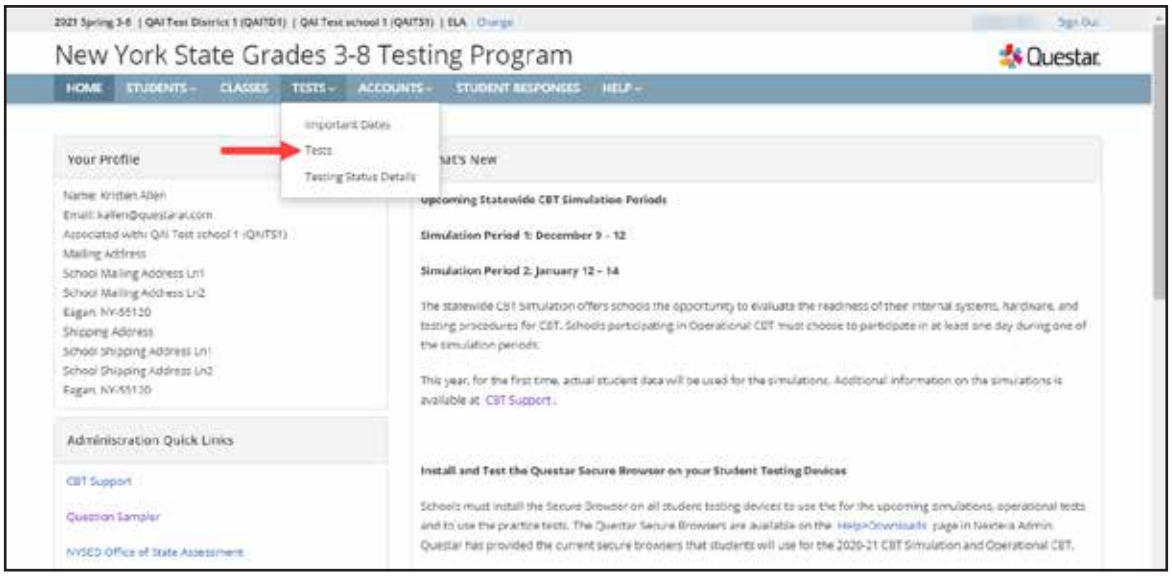
To view important dates, which include the testing dates for all CBT administrations, select **Important Dates** from the **TESTS** tab. The test dates are displayed for each CBT administration window.



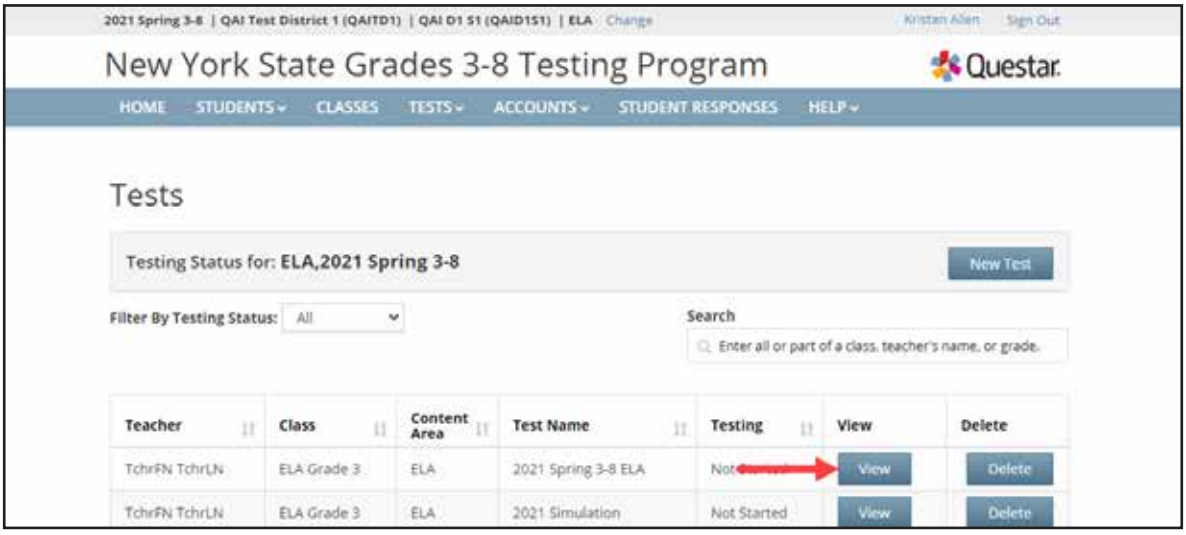
To View Tests, Session Access Codes, and to Designate Students Not Testing

There are two ways to set student Not Tested codes in Nextera™ Admin: either from the Tests page or from the Testing Status Details page. The latter is available to schools as soon as students are loaded and available in Nextera™ Admin. The former, from the Tests page, is available when the Tests page is opened directly before a content area testing administration.

1. Select **Tests** from the **TESTS** tab. Information displayed includes the teacher, class, content area, test name, and testing status.
    - As soon as the first student accesses their test in the Nextera™ Test Delivery System, the "Testing Status" will show "In Progress" for students in that testing class.
    - Click the up/down arrows in the column headings to sort classes on the Tests page.
    - The View Test page displays the student name, username and password, grade level, test form assigned to the student, testing status, total test questions completed, and start and end times.
    - The View Test page is refreshed every 60 seconds.

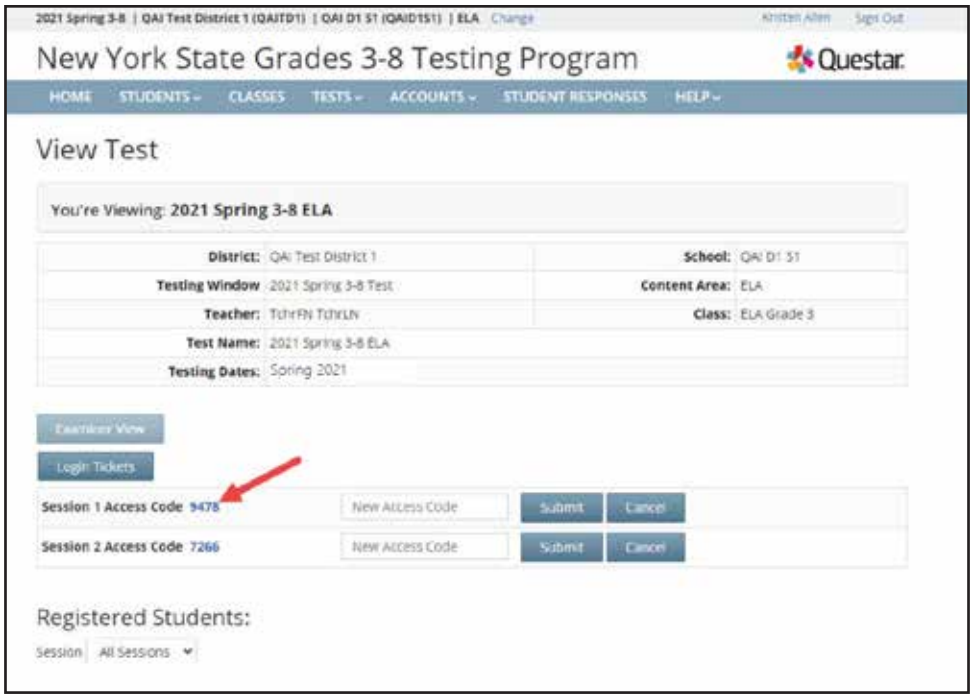


2. To view test details, select **View**.

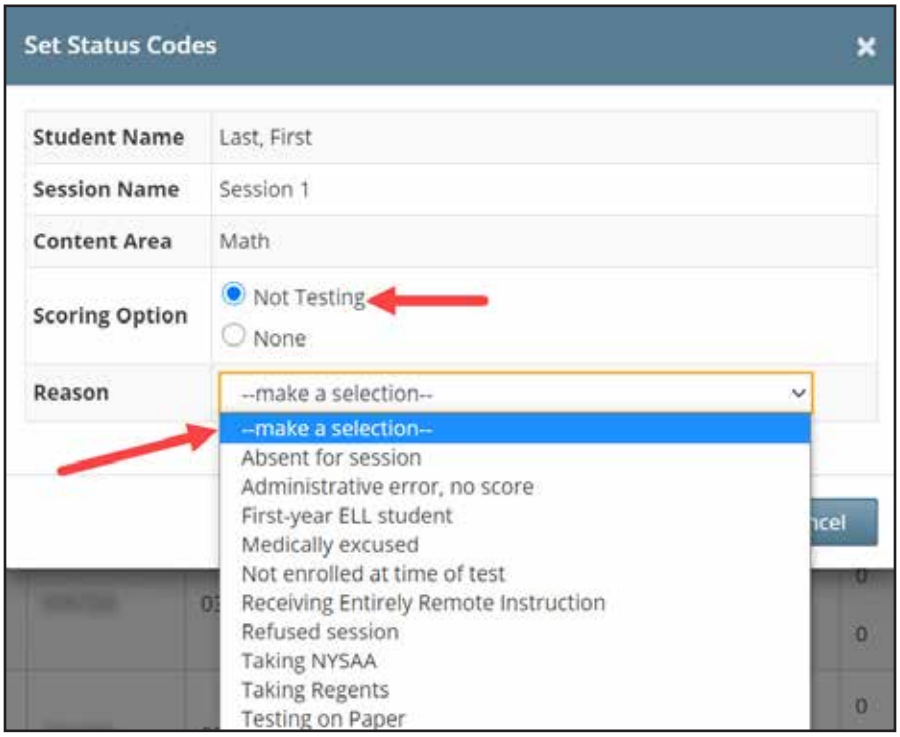


3. The View Test page displays test details, including the test progress, student status, and session access codes. The teacher will provide the session access code on the day of the applicable test session to students to allow them to start the test in the Nextera™ Test Delivery System.

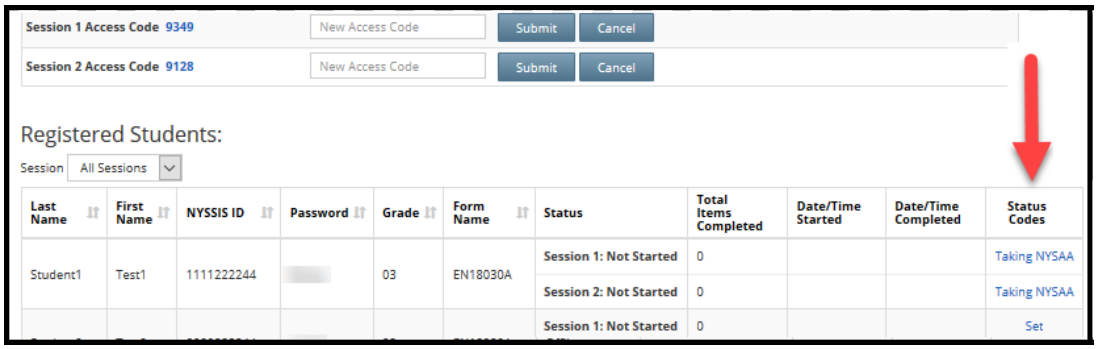
   - The session access code can be changed by entering a new code in the "New Access Code" field and clicking **Submit**.
   - The session access code is a secure testing material that should be distributed to testing classrooms on the morning of the test session.



4. To indicate that a student is not testing, locate the student's name in the class list and click **Set** in the "Status Codes" column.
    - For "Scoring Option," select **Not Testing** to view the list of Not Testing codes in the "Reason" drop-down menu.



    - Select the applicable Not Testing code.
    - Click **Submit**. You will see that a status code has been set for the student's test session.
        - Not Testing codes must be set for both test sessions if the student will not be testing in Session 1 and Session 2.
        - To download a list of students with their Not Testing codes, visit the Testing Status Details page for that class.



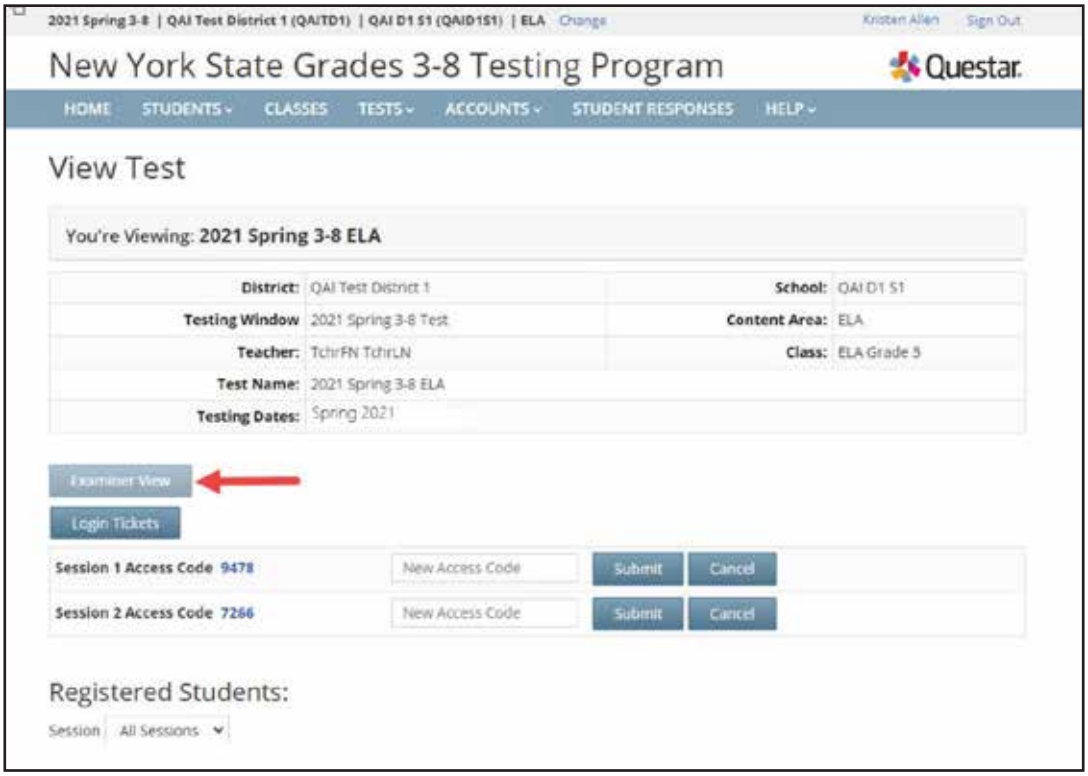
Examiner View

The Examiner View feature is helpful when you have an educator supporting testing who does not have or need access to the Nextera™ Administration System. The Examiner View allows the STC or Teacher associated to the testing class to open up a view of the active testing status for a testing class on a different user's computer without providing editing access to that testing class. The user can "examine" the testing status, including viewing student login tickets, but cannot edit any information associated to the test or students.

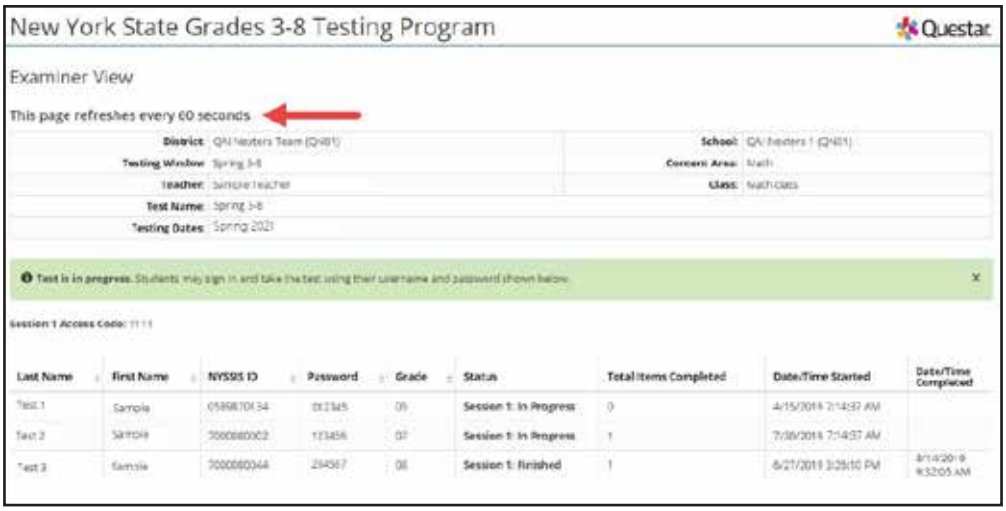
If you would like another educator to have access to individual student passwords and progress during the assessment and that educator does not have a user account in Nextera™ Admin, use this feature by completing the following steps:

To set up Examiner View:

1. As the STC or Teacher, on the **other** educator's computer, sign in to the Nextera™ Administration System with your username and password.
2. Select **Tests** from the **TESTS** tab.
3. Locate the applicable class and select **View**.
4. Click the blue **Examiner View** button on the View Test page.



5. This opens a new tab on the Web browser containing the session access codes, student passwords, and student testing progress. This tab will automatically refresh and display updated student progress information. Keep this tab open. On the first tab, **sign out** of the Nextera™ Administration System.
   - Now the other educator will have access to student progress during the assessment even though that educator does not have a Nextera™ Admin user account.
   - The testing status with student testing progress refreshes every 60 seconds.
   - The Examiner View shows student names, usernames and passwords, test status, the number of test questions completed, and start and end time stamps for every student.

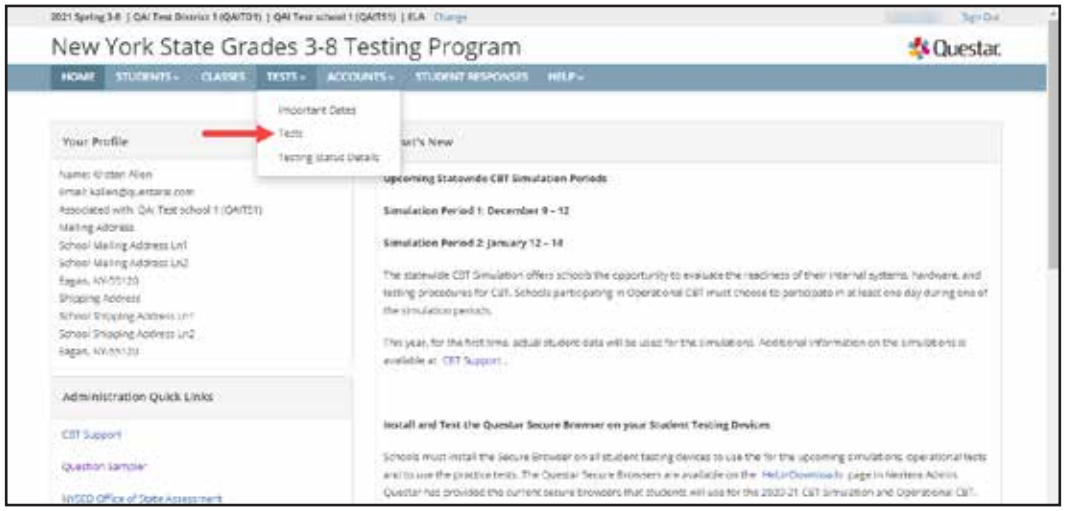


To Print Student Login Tickets (Labels)

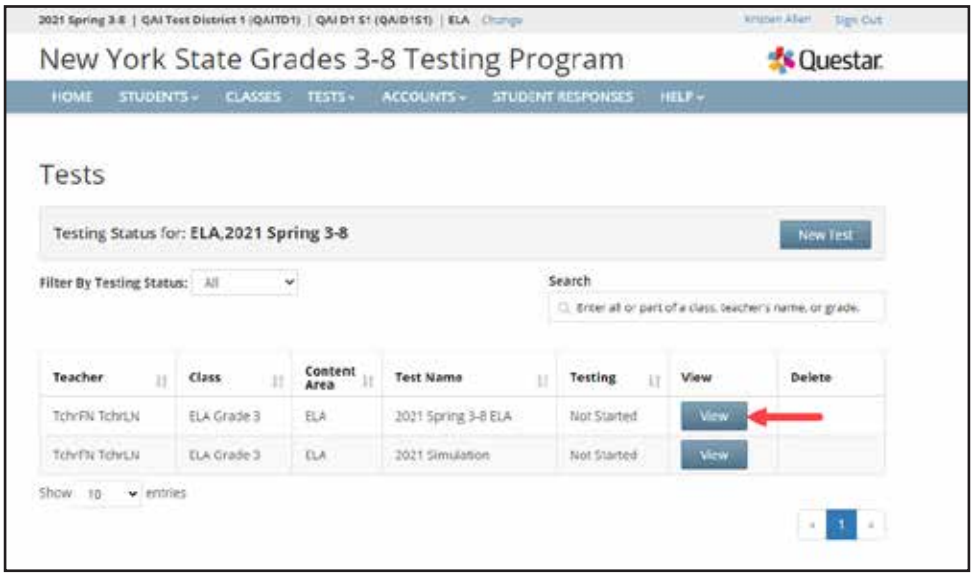
Each student in the class will need student login tickets to sign in to the test session. On the day of the computer-based test, the teacher will provide the access code to the students for that day's test session. Teachers may print student login tickets as labels.

To print the student login tickets as labels, complete the following steps:

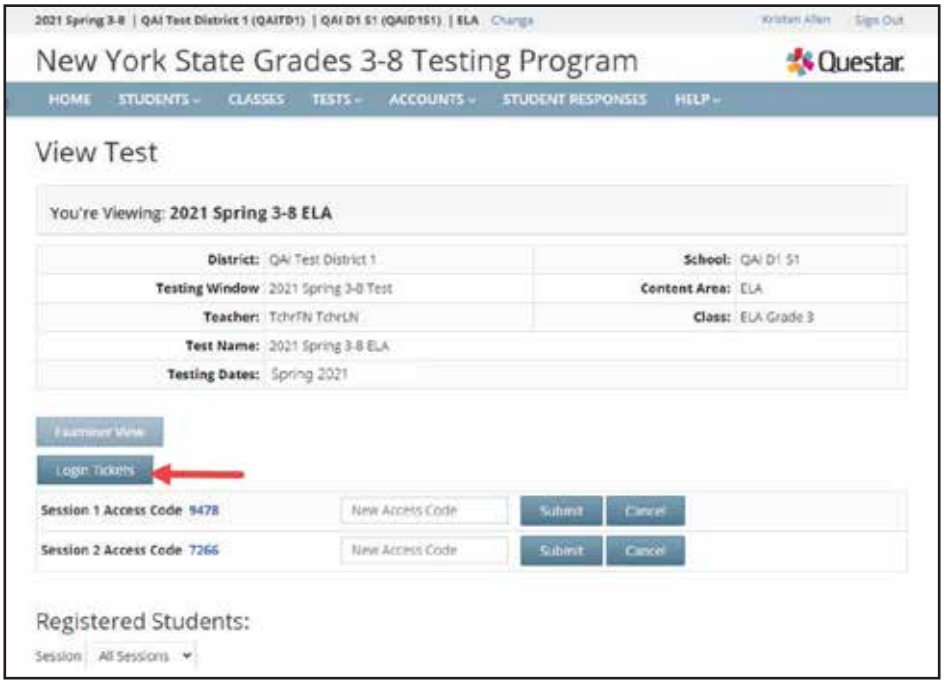
1. Select **Tests** from the **TESTS** tab.



2. Click **View** for the applicable test.



3. On the View Test page, click **Login Tickets**.



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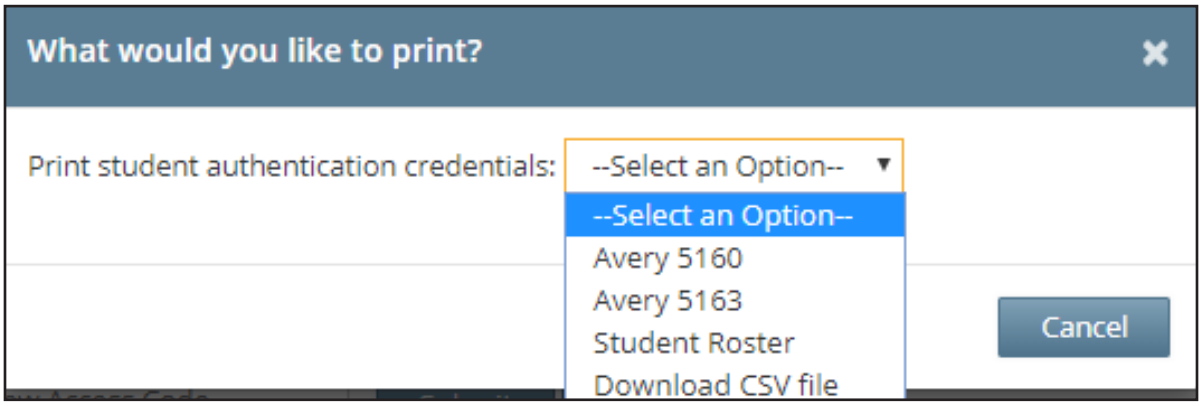
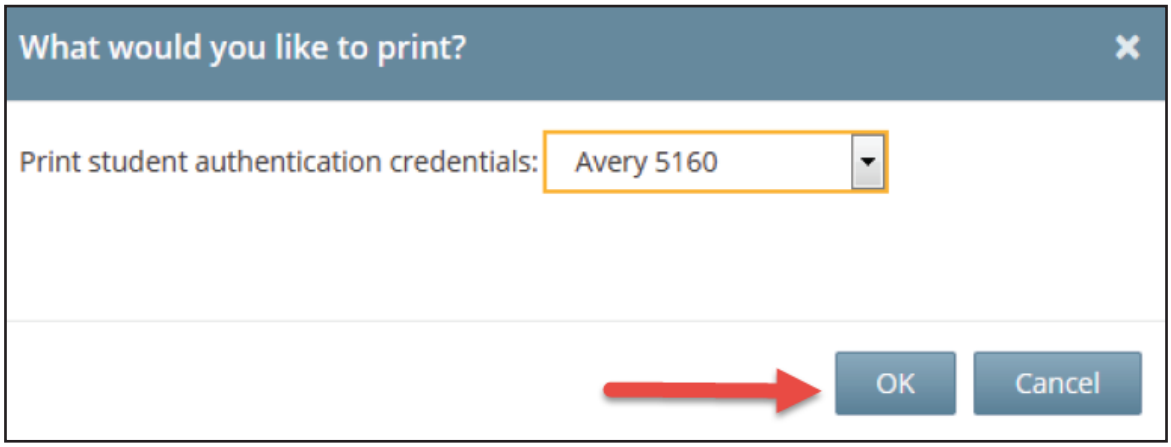
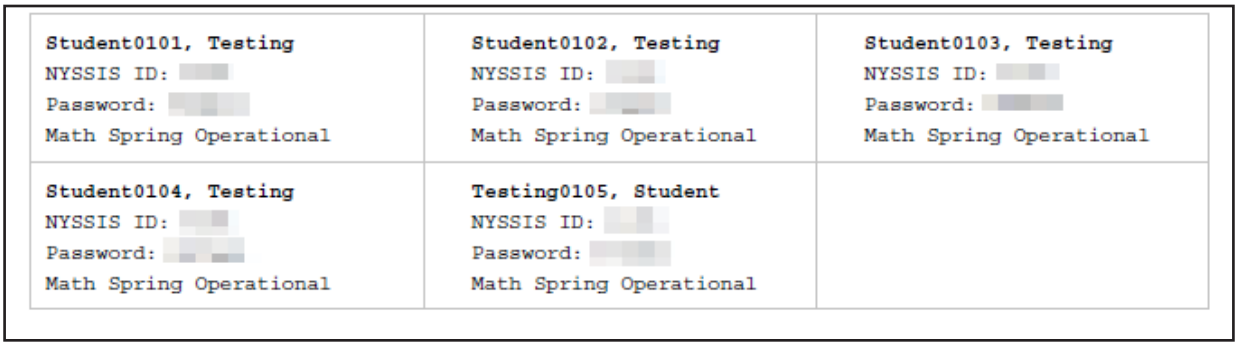
4. Select the **form option** from the printing drop-down menu.



5. Click **OK**.



6. The student login ticket labels display. Use the **Print** function to print the labels. Each label includes the student's name, user ID (NYSSIS ID), password, and test name.
   - All student login tickets or labels are secure testing materials and must also be stored in the safe or vault if they are printed prior to administration.

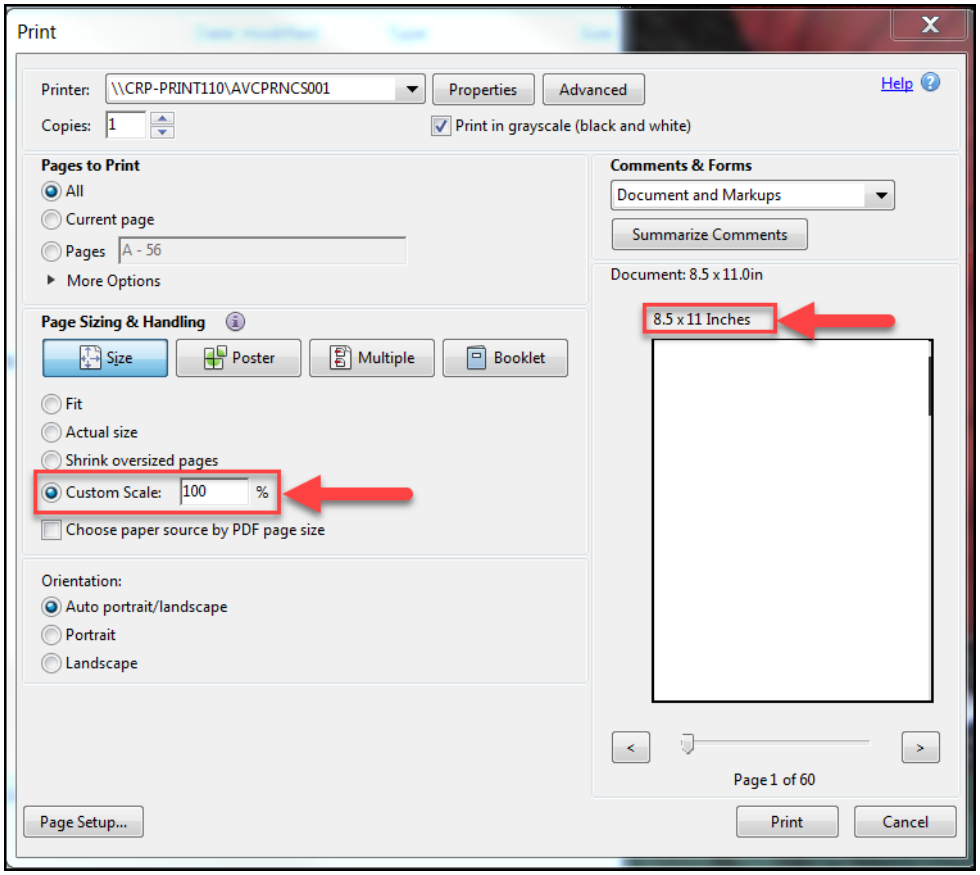


Student0101, Testing NYSSIS ID: Password: Math Spring Operational	**Student0102, Testing** NYSSIS ID: Password: Math Spring Operational	**Student0103, Testing** NYSSIS ID: Password: Math Spring Operational
Student0104, Testing NYSSIS ID: Password: Math Spring Operational	**Testing0105, Student** NYSSIS ID: Password: Math Spring Operational	

Troubleshooting Tip for Printing Student Login Tickets

If you are attempting to print student login tickets on label stock and the student login tickets are not aligning properly with the labels, try the following steps:

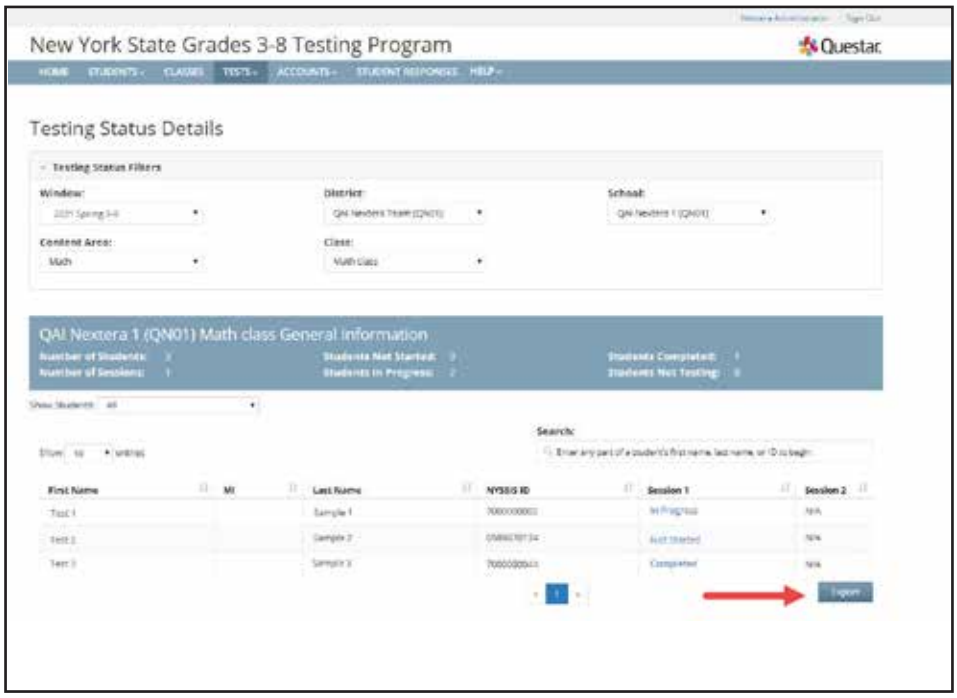
1. Save the .pdf file
2. Find the .pdf on your local drive and open it
3. File > print
4. Click "Custom Scale: 100%"
5. Be sure paper size says 8.5 x 11
6. Click Print



Testing Status Details

To review testing status details and to set Not Testing codes by session, you can visit the Testing Status Details page. When navigating to the Testing Status Details page, the user will have some testing status filters automatically populated based on permissions. DTCs will need to select the school for which they want to review a class's status details. STCs will need to select the class and content area for which they want to review a class's status details.

1. To review the status of tests in your district or school, select **Testing Status Details** from the **TESTS** tab.
    - Use the Testing Status filter feature to select testing window, district, school, content area, and class to tailor your view.
    - The testing status details display, showing each student with their testing status for each test session.
    - You can download the student testing status data into a spreadsheet by clicking **Export**.

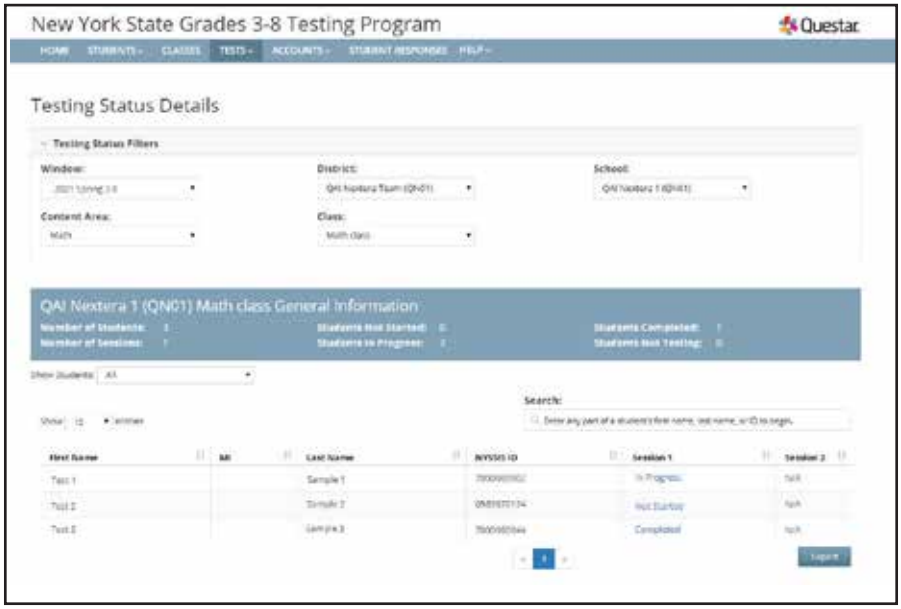


Appendices

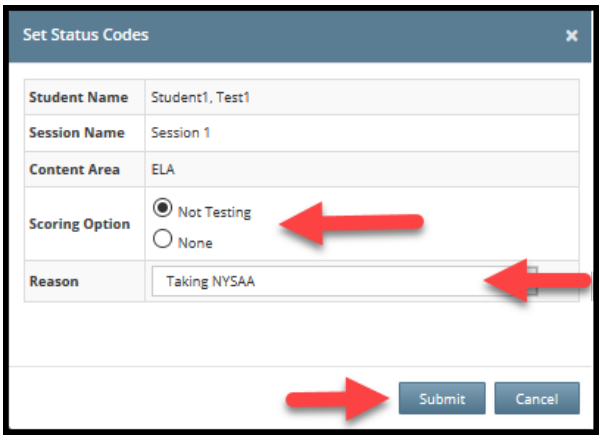
Setting Student Not Testing Codes

A student's testing status can be set to a Not Testing code as long as the student has not accessed the computer-based test in the Nextera™ Test Delivery System.

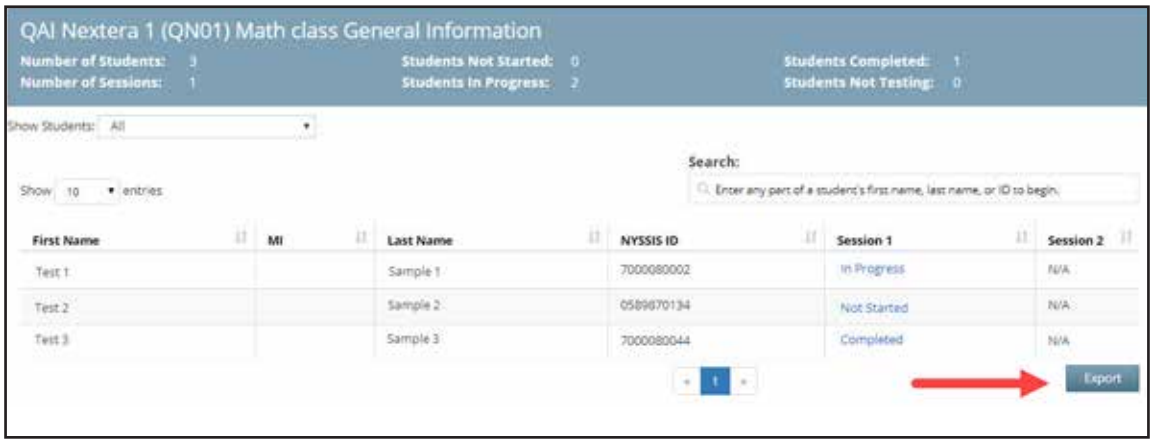
1. Select **Testing Status Details** from the **TESTS** tab.
2. Use the Testing Status filter feature to select testing window, district, school, content area, and class to tailor your view.
3. The testing status details display, showing each student with their testing status for each test session.
4. For the student, click on the blue **Not Started** link within the applicable test session column. The Set Status Codes screen pops up.



5. On the Set Status Codes screen, select **Not Testing** for the **"**Scoring Option" field.
6. The "Reason" menu is populated with the Not Testing codes.
7. Select the applicable Not Testing code from the "Reason" drop-down menu.



8. Click **Submit**. You will see that a status code has been set for the student's test session.
    - Not Testing codes must be set for both test sessions if the student will not be testing in Session 1 and Session 2.
    - You can download the student testing status data into a spreadsheet by clicking **Export**.



Accounts Tab

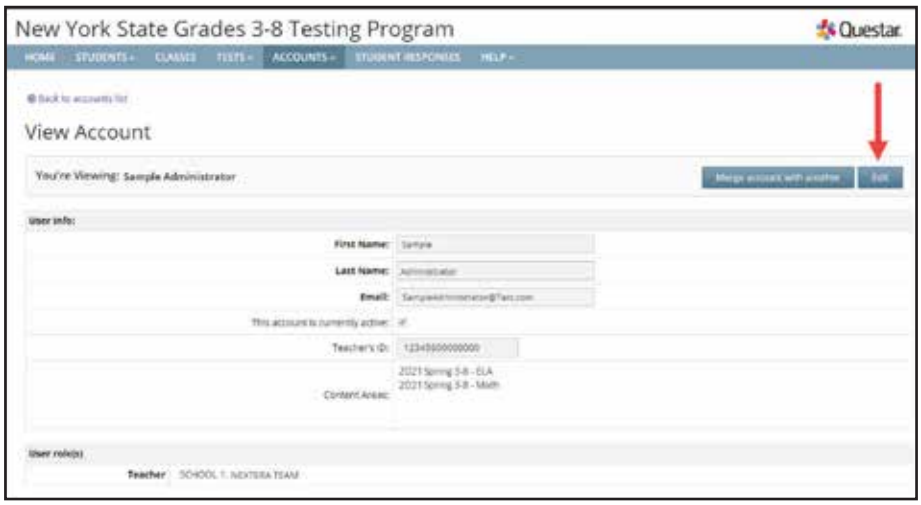
The options on the **ACCOUNTS** tab vary by role. Any user who will be actively managing CBT may need a Nextera™ Admin account. Multiple user levels exist within the Nextera™ Administration System. DTCs and STCs can add or edit users at or below their user-account level as needed to allow specific individuals the rights they need for accessing student testing information.

To Edit an Account

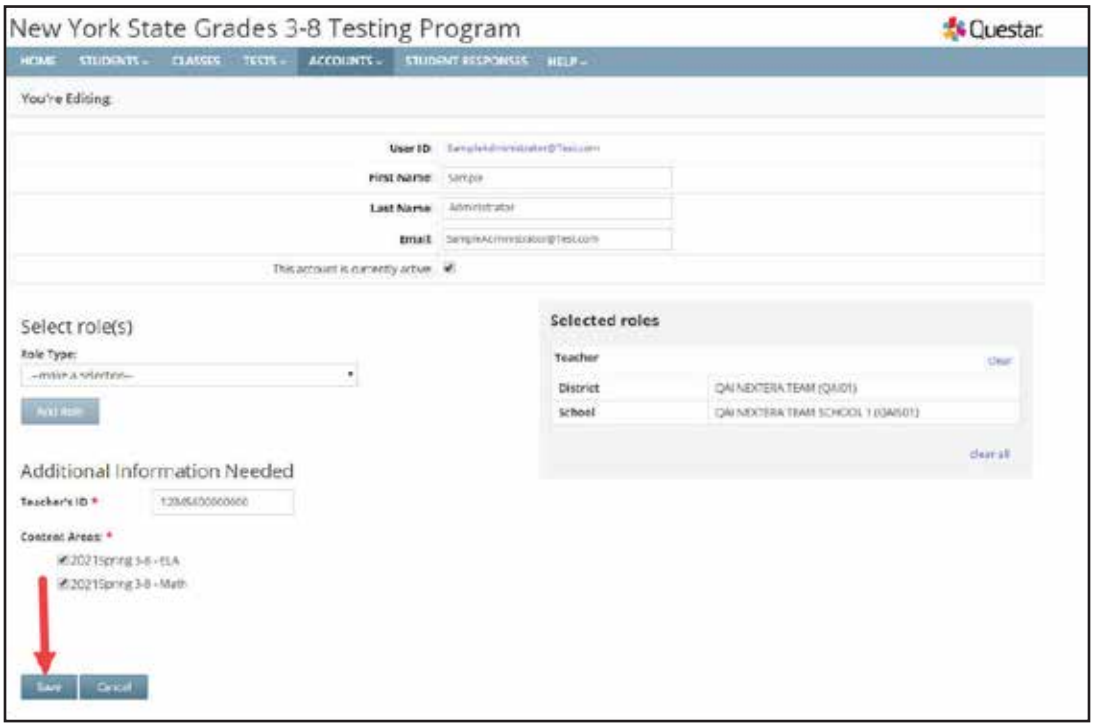
Please reference **Appendix U** to determine which roles have access to this functionality.

1. Select **Accounts** from the **ACCOUNTS** tab.
   - Locate the user either by using the Search bar on the upper right or browsing through the list of users in the accounts results list.
   - Click **View** in the "Actions" column to navigate to the user account details page.

2. Click **Edit**.



3. Make the applicable changes and select **Save**.
    - If you are editing user roles, you must select district and school before clicking **Add Role**. The Selected Roles will appear in a list on the left.
    - If you are adding a teacher role, you will need to include a TEACH ID or a local ID for the user and then select the content area for test administration.
    - *Protip:* A teacher account must be active in Nextera™ Admin to appear in the drop-down list of teachers to be selected and associated to a class.

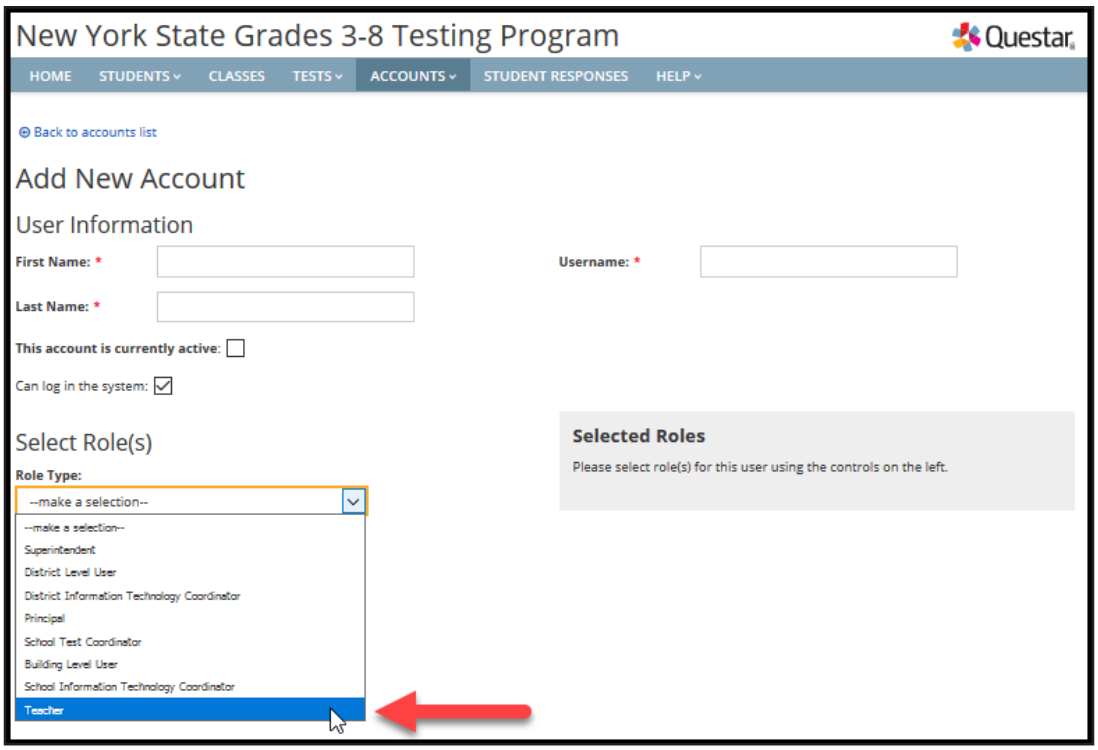


To Add an Account

1. Select **Accounts** from the **ACCOUNTS** tab.

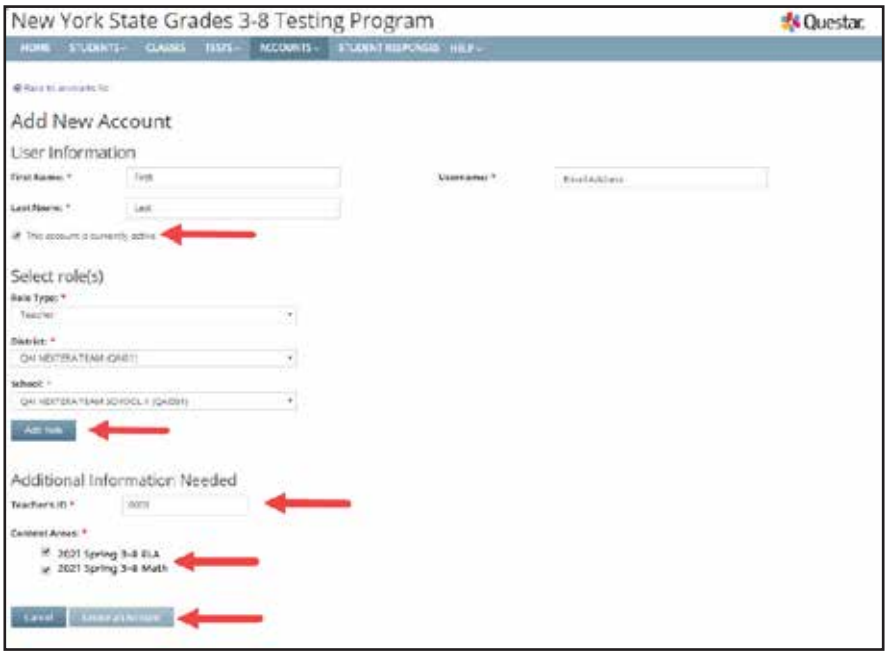
2. Select **New Account**.

3. Enter user first/last name and e-mail address. The username is the user's e-mail address.
   - An e-mail address can only be associated to one account in Nextera™ Admin.
   - Select district and school and the appropriate Role Type from the drop-down menu, then click **Add Role**.
   - The Selected Roles will appear in a list on the left.
   - If you are adding a teacher role, you will need to include a TEACH ID or a local ID for the user and then select the content area for test administration.
   - *Protip:* A teacher account must be active in Nextera™ Admin to appear in the drop-down list of Teachers to be selected and associated to a class.



   - In this example, **Teacher** is selected.
   - For a description of the different user account roles, see **Appendix U: Roles, Responsibilities, and Permissions in Nextera™ Administration System for Computer-Based Testing**.

4. Enter the new user's information and select **Create an Account**. Be sure to select the **check box** "This account is currently active" to see that account in the Class "Teacher" drop-down menu for editing or creating new classes.

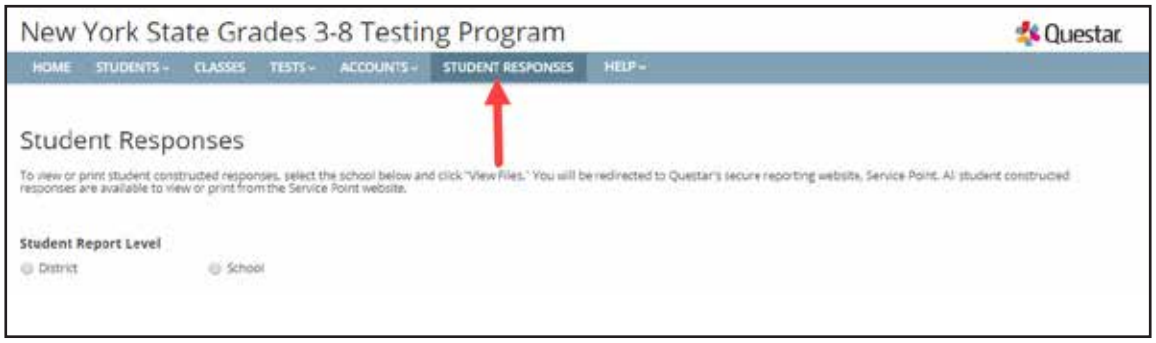


Student Responses Tab

Principals and DTCs can access their students' responses to operational constructed-response test questions via the **STUDENT RESPONSES** tab in Nextera™ Admin. This tab is only visible to principals and DTCs of students who have taken the operational tests on computer.

Student responses are available to users in June each year following operational test administrations. Once the responses have been made available, NYSED will notify CBT principals and DTCs, providing further instruction on how they can access the students' responses. Student responses are available on the Nextera™ Admin **STUDENT RESPONSES** tab for two years.

Additional information on accessing information in Nextera™ Admin can be found at CBT Support (https://cbtsupport.nysed.gov/).



Appendices

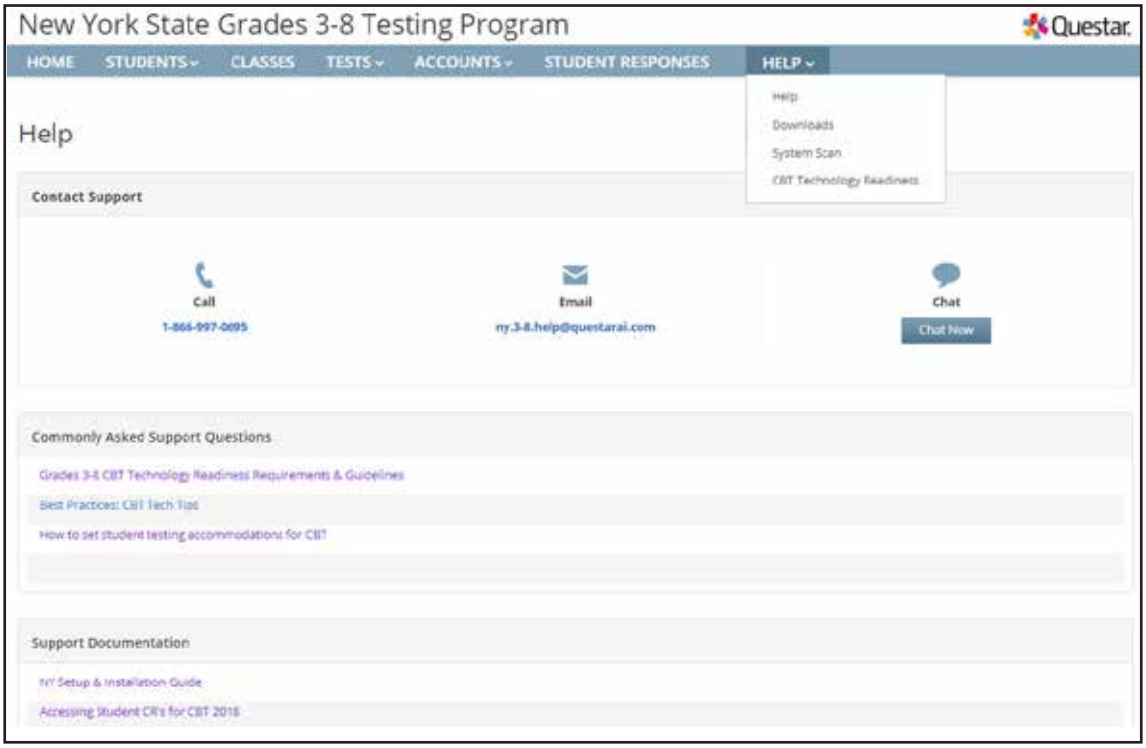
Help Tab

Customer Support contact details, Commonly Asked Support Questions, and Support Documentation are available on the Nextera™ Administration System's **HELP** tab.

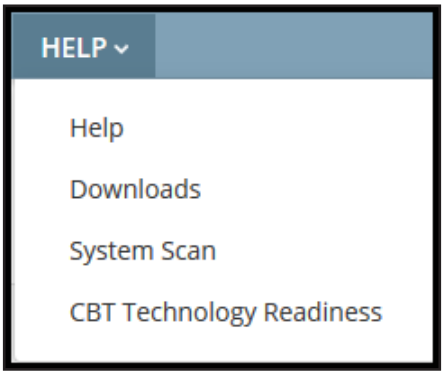
To access this information:

1. Select **Help** from the **HELP** tab.

- "Contact Support" details include a telephone number, e-mail address, and chat feature,
- "Commonly Asked Support Questions" provides answers to commonly asked questions, and
- "Support Documentation" includes links to reference materials, such as the *Teacher's Directions*. To open a document, simply click on the document title.



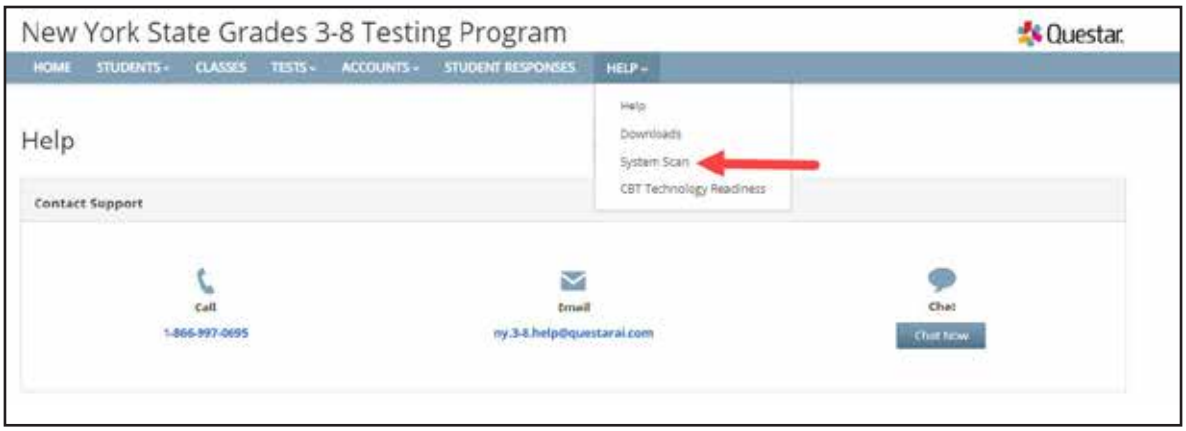
All users can access **Downloads** from the **HELP** tab. Download the Questar Secure Browser using the links on the Downloads page. The **HELP** tab also includes the Downloads page where technology coordinators can download the most recent versions of the Questar Secure Browser.



For all users, the **HELP** tab also provides a link to the System Scan.

To perform the System Scan:

1. Select **System Scan** from the **HELP** tab.



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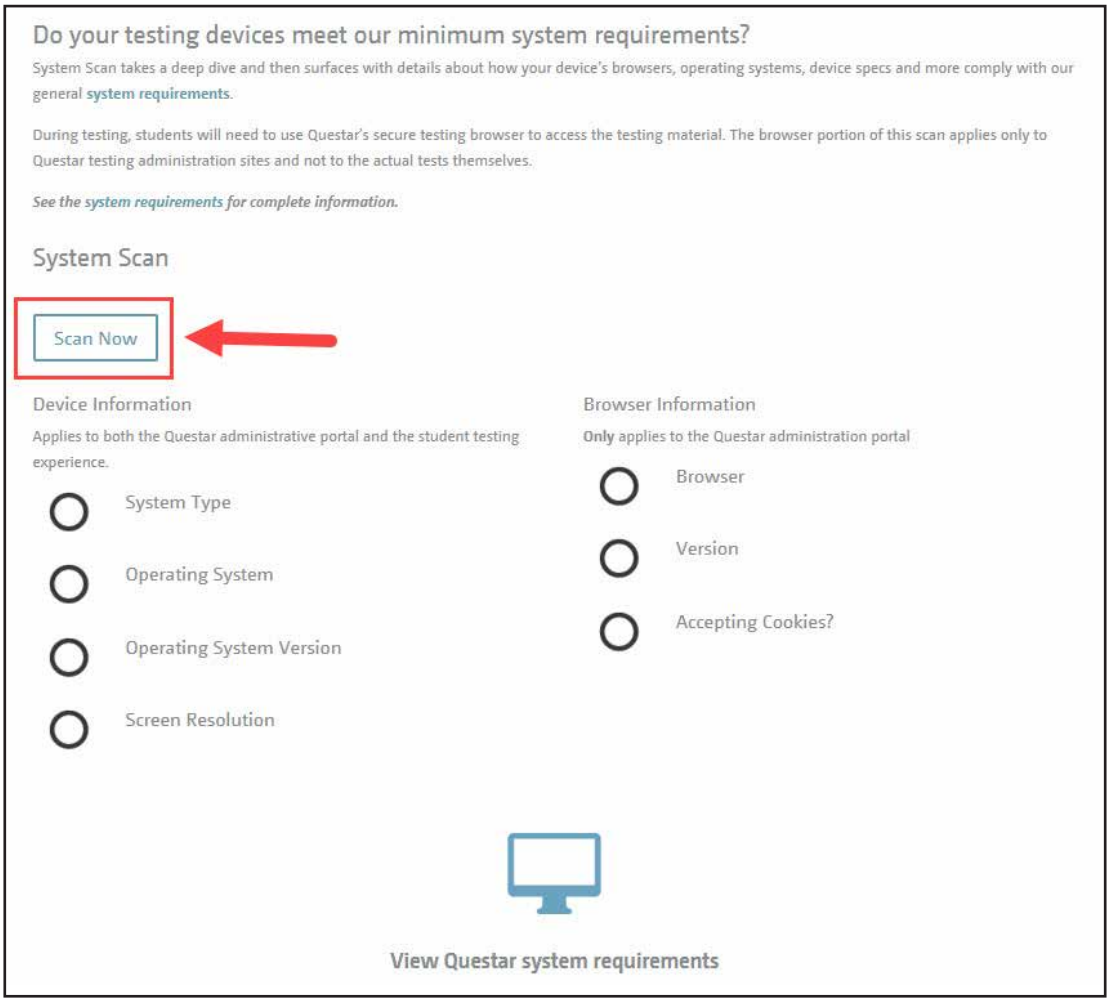
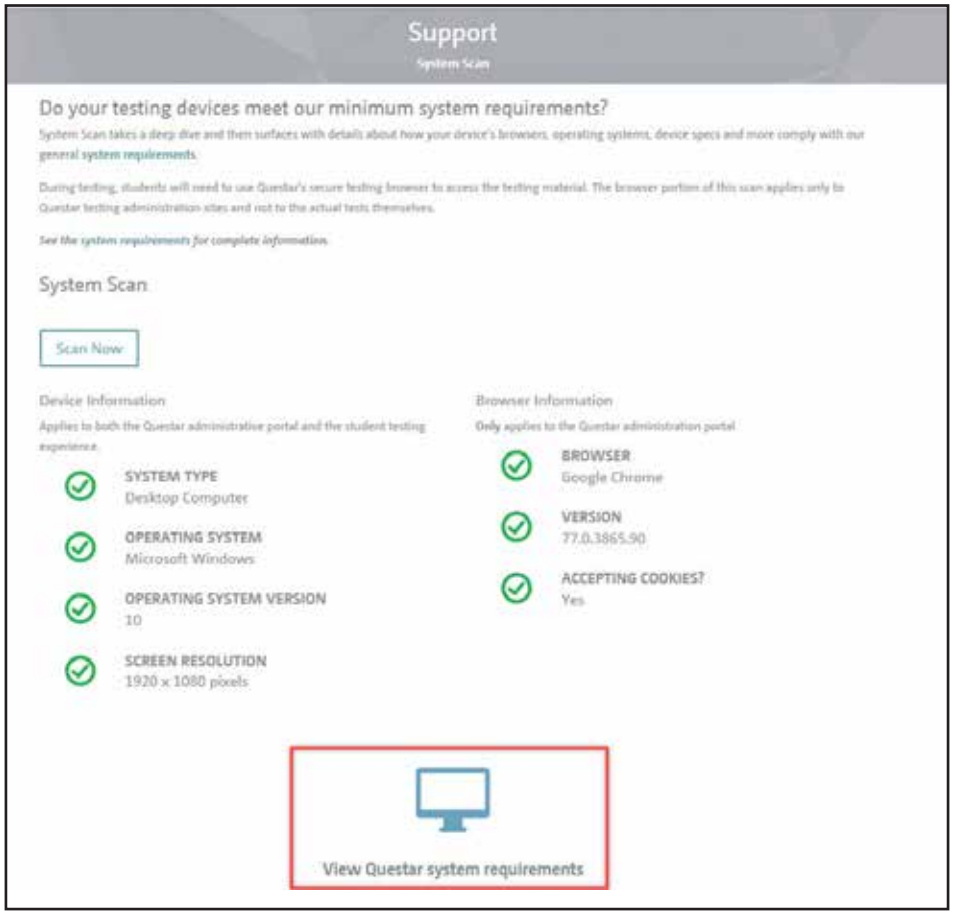
2. Select **Scan Now**.

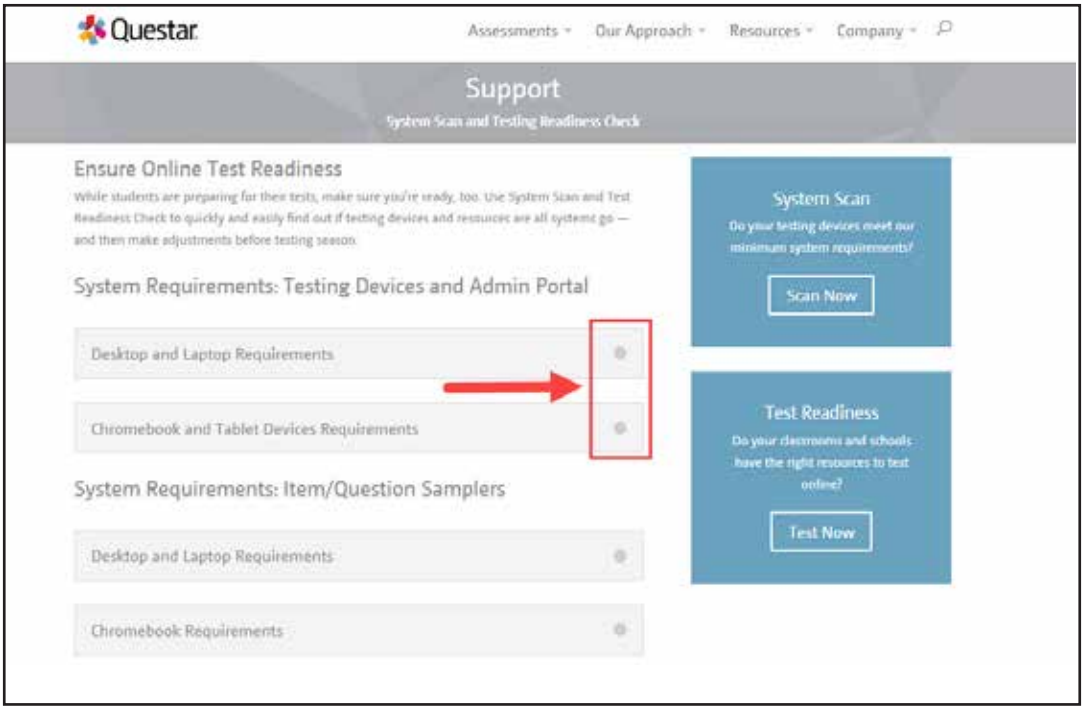


3. The scan results display and include the following details:
   - System type
   - Operating system and version
   - Screen resolution
   - Browser and version
   - Whether or not the system accepts cookies

4. To view Questar's system requirements, select the **View Questar system requirements** option.



5. To view the requirements, select the plus sign next to "Desktop and Laptop Requirements" or "Chromebook and Tablet Devices Requirements."



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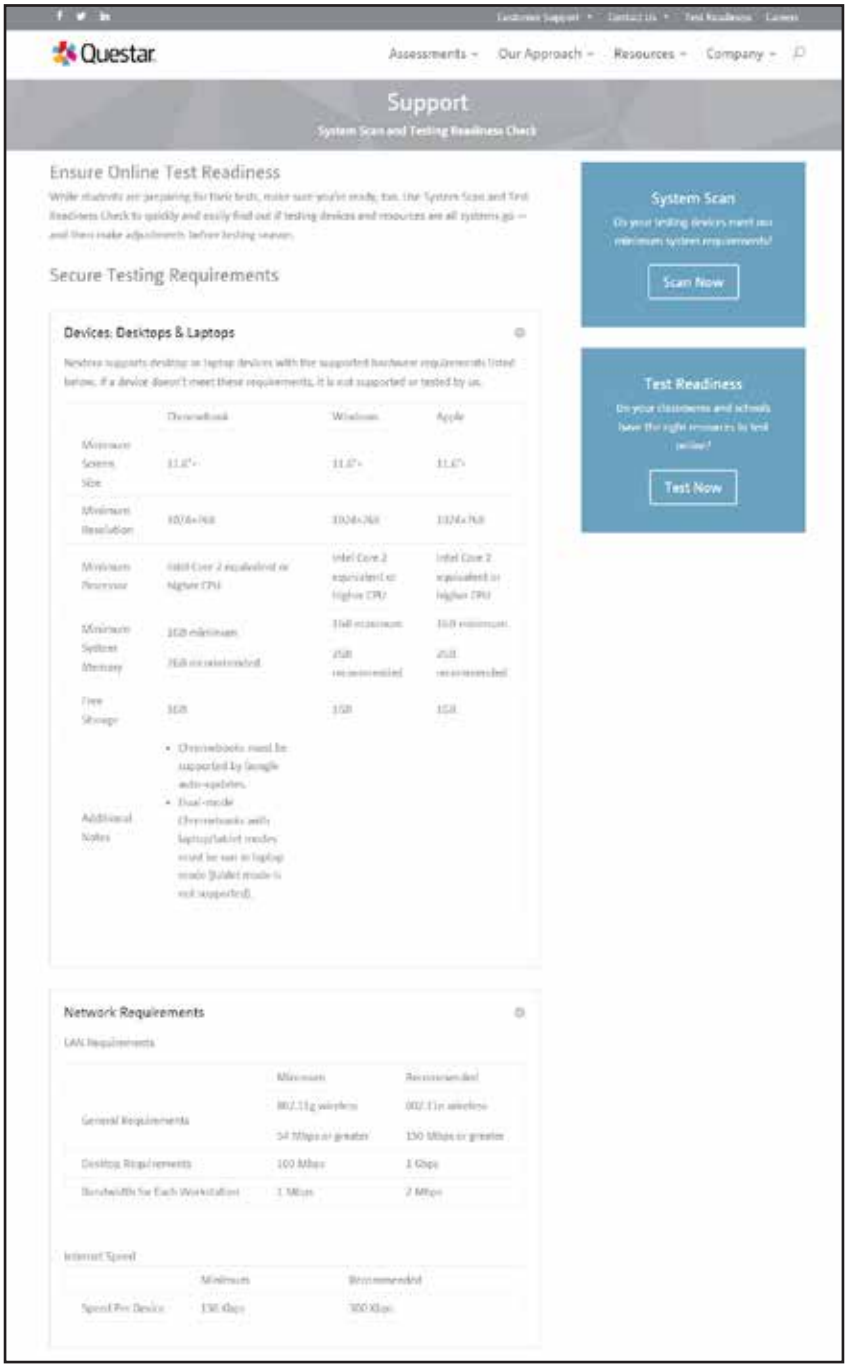
6. The requirements display and include physical requirements (e.g., screen resolution) and system/network requirements (e.g., Internet speed).



Secure Browser Practice Test Logins

Below are the logins for the practice tests in the secure browser. These logins can also be found in the Support Documentation section under **Help** in the **HELP** tab.

NY Math Practice Test Logins Available in the Secure Browser All passwords = practice	
Practice Tests (3 forms available for each)	**User Name**
Grade 3 Math	mathg03
Grade 3 Math Text-to-Speech	mathg03tts
Grade 3 Math Reverse Contrast	mathg03rc
Grade 3 Math Answer Masking	mathg03am
Grade 3 Math Background Color Black-on-Pink	mathg03bcbp
Grade 3 Math Initial Zoom	mathg03iz
Grade 3 Math Chinese	mathg03c
Grade 3 Math Haitian Creole	mathg03h
Grade 3 Math Korean	mathg03k
Grade 3 Math Russian	mathg03r
Grade 3 Math Spanish	mathg03s
Grade 4 Math	mathg04
Grade 4 Math Text-to-Speech	mathg04tts
Grade 4 Math Reverse Contrast	mathg04rc
Grade 4 Math Answer Masking	mathg04am
Grade 4 Math Background Color Black-on-Blue	mathg04bcbb
Grade 4 Math Initial Zoom	mathg04iz
Grade 4 Math Chinese	mathg04c
Grade 4 Math Haitian Creole	mathg04h
Grade 4 Math Korean	mathg04k
Grade 4 Math Russian	mathg04r
Grade 4 Math Spanish	mathg04s
Grade 5 Math	mathg05
Grade 5 Math Text-to-Speech	mathg05tts
Grade 5 Math Reverse Contrast	mathg05rc
Grade 5 Math Answer Masking	mathg05am
Grade 5 Math Background Color Black-on-Green	mathg05bcbg
Grade 5 Math Initial Zoom	mathg05iz
Grade 5 Math Chinese	mathg05c
Grade 5 Math Haitian Creole	mathg05h
Grade 5 Math Korean	mathg05k
Grade 5 Math Russian	mathg05r
Grade 5 Math Spanish	mathg05s

NY Math Practice Test Logins Available in the Secure Browser All passwords = practice	
Practice Tests (3 forms available for each)	**User Name**
Grade 6 Math	mathg06
Grade 6 Math Text-to-Speech	mathg06tts
Grade 6 Math Reverse Contrast	mathg06rc
Grade 6 Math Answer Masking	mathg06am
Grade 6 Math Background Color Black-on-Yellow	mathg06bcby
Grade 6 Math Initial Zoom	mathg06iz
Grade 6 Math Chinese	mathg06c
Grade 6 Math Haitian Creole	mathg06h
Grade 6 Math Korean	mathg06k
Grade 6 Math Russian	mathg06r
Grade 6 Math Spanish	mathg06s
Grade 7 Math	mathg07
Grade 7 Math Text-to-Speech	mathg07tts
Grade 7 Math Reverse Contrast	mathg07rc
Grade 7 Math Answer Masking	mathg07am
Grade 7 Math Background Color Black-on-Pink	mathg07bcbp
Grade 7 Math Initial Zoom	mathg07iz
Grade 7 Math Chinese	mathg07c
Grade 7 Math Haitian Creole	mathg07h
Grade 7 Math Korean	mathg07k
Grade 7 Math Russian	mathg07r
Grade 7 Math Spanish	mathg07s
Grade 8 Math	mathg08
Grade 8 Math Text-to-Speech	mathg08tts
Grade 8 Math Reverse Contrast	mathg08rc
Grade 8 Math Answer Masking	mathg08am
Grade 8 Math Background Color Black-on-Blue	mathg08bcbb
Grade 8 Math Initial Zoom	mathg08iz
Grade 8 Math Chinese	mathg08c
Grade 8 Math Haitian Creole	mathg08h
Grade 8 Math Korean	mathg08k
Grade 8 Math Russian	mathg08r
Grade 8 Math Spanish	mathg08s

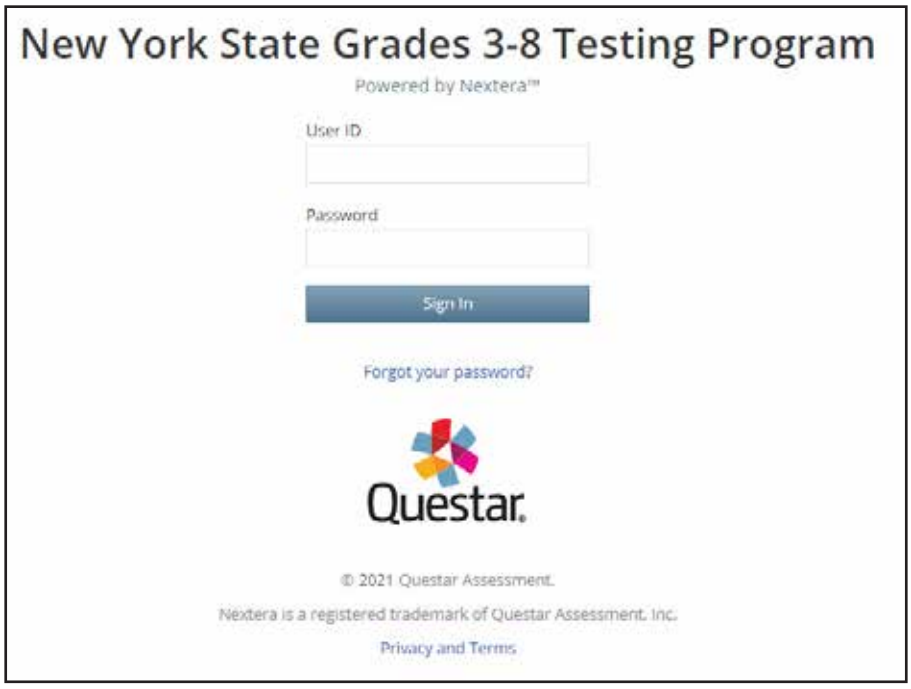
NY ELA Practice Test Logins Available in the Secure Browser All passwords = practice	
Practice Tests (3 forms available for each)	**User Name**
Grade 3 ELA	elag03
Grade 3 ELA Text-to-Speech	elag03tts
Grade 3 ELA Reverse Contrast	elag03rc
Grade 3 ELA Answer Masking	elag03am
Grade 3 ELA Background Color Black-on-Pink	elag03bcbp
Grade 3 ELA Initial Zoom	elag03iz
Grade 4 ELA	elag04
Grade 4 ELA Text-to-Speech	elag04tts
Grade 4 ELA Reverse Contrast	elag04rc
Grade 4 ELA Answer Masking	elag04am
Grade 4 ELA Background Color Black-on-Blue	elag04bcbb
Grade 4 ELA Initial Zoom	elag04iz
Grade 5 ELA	elag05
Grade 5 ELA Text-to-Speech	elag05tts
Grade 5 ELA Reverse Contrast	elag05rc
Grade 5 ELA Answer Masking	elag05am
Grade 5 ELA Background Color Black-on-Green	elag05bcbg
Grade 5 ELA Initial Zoom	elag05iz
Grade 6 ELA	elag06
Grade 6 ELA Text-to-Speech	elag06tts
Grade 6 ELA Reverse Contrast	elag06rc
Grade 6 ELA Answer Masking	elag06am
Grade 6 ELA Background Color Black-on-Yellow	elag06bcby
Grade 6 ELA Initial Zoom	elag06iz
Grade 7 ELA	elag07
Grade 7 ELA Text-to-Speech	elag07tts
Grade 7 ELA Reverse Contrast	elag07rc
Grade 7 ELA Answer Masking	elag07am
Grade 7 ELA Background Color Black-on-Pink	elag07bcbp
Grade 7 ELA Initial Zoom	elag07iz
Grade 8 ELA	elag08
Grade 8 ELA Text-to-Speech	elag08tts
Grade 8 ELA Reverse Contrast	elag08rc
Grade 8 ELA Answer Masking	elag08am
Grade 8 ELA Background Color Black-on-Blue	elag08bcbb
Grade 8 ELA Initial Zoom	elag08iz

Forgot Your Password?

Upon initial login, you will be required to change your password. This step allows you to create your own password. Enter a new password in the **New Password** and **Retype Password** fields and select **Submit**.

If you have forgotten your password:

- Select **Forgot your password?**



- Enter your e-mail address and select **Submit**.

- You will receive an e-mail asking you to confirm you want to reset your password. Select **Yes** to continue the password reset process.

Hello

We received a request to reset your account(s) associated with

If you initiated this request, or are expecting it, then click "yes" below. If you did not request this change, you can delete this email as your account has not yet been changed.

If you click the "yes" button below, we will change your password to a random value and send you an email containing this single-use password. You'll need to change your password to one that you'll remember when you use it to sign in for the first time.

Would you like us to continue this password reset request?

Yes No

The Questar Support Team

- You will receive another e-mail that provides you with a single-use **Password**. Select the **Go to this Internet Site** link.

From: Support <NY-3-8.help@questarai.com>
To: Angie Fischer
Cc:
Subject: The password for Damon Maxwell has been reset.

Hello Damon,

We have finished processing the password change request you authorized. You will need to change your password after using the temporary one below one time. If you did not approve a password reset request, contact Questar Support at 1-866-997-0695.

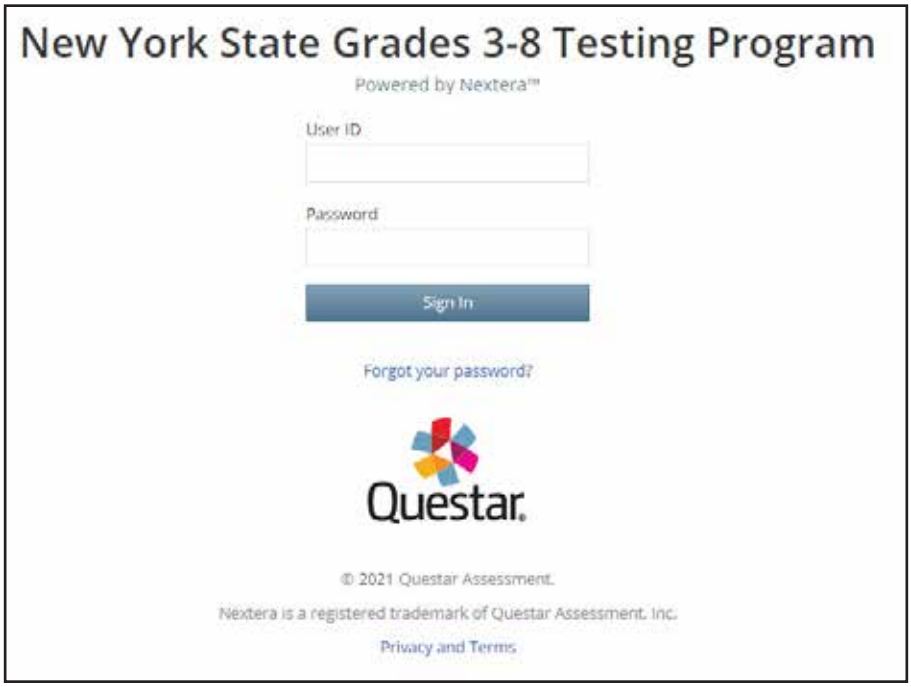
To sign into the system, you'll need the following:

Your User ID: DMaxwell
Your Single-Use Password: 5BJQ32RT
Go to this Internet Site: https://ny-nextera.questarai.com/Admin/

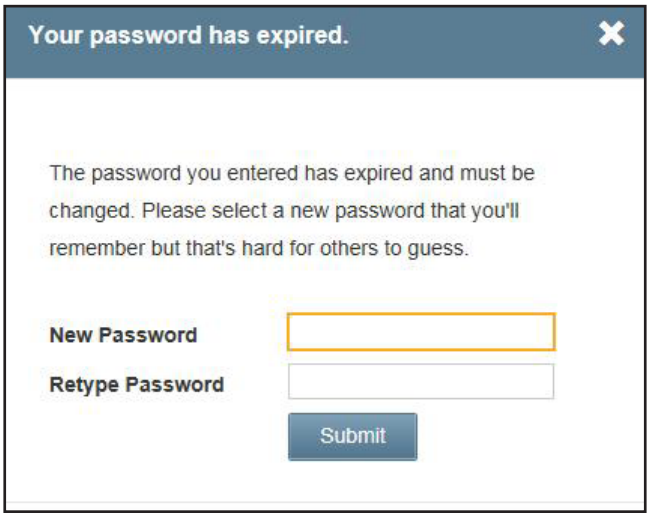
Thanks for using our automated password reset system. Feel free to contact us if you have any questions.

The Questar Support Team

- Enter your **User ID** and single-use **Password** and select **Sign In**.



- You will receive a message that your password has expired. This step allows you to create your own password. Enter a new password in the **New Password** and **Retype Password** fields and select **Submit**.



For initial logins and for all password changes, you will be asked to acknowledge and agree to the Security Compliance statement. After reviewing the statement, select the **check box** for "I've read this page" and select **I Agree**.

Grades 3–8
English Language Arts and Mathematics Tests
School Administrator's Manual
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