



**RIDE** Rhode Island  
Department  
of Education

## **Rhode Island Comprehensive Assessment System**

# **TEST ADMINISTRATOR'S MANUAL**



## **Computer-Based Tests**

**Grades 3–8  
ELA and Mathematics**

**SPRING 2020**



**RIDE** Rhode Island  
Department  
of Education

Rhode Island Department of Education  
255 Westminster Street  
Providence, RI 02903  
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[www.ride.ri.gov](http://www.ride.ri.gov)

## Important Contact Information and Resources

| RICAS Test Administration Information, Technology Support, and CBT Troubleshooting |   |
|--|---|
| RICAS Service Center   |   |
| Hours  | 7:00 a.m.–5:00 p.m., Monday–Friday  |
| Web  | <b><u><a href="https://ricas.pearsonsupport.com">ricas.pearsonsupport.com</a></u></b><br>Use this website to access training modules and other materials to support test administration, including a link to the RICAS Service Center website ( <u><a href="https://ricas.pearsonsupport.com/support/">ricas.pearsonsupport.com/support/</a></u> ) to access the Principal's Certification of Proper Test Administration (PCPA), order additional materials, and schedule UPS pickup for any paper testing materials. |
| Email  | <b><u><a href="mailto:ricasservicecenter@cognia.org">ricasservicecenter@cognia.org</a></u></b>  |
| Telephone  | 855-222-8936  |

| RICAS Policy Information   |  |
|--|--|
| Rhode Island Department of Instruction, Assessment, and Curriculum |  |
| Web  | <b><u><a href="http://www.ride.ri.gov/RICAS">www.ride.ri.gov/RICAS</a></u></b>   |
| Email  | <b><u><a href="mailto:assessment@ride.ri.gov">assessment@ride.ri.gov</a></u></b> |
| Telephone  | 401-222-8413   |



# Spring 2020 RICAS Testing Schedule and Administration Deadlines

## Spring 2020 RICAS Tests for Elementary and Middle Schools

### Grades 3–8 ELA and Mathematics

Schools are expected to administer all the grade 3–8 tests online. (Exceptions are made for students who require a PBT edition as an accommodation.)

Note that the prescribed administration sequence as follows: ELA, followed by Mathematics.

| Subject Area Test  | Allowable Administration Dates   | Recommended Testing Times                            |
|--------------------|--|--|
| <b>ELA</b>         | March 30–May 1<br>( <b>Note:</b> ELA testing ends earlier than Mathematics.) | Session 1: 2 to 2½ hours<br>Session 2: 1½ to 2 hours |
| <b>Mathematics</b> | April 27–May 22  | 1½ hours per session                                 |

**Note:** Each subject area test has two sessions. Schools may plan for one short, supervised break per session (3–5 minutes) to be given at the test administrator's discretion. Test security must be maintained during the break.

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# **Part I**

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## **RICAS Test Security Requirements**

## RICAS Test Security Requirements

The purpose of the Rhode Island Comprehensive Assessment System (RICAS) is to elicit valid results showing what students know and can do in the tested subjects. The purpose of the RICAS Test Security Requirements is to protect the validity of those results.

**Principals and school personnel must follow the requirements listed below and may not participate in, direct, assist in, encourage, or fail to report any testing irregularity or act of misconduct.**

**Principals are responsible for ensuring that all test administrators and school personnel authorized to have access to secure materials and test content are trained in and comply with the requirements and instructions contained in this part of the *Test Coordinator's Manual* (TCM) and in the *Test Administrator's Manuals* (TAMs).**

Please note the following definitions for the purposes of this section and this manual:

- **“Secure”** content and materials include the following:
  - › test questions not publicly released
  - › any onscreen test content (e.g., ELA passages)
  - › student responses to test questions
  - › student testing tickets
  - › proctor testing tickets (for test administrators administering certain accommodations)
  - › used scratch paper

The following secure testing materials must be tracked using internal tracking forms:

- › student testing tickets
- › proctor testing tickets
- › used scratch paper (scratch paper must be accounted for on tracking forms but individual sheets do not need to be counted)
- **“Access”** refers to handling secure testing materials, but does not include viewing test content, which is prohibited. Students may never transport secure testing materials, including from their initial testing room to a test completion room.
 

**Note:** Student testing devices are not considered secure unless they are actively signed into TestNav. Students may transport testing devices as long as they are not signed into TestNav.
- **“Locked storage area”** refers to the central locked area that must be used to store all secure RICAS testing materials when they are not in use. Test coordinators must restrict access to the locked storage area to only those school personnel authorized by the test coordinator to handle secure materials. For example, custodial or cleaning staff may not enter or access the locked area where the test coordinator stores secure materials.

Each principal must complete the Principal's Certification of Proper Test Administration (PCPA) to certify that the school has followed proper RICAS test security requirements and test administration protocols. See Appendix B of the TCM for the certification statements to which the principal must attest.



## **A Responsibilities of the Principal and Test Coordinator**

- 1. Authorize specific personnel to serve as test administrators, and train them to properly administer RICAS tests. Designate other school personnel as necessary to maintain a secure test administration (e.g., personnel permitted to access secure test materials, personnel to serve as hallway or restroom monitors, technology coordinators) and train them in RICAS security requirements.**
  - Before the training session, distribute
    - › a copy of the appropriate TAM to every test administrator, and
    - › a copy of the test security requirements to all school personnel who have access to secure materials.
  - Document that all test administrators have received TAMs and that school personnel who have access to secure materials have received the test security requirements.
  - Train test administrators prior to test administration. The TCM and TAMs describe the protocols necessary to conduct a proper RICAS test administration.
  - For test administrators who provide accommodations to students with disabilities or English learners (EL students), provide training in the implementation of accommodations in accordance with the *Accommodations and Accessibility Features Manual* (available at [www.ride.ri.gov/Accommodations](http://www.ride.ri.gov/Accommodations)).
- 2. Instruct students in RICAS test security requirements.**
- 3. Develop local policies and procedures to ensure proper test security at all times.**
  - Schedule tests to avoid conflicts with recess or lunch (see Part II, section D for more information about scheduling test sessions).
  - Ensure that tests are administered within the prescribed window and in the prescribed order.
  - Ensure that hallways are properly monitored during testing so that students are supervised at all times when they leave testing rooms (e.g., to use the restroom or transition to a test completion room).
  - Ensure that test administrators administer tests according to section C on the following pages.
- 4. Keep secure RICAS testing materials in locked central storage when RICAS tests are not being administered.**
  - Account for all secure testing materials at the end of each test session and keep them in the locked storage area when not in use.
  - Restrict access to the locked storage area to only those school personnel authorized to have access to secure materials.
- 5. Monitor printing, distribution, and collection of testing materials.**
  - Student testing tickets must be printed, distributed, and collected after testing.
  - Used scratch paper must be accounted for and tracked during testing.
- 6. Securely destroy the following materials after testing.**
  - Student testing tickets and proctor testing tickets, and used scratch paper (i.e., written on by students) must be securely destroyed (e.g., shredded) following testing.

## RICAS Test Security Requirements

### **B Shared Responsibilities of Test Coordinators, Test Administrators, Technology Staff, and Other School Personnel Authorized to Have Access to Secure Materials**

#### **1. Receive training in test security requirements and test administration protocols.**

- Test Coordinators are expected to participate in one of RIDE’s training sessions on RICAS test security and test administration protocols in January 2020.
- Test administrators, test coordinators, and other school personnel authorized to have access to secure test materials must attend the school training session. A sample form that test coordinators may use to document participation can be found in Appendix B of the TCM.

#### **2. Document the location of secure materials at all times according to instructions in Part II, section B.**

- Track secure materials using the sample Test Materials Internal Tracking Form found in Appendix B of the TCM or a similar document (test coordinators keep these forms on file for three years). See Part II for more information about requirements for internal tracking forms.
- The test coordinator and each test administrator must independently count testing tickets before signing the tracking forms and transferring custody of the tickets.
- Do not leave testing tickets or other secure RICAS materials unattended at any time unless they are locked in the secure storage area.

#### **3. Ensure the security of testing rooms (see Part III, section C, for more information).**

- Do not allow unauthorized persons to enter the testing room. This includes parents, researchers, reporters, students not scheduled to be testing at the time, and any school personnel (including teachers) not assigned to the room as test administrators.
- School administrators, district personnel, and RIDE observers may enter testing rooms to monitor and observe testing procedures.
- Technology staff may enter testing rooms to troubleshoot problems with computer-based testing, but like other school personnel, are not permitted to photograph or otherwise duplicate secure test content on-screen.

#### **4. Ensure the security of test content.**

- Do not discuss or in any way reveal the contents of test questions or student responses to test questions before, during, or after test administration (see TAMs for exceptions). Because RICAS test questions are secure and confidential until released publicly, school personnel should not discuss or review test questions with students or adults even after testing has been completed.
- Do not duplicate any secure test content, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.
- Do not remove testing materials from the school.
- Do not allow scratch paper to be retained, discarded, or otherwise removed by students.
- Be sure that testing tickets and used scratch paper have been destroyed after testing.
- Do not allow students access to secure test questions prior to testing.
- Do not read or view any student responses.
- Do not change any student responses.

## **C Responsibilities of Test Administrators**

- 1. Receive training from the test coordinator in administering test sessions properly and securely.**
  - Review the TAMs and all relevant test security requirements before administering test sessions.
  - Attend the training session led by the test coordinator before test administration. A sample form that test coordinators may use to document participation in training and receipt of TAMs can be found in Appendix B of the TCM.
  - Understand and follow the protocols related to administering tests to students with disabilities and EL students and protocols related to administering accessibility features.
- 2. Administer all tests according to appropriate protocols.**
  - Administer tests during the prescribed testing window, and in the prescribed order.
  - Follow the directions and read the scripts in the TAMs (and in any subsequent updates provided to test coordinators by RIDE) verbatim to students.
  - Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (see page 22).
  - Provide students with all required test materials as listed in the TAMs.
  - Prevent the use of prohibited materials (see Part II for lists of required/permitted and prohibited materials). Note that results may be invalidated for students who use cell phones or other prohibited electronic devices during a test session, including after a student turns in his or her test materials, during a break, and during the transition to a test completion area.
- 3. Focus full attention on the testing environment at all times.**
  - Monitor the testing process by circulating around the room frequently. When not circulating around the room, test administrators should maintain a clear view of the students and keep their attention focused on them.
  - Ensure that students are not left unsupervised during testing, including during breaks and during transitions to test completion locations.
  - A test administrator may view students' tests on-screen only for the purpose of reading aloud selected words during the Mathematics tests as part of Universal Accessibility Feature 10 (UF10), or in order to assist a student who is having difficulty with the computer interface. See Part III of the TCM for more information about assisting students with the computer interface.
  - Students must work only on the test session being administered, and test administrators may not unlock a test session in PearsonAccess<sup>next</sup> other than the one being administered. (A student cannot review a prior test session or go ahead to the next test session without the test session being unlocked by a test administrator.)

## RICAS Test Security Requirements

### 4. Ensure that students provide answers that are strictly their own and do not participate in any form of cheating.

- Students must not
  - › copy answers from anyone else
  - › use notes, books, extra reference sheets, or any kind of class materials
  - › write notes or talk to other students
  - › provide help or answers to any other student
  - › ask for or receive help from anyone else in answering the questions
  - › access cell phones or other electronic devices during testing (other than their testing device)
- Ensure that students do not access the Internet outside of the TestNav application (the student testing online platform) during testing.
  - › A student who tries to access certain applications may see an error message that reads, "TestNav has detected a blacklist process '<processname>' running in the background that prevents you from taking this test. Please contact the administrator to stop the blacklisted process running in the background and resume testing." Make sure that any student who receives this message is not trying to access other applications.

### 5. Do not give students any assistance or make suggestions for responding to any test question.

- Test administrators must not coach students during testing or alter or interfere with students' responses in any way. Examples of coaching include, but are not limited to,
  - › providing answers to a student
  - › indicating that a student has answered a question incorrectly or left a question blank
  - › defining words or providing synonyms
  - › spelling words
  - › influencing a student's responses by offering hints, clues, cues, gestures, facial expressions, nods, or changes in voice inflection or body language
  - › altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or multiple-choice answer option
  - › providing any manner of assistance that could impact a student's answers, including testing strategies
  - › suggesting that a student write more on a question, check his or her work, or review or reconsider a question
- At any time during a test session, a test administrator may repeat a portion of the TAM script if necessary for clarification.

### 6. Do not read, view, or change student responses.



### 7. Follow proper procedures for administering accommodations to students with disabilities and EL students.

- Ensure that students are only provided accommodations that are listed specifically for use during RICAS testing in an approved IEP or a 504 plan, or that were specifically chosen as accommodations for EL students.
- Follow guidelines on proper provision of RICAS accommodations as prescribed in the *Accommodations and Accessibility Features Manual*.

## **D Testing Irregularities**

Testing irregularities are incidents that represent a deviation from prescribed testing procedures. Testing irregularities may include student impropriety, errors in providing accommodations, educator misconduct, or the mishandling of secure test materials.

### **1. School Observations**

In order to ensure the security and proper administration of the RICAS program, RIDE conducts announced monitoring visits to schools to observe the procedures followed during test administration. At least two regular classrooms should be visited by RIDE staff and at least one accommodation session, if possible. Additional information about school selection and visit procedures are available in the *2020 RI Test Coordinator Handbook* on the RIDE website at [www.ride.ri.gov/TC](http://www.ride.ri.gov/TC).

RIDE observers will confirm that all test security requirements in Part I of the TCM are being met, including the following:

- Materials are stored properly.
- Staff have been trained.
- Test administrators are administering tests appropriately.
- The testing environment is secure.

### **2. Mandatory Reporting of Irregularities by All Personnel**

All test irregularities must be reported by the test administrator to the school test coordinator. The school test coordinator must collect any information and/or documentation and inform the Local Education Agency (LEA) or district test coordinator. The LEA or district test coordinator must contact RIDE to discuss the incident and provide any documentation, as necessary. RIDE will inform the local LEA/district if it is required to submit a formal investigation report of the irregularity. If any school or district employee with knowledge of a test irregularity has questions about his or her reporting obligations, RIDE can be consulted.

It is recommended that parents/guardians be informed when a student-specific irregularity is reported to RIDE.

When reporting an irregularity to RIDE, the following information should be provided:

- a description of the alleged incident and the date it occurred
- the name of the school involved, along with the district and school code
- the name(s) of the individual(s) involved in the incident
- the specific test(s) and specific session(s) affected
- in student-specific reports: the student's name, date of birth, grade, and State-Assigned Student Identifier (SASID)



## **Part II**

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### **RICAS Test Administration Protocols**

# RICAS Test Administration Protocols

## **A Supervising Test Administration**

It is the test administrator's responsibility, once authorized by the test coordinator to serve in this role, to oversee his or her assigned test sessions. This responsibility includes the following:

- understanding and enforcing the test security requirements and test administration protocols
- following the test administration schedule established by the test coordinator
- reading the scripts contained in this manual verbatim to students
- following all other instructions contained in this manual and provided by the test coordinator
- administering tests to students with disabilities using accommodations according to their IEPs or 504 plans and administering tests to EL students using any designated accommodations.

## **B Accounting for and Distributing Secure Materials**

It is the responsibility of the test administrator to account for secure materials and to document the following on the Secure Materials Internal Tracking Forms:

- the receipt from the test coordinator of a specific number of student testing tickets and if applicable, proctor testing tickets
- the return to the test coordinator of a specific number of student testing tickets and if applicable, proctor testing tickets
- the return to the test coordinator of all used scratch paper

Test administrators must independently count testing tickets before signing the tracking sheet when receiving and returning materials. All secure materials assigned to a test administrator must be returned to the test coordinator following each test administration.

## **C Materials Required, Permitted, and Prohibited During Testing**

### **1. Materials for Test Administrators**

- Computers for test administrators

Test administrators will need computers to complete tasks in PearsonAccess<sup>next</sup> during test sessions (separate from the student testing devices). Test administrators administering the Human Read-Aloud or Human Signer accommodations will also need to use their own computer in order to access a proctor testing ticket and therefore be provided with a test administrator edition of the test (more information is available in Appendix C).





- Proctor testing tickets

Proctor testing tickets contain the login information that proctors need to type in to access online tests when they are assigned to read tests aloud to student. There is one separate proctor testing ticket for each Read Aloud session. The same proctor testing ticket is used for all sessions of a test. A sample proctor testing ticket is shown below:

| Proctor Testing Ticket  |               |
|---|---------------|
| Session Name  | TEST SESSION  |
| Test  | Grade 8 ELA   |
| <p>IMPORTANT NOTE FOR TEST ADMINISTRATORS: This testing ticket should ONLY be used by the test administrator to log into TestNav when administering the Human Reader or Human Signer accommodation. No responses should be entered into the test using this Proctor Testing Ticket, as they will not be saved; students must log in using their own Student Testing Ticket. When you are ready to access the test, log into the TestNav app on your device.</p> |               |
| Username  | proctor111111 |
| Password  | 111aaa        |

Prior to the day of testing, test coordinators must print out proctor testing tickets and distribute to proctors. Because proctor testing tickets provide access to secure test content, they must be tracked and accounted for.

## 2. Materials REQUIRED for Student Use

The following materials **must be provided for student use** during testing:

- a device for testing that meets technical specifications  
([support.assessment.pearson.com/x/HwYcAQ](http://support.assessment.pearson.com/x/HwYcAQ))  
**Note:** Older versions of iPads (iPad 4 and earlier) are not supported by TestNav. Newer versions may be used, but there are known presentation issues with test content while using iPads (i.e., screen jumping when the internal keyboard appears and less room to view the writing prompt). RIDE strongly recommends using wired external keyboards for tablets, whenever possible, to ensure equitable access to test content on the screen, particularly if they are used during instruction and essay response.
- scratch paper
  - › Test administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student for each test session.
  - › Students can request more scratch paper, if needed. Test administrators may provide up to three pages at one time. (If a student needs additional pages, he or she will need to turn in used scratch paper.)
  - › Test administrators are responsible for collecting all used scratch paper to be securely destroyed (e.g., shredded) after test administration by the test coordinator.
  - › Schools may reuse scratch paper if the paper is completely blank.
  - › Scratch paper that has been written on during Session 1 may not be used in Session 2; students will need new paper.
- a writing instrument for use on the scratch paper

## RICAS Test Administration Protocols

- Student testing tickets

Student testing tickets contain the login information that students need to type in to begin each test session. There is one separate student testing ticket for each grade and subject area test (e.g., one student testing ticket for Jonathan Ward for grade 8 English Language Arts and a separate student testing ticket for Jonathan Ward for grade 8 Mathematics). The same student testing ticket is used for all sessions of a test. A sample student testing ticket is shown below:

| STUDENT TESTING TICKET  |                         |
|---|-------------------------|
| <b>Student:</b>   | WARD, JONATHAN A        |
| <b>Student ID:</b>  | 999999999               |
| <b>Session:</b>   | TEST SESSION            |
| <b>Date of Birth:</b>   | 2006-01-01              |
| <b>Test:</b>  | Grade 8 ELA             |
| Please raise your hand if any of the information above is incorrect. Your test administrator will give you instructions before beginning the test. You will need to enter in the username and password below. |                         |
| <b>Username:</b> 111111111  | <b>Password:</b> 111aaa |
| (Optional) School testing device ID: Session 1 _____ Session 2 _____  |                         |







Prior to the day of testing, test coordinators must print out student testing tickets, cut the pages to separate the tickets, and then prepare them for distribution using internal tracking forms following the instructions in Part III, section A of the TCM.

Because student testing tickets provide access to secure test content, they must be tracked and accounted for like secure test booklets for paper-based testing.

At the start of each test session, as directed by the TAM, test administrators will distribute student testing tickets to students. Because it is recommended that schools use an identifier for student testing devices in case of technology issues, there is a line on the student testing ticket for students to write in the testing device ID at the start of each test session.

































### 3. Tools Embedded in the Computer-Based Test for Students

Tools for Mathematics tests are available in the student testing platform as described below:

| Icon in the Following Tables  | Description  |
|---|--|
| <br>five-function/scientific<br><br>scientific/<br>TI/ DESMOS | Students will have access to grade-appropriate calculators as follows: <ul style="list-style-type: none"> <li>Mathematics Session 2               <ul style="list-style-type: none"> <li>grade 7: a five-function calculator and a scientific calculator</li> <li>grade 8: a scientific calculator, a TI-84 graphing calculator, and a Desmos graphing calculator</li> </ul> </li> </ul> |
|    | Students can access the reference sheet by clicking on the “Exhibits” tab on the right side of the screen (shown at right). Note that for Mathematics, the reference sheet is grade-specific.   |
|    | Students will have access to two rulers (a centimeter ruler and an inch ruler) for the following tests: <ul style="list-style-type: none"> <li>Mathematics grades 3–8 tests</li> </ul>   |
|    | Calculators are not permitted for grades 3–6 Mathematics (both sessions) or for Session 1 of grades 7–8 Mathematics.   |

# RICAS Test Administration Protocols

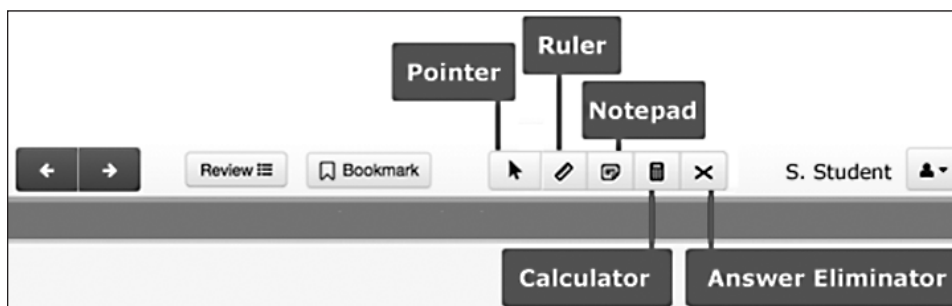
## a. Tools Available for Mathematics

| Grade | Tools Available for Session 1   | Tools Available for Session 2  |
|-------|---|--|
| 3     |  <br>centimeter ruler<br>and inch ruler   |  <br>centimeter ruler<br>and inch ruler   |
| 4     |  <br>centimeter ruler<br>and inch ruler   |  <br>centimeter ruler<br>and inch ruler   |
| 5     |   <br>reference sheet<br>centimeter ruler<br>and inch ruler      |   <br>reference sheet<br>centimeter ruler<br>and inch ruler                                    |
| 6     |   <br>reference sheet<br>centimeter ruler<br>and inch ruler      |   <br>reference sheet<br>centimeter ruler<br>and inch ruler                                    |
| 7     |   <br>reference sheet<br>centimeter ruler<br>and inch ruler      |   <br>five-function/<br>scientific<br>reference sheet<br>centimeter ruler<br>and inch ruler    |
| 8     |   <br>reference sheet<br>centimeter ruler<br>and inch ruler |   <br>scientific/<br>TI-84/Desmos<br>reference sheet<br>centimeter ruler<br>and inch ruler |

## b. Additional Tools

The following tools are embedded in TestNav:

- Pop-up glossary (Certain words during the ELA test will have a dotted line below them that students may select to display a definition.)
- Highlighter (Students can select and drag over the words they want to highlight and unhighlight. After dragging over the words they will see two options for the highlight color: blue and pink.)
- Other tools are shown in the toolbar below:



**Note:** Notes that students type in the notepad tool and text that students highlight will not carry over from screen to screen. However, notes and highlighting are preserved and will be available if students return to the question.

# RICAS Test Administration Protocols

## 4. Materials PERMITTED for Student Use

- pens, pencils, highlighters, and colored pencils for use on scratch paper
- handheld calculators for the specific tests/sessions listed in the previous section for students who prefer them to the online calculator
  - › When using a handheld calculator, each student must have sole access to the calculator, and test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).
  - › RIDE recommends that handheld calculators be equivalent to the ones embedded in the grade-specific online testing platform (see the charts in the previous section). At a minimum, schools should provide five-function calculators for students taking grades 7 and 8 Mathematics. The RIDE calculator policy can be found here: [ride.ri.gov/RICAS](http://ride.ri.gov/RICAS).
- printed reference sheets for the tests listed above
  - › RIDE strongly recommends providing printed reference sheets for students to use in addition to the one that appears in the student testing platform.
    - Reference sheets are available at [ricas.pearsonsupport.com/student/](http://ricas.pearsonsupport.com/student/) for schools to print (printed copies cannot be ordered).
  - › Students may reuse printed reference sheets only if there is no writing on the paper. If there is any writing or marks on the reference sheet, it must be recycled/discarded and a new reference sheet must be printed for the student.
- equation editor guides and symbol keys for Mathematics tests
  - › Schools may want to print out the equation editor guide for students taking Mathematics tests. The symbol keys are for students using tablets.
  - › These sheets are available at [ricas.pearsonsupport.com/student/](http://ricas.pearsonsupport.com/student/) for schools to print (printed copies cannot be ordered).
- computer mice
- styluses for touch-screen devices, if used in regular instruction
- headphones for students with disabilities using the text-to-speech or line reader accommodation
- printed copies of authorized bilingual word-to-word dictionaries and glossaries for current and former EL students



## 5. Materials PROHIBITED during Testing

**Prohibited** materials include, but are not limited to, materials that must be covered or removed from the testing space (see page 22) as well as the materials listed below. Materials listed in section 1 below are not permitted at any time during test sessions, and materials listed in section 2 may only be provided after a student has turned in his or her test materials. None of the materials in section 1 or 2 are permitted while a student has his or her test materials.

### ***Materials Prohibited at Any Time during a Test Session***

Materials listed in this section **are NOT permitted at any time during test sessions**, including after a student turns in his or her test materials, during a break, or during the transition to a test completion area.

- cell phones (see the following page for more information)

- other electronic devices (see below for more information)
  - › smart watches
  - › e-book readers or electronic dictionaries
  - › music players for one student's personal use or that of the whole class, earphones, ear buds, or headphones (other than noise blocking headphones; see DF7)
  - › any device capable of taking photographs
  - › game consoles
  - › pocket translators
  - › calculators, except for the tests and sessions listed in the previous section
  - › computers or electronic tablets other than the one being used for testing
  - › any device that provides access to the Internet other than the one being used for testing (such as certain calculators and fitness trackers)
  - › editing devices (e.g., spelling or grammar checkers)
- English-language dictionaries or thesauruses
- encyclopedias
- any reference or notes sheets prepared or created prior to the current testing session, other than the approved printed reference sheets listed under Permitted Materials or approved materials for students with disabilities using certain accommodations
- accommodation materials unless specified by a student's approved IEP or 504 plan (e.g., graphic organizers)

## ***Materials Prohibited until after a Student Has Completed Testing***

Materials listed in this section **may be provided only AFTER** a student has completed testing (i.e., marked the test complete), and at the test coordinator's discretion.

- books
- textbooks for subjects other than the one being tested
- notebooks or other notes, as well as flags or sticky notes, for subjects other than the one being tested
- handheld rulers

## ***Cell Phones and Other Electronic Devices***

It is the responsibility of the test coordinator and test administrators to ensure that students do not have access to cell phones or other electronic devices during testing. **Results may be invalidated for students who use cell phones or other electronic devices at any time during a test session**, including after a student turns in his or her test materials, during a break, or during the transition to a test completion area.

During the Test Administrators' Training, the test coordinator will inform test administrators either to read the script instructing students before each test session to turn off their cell phones and other electronic devices and place them in their backpacks, or to follow another procedure to ensure that students do not have access to cell phones or other electronic devices. See Part III, section B for more information about the Test Administrators' Training.

# RICAS Test Administration Protocols

## D Scheduling Test Sessions

Your test coordinator will provide you with the schedule for administering tests based on the guidance and requirements of the TCM. Below is information that will be useful to you as you prepare for administration.

### 1. Testing Time and Information on Test Sessions

While RICAS test sessions will remain untimed in spring 2020, RIDE suggests that schools schedule the following amounts of time for RICAS testing:

| Grade(s)   | RICAS Subject Area Test | Number of Sessions | Recommended Testing Times                            |
|------------|-------------------------|--------------------|--|
| Grades 3–8 | ELA                     | 2 sessions         | Session 1: 2 to 2½ hours<br>Session 2: 1½ to 2 hours |
| Grades 3–8 | Mathematics             | 2 sessions         | 1½ hours per session                                 |

Schools may plan for one short, supervised break per session (3–5 minutes) to be given at each test administrator’s discretion for all subject area tests. Schools may also consider providing designated accessibility features (DFs), which are available to all students, such as DF3 (“Frequent brief supervised breaks”), particularly for younger students.

It is important for all testing to occur during regular school days and to begin at the start of the regular school day, to ensure equivalent testing conditions in schools across the state and to ensure that all students, including students with disabilities and EL students, are afforded an equal opportunity to benefit from untimed tests.

### 2. Test Completion

Students who require time beyond the regularly scheduled test session may take it, as long as they are working productively. To that end, test administrators read scripts to guide students through the test session and inform them of the time available. Students may be moved to another location to finish testing but must be supervised at all times during the transition.

It is recommended that students complete each test session on the same device. Therefore, whenever possible, the student should bring his or her testing device to a test completion location (the device must be logged out of TestNav before being transported).

For schools that choose to administer more than one test session on the same day, if a student has not completed the first test session by the time that his or her class begins the next test session, he or she must finish working in the first test session before beginning the next one. The next test session can be administered to the student in a separate setting from the regularly administered one (as always, the test administrator must follow all protocols in the TAM).

### 3. Same-Day Requirement

**No test session may extend beyond the end of the regular school day, and any individual test session must be completed on the same day on which it begins**, with the following exception: if a student becomes ill during a test session and cannot continue testing, he or she should be scheduled for a make-up session (see section 7 on the following page).

The scripts in the TAMs that are read aloud throughout the session will help remind students how much time they have, so extra time should not generally be needed beyond the end of a regular

school day. However, a test coordinator may provide a student with a **maximum** of 15 additional minutes to review and complete his or her work, provided that

- the student requests the additional time him- or herself;
- transportation is arranged if necessary (e.g., the school bus is held for the student, the student's parent/guardian is contacted); and
- a test administrator stays with the student until the end of the allotted time.

Alternatively, if testing must occur on an "early release" day, arrangements must be made for test administrators to stay with students who have not finished their work until the time at which school would end on a regular school day.

### 4. Breaks and Lunch

Extended breaks, including recess, may not be scheduled in the middle of a test session. RIDE recommends that students be provided snacks, drinks, and the opportunity to use the restroom before the beginning of the test session. However, students are permitted to use the restroom one student at a time during the test session. **Students must be supervised at all times between the testing room and the restroom.**

Test coordinators are responsible for ensuring that tests are scheduled to avoid conflicts with lunch; however, if a lunch break is required during testing, lunch shall be brought to the students in the testing area. If this is not feasible, test materials must be secured, and students must be escorted to the lunchroom, instructed that they may not discuss the test and that they still may not access any prohibited materials, sufficiently monitored to prevent discussion of test questions during the entire lunch period, and escorted back to the testing location. RIDE recommends signing students out of TestNav during a lunch break.

Schools may plan for one short, supervised break per test session (3–5 minutes) to be given at each test administrator's discretion. Test administrators must maintain security during the break (e.g., students may not have conversations).

Test administrators should instruct students approximately midway through a session that they may have a short break or they may continue working. To maintain the security of the test, test administrators should follow the instructions in the *Test Administrator's Manuals*.

### 5. Concurrent Administration Requirement

Test sessions must be scheduled in such a way that all students taking that test in the same school are tested as close together as possible (with the exception of make-up sessions). Schools are expected to schedule most students for the first administration of a test session; if space or device constraints require additional test sessions, they should be scheduled as close together as possible in order to maintain the security of the tests.

### 6. Test Session Limitations

It is recommended that students take no more than two test sessions on a single day, including those administered as make-up sessions.

### 7. Procedures for Students Who Become Ill During a Test Session

If a student becomes ill during testing or a student experiences a technology failure and cannot complete the session that day, the school may allow the student to complete the session on another day. The student should be instructed not to discuss the test, and the school should provide a closely-monitored make-up session, during which the student may complete the test, but may not return to any questions he or she previously answered.



# RICAS Test Administration Protocols

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Students who are absent on the scheduled testing date for their grade for any reason (including illness or other medical condition) must be scheduled for make-up testing as soon as they return to school. Make-up tests may be administered at any time after the scheduled testing date and before the end of the test administration window (see page ii for dates). Please call RIDE at 401-222-8413 regarding exceptional circumstances related to make-up testing.

If a student is absent for a session of a test, he or she should take the remaining session(s) of the test according to the school's administration schedule and take the missed session during the make-up period.

Instructions for setting up make-up sessions can be found in Appendix B, section D.

## **8. Test Administration Interruptions, including Technology Failures**

Circumstances over which you have no control (e.g., power failures) may interrupt testing. If possible, when such an interruption does occur during testing, students should be instructed to sign out of TestNav. In the event of an emergency, the school's safety instructions must be followed. When normal conditions are restored, the test administrator should resume students' tests in PearsonAccess<sup>next</sup> so that they can log back into TestNav and continue testing. Refer to Appendix B for instructions.

No interruption should reduce the total amount of time that students are given to complete the interrupted test session. Any major disruption that affects an entire classroom or more must be reported to the test coordinator.

Test coordinators will provide guidance to test administrators on handling regular interruptions, such as students requesting to use the restroom or to go to the nurse's office. Students may not remove secure materials from the room. Test administrators must maintain test security according to the requirements in Part I of this manual while any student is out of the room.



## **Part III**

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### **Tasks to Complete Prior to Test Administration**

## Tasks to Complete Prior to Test Administration

### **A** Receive This Manual and Document Receipt

Test administrators will receive their TAMs to review before the school's training session and should familiarize themselves with test security requirements, protocols, and procedures.

Your principal will ask you to document that you have received your manual.

### **B** Attend Test Administrators' Training

#### **1. Training in Test Security Protocols**

Before test administration, the test coordinator must meet with test administrators, technology staff, and other personnel authorized to have access to secure materials to explain the test security protocols and procedures that will be followed at the school.

During the training session, the test coordinator will need to do the following:

- Describe the test security requirements contained in Part I of this manual
- Confirm that all involved school personnel understand those requirements
- Describe local procedures for meeting test security and administration protocols
- Provide an orientation to the major tasks that will be completed during test administration
- Emphasize that all test administrators must read and familiarize themselves with the TAMs before administering RICAS tests.

The TAMs contain optional scripts as described below. Test administrators must be informed at the training session if they will read the scripts or if the school will develop an alternative version.

- whether test administrators will read the recommended script in the "As Students Arrive" sections of the TAMs instructing students to put away cell phones and other electronic devices in their backpacks at the side of the room, or if a locally developed script will be used instead
- whether test administrators will read the scripts for students going to a supervised lunch, students transitioning to a test completion room, and students going to the restroom

Test administrators must also be informed about the decisions that have been made regarding other procedures such as

- whether students who arrive late for testing will be read the scripts quietly in the room, read the scripts outside the room, or scheduled for make-up testing
- how students will be supervised when they are out of the testing room, e.g. for a restroom break (hallway monitors, restroom monitors, escorts, etc.)
- whether testing tickets will be collected from students after they sign in to TestNav, or students will retain their testing tickets until the end of the session
- whether students will write down the ID numbers of their testing devices on their testing tickets
- how to contact the school administration if there are any problems during testing
- whether test administrators are expected to come to the central storage area to pick up testing materials or testing materials will be delivered to them
- whether students who finish early may be dismissed or must wait until the end of the scheduled session

Test administrators who will administer accommodations to students with disabilities should receive additional training at another time to ensure that accommodations are correctly provided.

# Tasks to Complete Prior to Test Administration

## 2. Required Documentation

Test administrators must sign in to demonstrate that they attended a training session and to acknowledge that they received TAMs for the test(s) they will administer. Similarly, other school personnel who have access to secure materials must sign an acknowledgment that they received a copy of the test security requirements. A sample form for both of these activities can be found in the RICAS TCM, but schools may develop two separate forms instead.

Test coordinators must retain the following in their school files for three years: agendas, sign-in sheets, and any other relevant documentation to demonstrate they trained test administrators and other school personnel who have access to secure materials.

## 3. Training in Using PearsonAccess<sup>next</sup> and Basic Technology

Review the troubleshooting FAQs in Appendix B, and view the online training modules posted at [ricas.pearsonsupport.com/training](https://ricas.pearsonsupport.com/training). It is recommended that test coordinators designate individuals to assist with tasks and share the modules as appropriate.

### Modules to assist with pre-administration tasks

- Student Registration/Personal Needs Profile (SR/PNP)
- Infrastructure Trial for Test Coordinators and Test Administrators
- Infrastructure Trial for Technology Coordinators
- Creating Sessions
- Accessibility Features and Accommodations

### Modules to assist with tasks to complete during testing

- Sessions Management
- Moving Students Between Sessions
- Resolving Incorrect Accommodations During Testing

### Test administrators will need to conduct the following tasks.

- Assign and un-assign student tests and edit existing student tests.
- Download student test tickets.
- Confirm that their students have the correct test form assigned to them (e.g., text-to-speech).
- Start, pause, stop, and resume testing in PAN.
- Lock and unlock sessions.
- Monitor student progress in the online sessions.
- Close down testing devices.

### Therefore, it is recommended that test administrators view the following modules:

- Accessibility Features and Accommodations
- Infrastructure Trial for Test Coordinators and Test Administrators
- Sessions Management

## Tasks to Complete Prior to Test Administration

### C Prepare the Testing Space

Before each test session, the testing space must be prepared as follows:

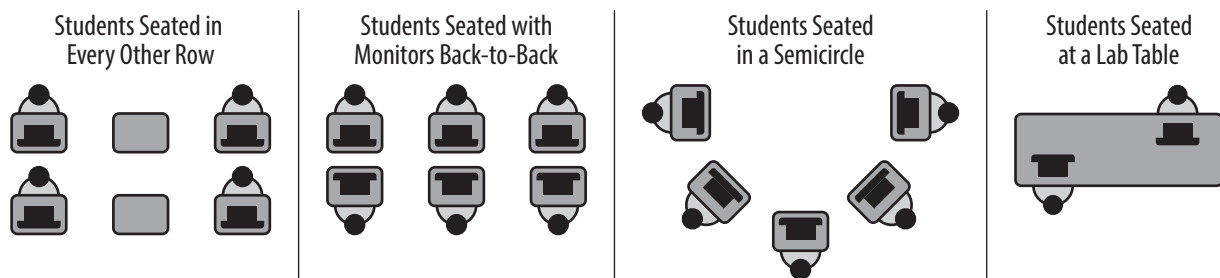
- Ensure that the room is free from noise or distractions and is adequately lit, ventilated, and furnished so that students can work comfortably and without disruption.
- Ensure that each student will have adequate work space and be sufficiently separated from other students to support a secure test environment.
- Cover or remove from the testing space all materials containing content in the subject area being tested, including any materials that might help students answer test questions. Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts, graphic organizers, word lists, number lines, multiplication tables, definitions, writing formulas, and mathematical formulas/ theorems. It is not necessary to cover or remove calendars, posters displaying the alphabet or consonant blends, or posters displaying the Pledge of Allegiance.
- Prepare a sign that reads “RICAS Testing—Do Not Disturb” to be posted on the door(s) to the testing space during each RICAS administration session (one is available in the TCM).

### Other Security Considerations

RIDE suggests that schools use the following seating arrangements as strategies to create a secure environment:

- Seat students at least two seats away from each other.
- Arrange monitors back-to-back.
- Seat students back-to-back.
- Seat students in a wide semi-circle with all the students facing into the center of the circle.
- Seat students in every other row.
- Avoid the use of large, open areas (e.g., cafeterias).
- Seat students at opposite ends of a long lab table.

#### Examples of Seating Arrangements



Physical barriers can also be used:

- privacy screens on computer monitors
- tri-fold display boards around testing devices
- cardboard or heavy cardstock placed on desks or taped to the sides of monitors to create a barrier
- partitions between students sitting at the same long lab table

## Tasks to Complete Prior to Test Administration

**Regardless of how testing rooms are arranged, students must not have a view of any screen but their own.**

Note that using physical barriers to shield students from each other can also shield them from test administrators, making it more difficult to see what students are doing (e.g., using notes or a cell phone). Thus, it is especially important that test administrators circulate frequently throughout the room and monitor what students are doing when physical barriers are used.

### Additional Preparations

Ensure all devices to be used for testing are charged prior to each test session. Make sure sufficient power cords and power strips are available, as well as extra testing devices if needed. Confirm that accessories, such as external keyboards for tablets and headphones for students using the text-to-speech edition, are available and in working order prior to testing.

Be sure that all students' testing devices have the latest version of TestNav installed. For details, visit [download.testnav.com](https://download.testnav.com).

Be sure also to assign computers to test administrators to complete tasks in PearsonAccess<sup>next</sup>.

### **D Prepare to Provide Universal Accessibility Features (UFs) and Designated Accessibility Features (DFs)**



Your test coordinator will inform you if any students in your assigned group will be using UFs or DFs. Some of these accessibility features require special preparation (e.g., alternative background and font, answer masking) and some require changes in test administration (e.g., frequent breaks, specific time of day, alternate test location).



## **Part IV**

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### **Administering the Student Tutorial and the Practice Tests**

## Administering the Student Tutorial and the Practice Tests

Schools are advised to administer the student tutorial and the practice tests so that students can become familiar with both the computer interface and the question types. The format of the practice tests closely resembles the format of the actual test.

Your test coordinator will provide you with a schedule for administering the student tutorial and the practice tests. There is one tutorial, which includes information for all subject areas tested, and there are grade- and subject-specific practice tests. A text-to-speech practice test is available as well, if required for students with that accommodation.

Students may view the student tutorial before taking the practice tests to familiarize themselves with the tools and features available in the TestNav platform. The tutorial will show students how to navigate the TestNav platform, work with the tools that are available during testing, and answer technology-enhanced test questions. The tutorial is self-directed, with no audio, and is expected to take about 20 minutes to complete.

There are two different ways to access practice tests: with a web browser or using the TestNav application. Whether accessed via the web or the TestNav application, the practice tests are the same for each grade and subject area.

Upon completion of practice testing, a score for multiple-choice test questions is provided for diagnostic purposes. Rubrics are provided for constructed response questions.

Your test coordinator may ask you to participate in an Infrastructure Trial, which will include the administration of a practice test. Note that these practice tests do not produce a score report, or provide the opportunity to view responses. The practice tests in the Infrastructure Trial offer a screen reader form and an assistive technology (AT) form, which are not available elsewhere.

### A Administering the Student Tutorial

To access the student tutorial, students should go to [ricas.pearsonsupport.com/student](https://ricas.pearsonsupport.com/student), and select **TestNav 8 Tutorial**. Then click **Start** to begin. The tutorial can also be accessed through the **Practice Tests** option in the TestNav application. The tutorial is self-guided and will take students through the different features of the testing interface.

You may help students during the tutorial if they have any questions or problems.

### B Administering the Practice Tests

The practice tests can be accessed either with a web browser or with the TestNav application.

- To access the practice tests with a web browser, go to [ricas.pearsonsupport.com/student](https://ricas.pearsonsupport.com/student). Then select **View English Language Arts Practice Tests** or **View Mathematics Practice Tests**, and select the grade. You will then be able to choose the computer-based practice tests.
- To access the practice tests through the TestNav application, launch TestNav. At the bottom of the **Sign In** box, under the **Sign In** button, will be an option for practice tests. Clicking on **Practice Tests** here will take you to the options to select the proper subject and grade.

(A third way to access the practice tests is during the Infrastructure Trial. If your school is administering the practice tests as part of the Infrastructure Trial, follow the instructions in the *Infrastructure Trial Readiness Guide* instead of the steps below.)



## Administering the Student Tutorial and the Practice Tests

Follow the instructions below to administer the practice test.

1. Once students are seated at their devices and at the correct sign on screen, say:

**“We will now begin a practice test that will help you understand how and where to answer questions on the RICAS test for \_\_\_\_\_ (say the name of the subject area test).**

**The practice test has the same kinds of questions that you will see on the real test, but your answers to questions on this practice test do not count toward your RICAS score.**

**Additionally, this practice test will give you the opportunity to practice using the online tools that you will see on the actual test. Please enter your name in the box and press the ‘Start’ button.”**

2. Then say to all students:

**“You may read the directions and begin the practice test.”**

3. You may assist students during the practice test session. Be sure that students in your group clearly understand how to do the following:
  - move from one question to the next using the arrow buttons
  - answer the different types of computer-based test questions
  - bookmark and unbookmark questions
  - use the following tools for all of the tests: highlighter, answer eliminator, magnifier, and line reader
  - use the following for Mathematics: ruler, calculator, equation editor, and the reference sheet, which is in the “Exhibits” tab
  - switch between the different calculators (for grades 7 and 8 Mathematics)
  - use the notepad for English Language Arts
  - use the Expandable Panes feature to re-size the appearance of ELA passages

During this session, you may answer any questions the students have while they are working. During actual RICAS test sessions, assistance is limited to helping with technology issues.

After students have submitted their answers, you can review their scores by looking at the printable report available on the current screen. The report will indicate the student’s answers as well as the maximum score for each multiple-choice or multiple-select question. It will also show the student’s extended responses, which you can score via the rubrics at [ricas.pearsonsupport.com/student/practice-tests-ela/](https://ricas.pearsonsupport.com/student/practice-tests-ela/).



## **Part V**

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### **Administering English Language Arts Test Session 1**

# Administering English Language Arts Test Session 1

## A Materials Needed for Session 1

1. You will need the following materials available in your testing space prior to testing:
  - “Do Not Disturb” sign
  - testing devices for students
  - a computer for managing the test session
  - printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
2. Prior to testing, you will receive the following materials for students assigned to you:
  - this manual
  - student testing tickets
  - scratch paper (blank, lined, or graph) to distribute to students
  - pens or pencils for use on scratch paper
  - proctor testing tickets, if administering the Human Read-Aloud or Human Signer accommodation
  - a form to assist you and your test coordinator in tracking secure materials

**Note: English-language dictionaries are not allowed during RICAS testing.**

### Additional Preparations for Computer-Based Testing

- Ensure all devices to be used for testing are charged prior to each test session.
- Make sure sufficient power cords and power strips are available.
- Confirm that accessories, such as external keyboards for tablets and headphones for students using the text-to-speech edition, are available and in working order prior to testing.
- Be sure that all students’ testing devices have the latest version of TestNav installed and configured.
- If students will be using laptops: Some configurations prevent laptops from staying signed into TestNav when the lids are closed. If this is the case, and your school intends to cover the screens of laptops during the mid-session break (e.g., with manila folders or something similar) make sure that you have a sufficient quantity on hand for the number of students that are testing.

## B Before Students Arrive

1. **Note: RIDE recommends that this step be completed the day before testing.**

On the test administrator device, log into PearsonAccess<sup>next</sup> ([ricas.pearsonaccessnext.com](https://ricas.pearsonaccessnext.com)) and select **Spring 2020 RICAS Gr. 3–8** from the Administration dropdown at the top of the screen. Go to **Testing > Students in Sessions** and select your session from the Session List. If your session does not appear in the Session List, select **Add Session**, start typing the session name, select the session when you see it, and click **Add Selected**.

You should review your roster which is found under the **Resources** dropdown and be prepared to administer any special forms (i.e., screen reader, text-to-speech) assigned to students.

# Administering English Language Arts Test Session 1

Verify that correct accommodated forms such as text-to-speech (TTS), screen reader (SR), and assistive technology (AT) are assigned to students, if applicable.

If a student's accommodations do not match the form assigned to a student (e.g., a student should be tested using text-to-speech, but the TTS form is not indicated), you can still update the students' accommodations. See Appendix B for the steps to do so.

If you are administering a make-up session, see the steps in Appendix B on page 100.

2. Make sure the testing space has been appropriately prepared (see page 22).
3. Post the "Do Not Disturb" sign on the outside of the door(s) of the testing space.
4. If your test coordinator has not yet started your PAN Session, follow these steps to do so.
  - Log into PearsonAccess<sup>next</sup> and select **Spring 2020 RICAS Gr. 3–8 test administration**.
  - Go to the **Testing** tab and click **Students in Sessions**. Select the Session Name from the **Session List** (see instructions in step 1 above if your PAN Session is not listed). The **Session Details** screen will appear. (If multiple PAN Sessions are selected, the option to **Combine View** and **Start All Sessions** will appear.)
  - Click on the green **Start Session** button (or **Start All Sessions** button) on the **Session Details** screen. You will then see that the **Start Session** button will change to read **Stop Session**.

**Session List**

Add a Session

● LASTNAME GR3ELA RM101 ✕

1 Sessions | Clear

**LASTNAME GR3ELA RM101**

☐ Ignore Schedule

● Ready

**Find Students** In the selected session(s) above ▾

5. Click on the lock button for ELA Session 1 and slide it to unlock the session as shown below.

**Session List**

Add a Session

● LASTNAME GR3ELA RM101 ✕

1 Sessions | Clear

**LASTNAME GR3ELA RM101**

☐ Ignore Schedule

● In Progress

**LASTNAME GR3ELA RM101 (3 Student Tests)**

Gr3ELA - Sess. 1

3

Gr3ELA - Sess. 2

3

**Student Test Status Key**

- Ready
- Resumed, Resumed Upload
- Active
- Exited
- Completed, Marked Complete

# Administering English Language Arts Test Session 1

## **C** As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Approve any bilingual dictionaries brought by current and former EL students to use during the test session according to the guidelines in Appendix E.

**All other dictionaries are prohibited during this session.**

3. Make sure that students do not have access to cell phones or other prohibited electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. If students will be using tablets or laptops, distribute student testing devices and chargers.
5. Instruct students to open the TestNav application (this may be done by the test administrator or technology staff, and is recommended particularly for younger students).

If there are testing devices that do not have the latest version of TestNav installed or if students' devices are not working properly, contact your school's technology staff for assistance before moving on to begin testing with these students.

Students will need to choose the testing location the first time that students use TestNav for English Language Arts. Instruct them to choose **Rhode Island**. If this is done correctly, students will then see **Rhode Island** above the "Sign In" area. If something else appears on the screen, instruct students to click the button on the top right corner of the screen; then select **Choose a Different Customer**; and then select **Rhode Island**.

If students are using iPads, TestNav may prompt the students to allow access to the device's microphone. Instruct the students to click **OK** even though they will not be using the microphone during testing.

6. Say to the students:  
**"Before we begin testing, you need to know that cell phones, music players, e-book readers, or other electronic devices are not allowed for any reason during this session, even after you submit your test. Results may be invalidated for students with any of these devices during testing or after submitting their tests."**
7. If your test coordinator has instructed you to do so, read the following recommended script:  
**"Remember you were given instructions recently at a student meeting about appropriate activities you can do when you finish testing and those you will not be allowed to do. Raise your hand if you have any questions about appropriate things you can do during this session when you finish testing."**

Answer any questions students have. Then say:

**"If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so."**

Pause to make sure that students have turned cell phones and other prohibited electronic devices off and have placed them in their backpacks.

# Administering English Language Arts Test Session 1

If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other prohibited electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other prohibited devices during testing.**

8. Make sure that students' desks are clear, except for their testing devices, pens or pencils, and authorized bilingual dictionaries for current and former EL students.

## **D Administer Session 1**

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your test coordinator has instructed you to do so, you will need to turn to section E at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

**"We are about to begin the RICAS English Language Arts test. This is the first of two sessions that you will take. You will take Session 2 \_\_\_\_\_ (announce the date and time for Session 2). Please raise your hand if you have any questions about the testing schedule."**

Answer any questions that students have. Then say:

**"The results of this test will be used to help improve your academic performance, and will be shared with your parents or guardians as well as your teachers. It is important that you try to do your best work during this and every test session."**

2. Then say to students:

**"I will now hand out scratch paper for you to use during this session. If at any point you need more, raise your hand and I will give you another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper."**

Distribute one sheet of blank scratch paper to each student.

3. For students using the text-to-speech or screen reader accommodations, which require headphones, say:

**"Put on your headphones and make sure they are plugged in. On your screen next to the 'Sign In' button, click the link that says 'Test Audio.' Make sure you can hear through your headphones and adjust the volume as needed."**

Pause for students to adjust the volume in their headphones.

4. Then say:

**"I will now hand out the student testing tickets. Do not sign in until I tell you to do so."**

## Administering English Language Arts Test Session 1

5. Distribute the student testing tickets. Make sure that you give each student his or her assigned student testing ticket.

If you are administering a test using a proctor testing ticket, be sure to retain it for yourself and **do not give it to the student** – responses are only saved in tests accessed with student testing tickets, not proctor testing tickets.

6. Then say:

**“Look at your student testing ticket. Make sure it has your name on it. Raise your hand if you do not have the correct student testing ticket.”**

Provide the correct student testing ticket to any student who has an incorrect ticket. If a student’s ticket needs to be printed out, you can find it on the **Students in Sessions** screen in PearsonAccess<sup>next</sup> under the **Resources** dropdown.

7. If your test coordinator has instructed you to do so, say to the students:

**“Write down the ID number for the computer you are using on your testing ticket. You can find the ID number \_\_\_\_\_ (instruct students where to find the device ID number).”**

Pause while students write down their device ID numbers.

8. Say to the students:

**“Now enter the username that is shown on your student testing ticket. Your username is actually a number that is 10 digits long. Then enter the password that is shown on your student testing ticket.”**

Assist any student who needs help entering his or her username or password.

Then say:

**“Now click the button that says ‘Sign In.’”**

Walk around the room and make sure that all students have successfully signed in. Assist any students who did not successfully sign in. You may retype usernames and passwords for students if necessary.

9. When all students have successfully signed in, say:

**“Find your name on the upper right corner of the screen. If the name you see is not yours, raise your hand.”**

10. If any students raise their hands, sign them out of TestNav and check their testing tickets. Once these students are properly signed in, say:

**“Your computer screen should now be at the ‘Available Tests’ screen.”**

Confirm that all students’ test devices are on the “Available Tests” screen.

11. If your test coordinator has instructed you to

➤ **COLLECT STUDENT TESTING TICKETS**, say:

**“Now I will collect your testing tickets.”**

Collect students’ testing tickets.



# Administering English Language Arts Test Session 1

- **LET STUDENTS KEEP THEIR TESTING TICKETS** during the test, say:

**“Please keep your testing ticket with you and do not use it for scratch paper. I will need to collect it at the end of this test session.”**

12. Say to the students:

**Click the blue button on the screen that says ‘Start.’ You should now see a screen that says ‘Welcome.’**

Pause to confirm that students are on the correct screen.

13. Once all students’ testing devices are at the “Welcome” screen, say:

**“Click the box in the middle of the screen that says ‘Start.’ You should now see a screen that says ‘Session 1’ at the top and states the number of questions below. If your screen does not say ‘Session 1,’ please raise your hand.”**

Assist any students who raise their hands to get to the correct screen.

14. Then say to all students:

**“Follow along while I read the directions that are on your screen.”**

Note that the script below reproduces the directions on the students’ computer screens. There is no need to read the directions from a computer screen.

15. Say:

**“Read each passage and question carefully. Then answer each question as well as you can.**

**Some questions will ask you to write a response. Write each response in the box provided on your screen. Your response may be longer than the space you see in the box. If your writing fills the box, a scroll bar will appear and you can keep on typing. You will be able to use the scroll bar to see everything you have written. Click on the ‘Exhibits’ tab for more information on how to use response boxes.**

**If you do not know the answer to a question, you may bookmark it and go on to the next question. When you are finished, you may review your answers and go back to any questions you bookmarked.”**

16. Then say:

**“Before you submit your answers at the end of the test session, be sure that you have responded to every question and not left anything blank or unanswered.**

**For written responses, there is a limit to how long your response may be. For each response, there is a counter at the top right of the response box. As you type, the number in the box will count down to show how many more characters you can type.**

**During the session, if you have a problem finding or using one of the tools on the computer screen, or difficulty using your computer, raise your hand. However, I will not be able to help you answer the test questions.”**

# Administering English Language Arts Test Session 1

17. Say to the students:

**“This test session is scheduled to be \_\_\_\_\_ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively.**

**If you finish answering the questions before the end of the test session, you should review your work for this session.**

**It is important that RICAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you other than your testing device. You may not access the Internet or use any application on your testing device other than the testing application that you are using right now. All students are expected to be honest, do their best, and not cheat in any way.”**

18. Then say to all students:

**“Click the ‘Start’ button. You may now begin your test.”**

Circulate among the students and verify that all have successfully started Session 1.

19. It is your responsibility to ensure a secure testing environment.

**Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.**

**Circulate among the students while they take the test to see that they are working steadily, and are not using cell phones or other prohibited electronic devices.**

20. (Optional) Approximately midway through the session, say to students:

**“You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be \_\_\_\_\_ (state the length of the break) minutes long.”**

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. It is not necessary to have students sign out of TestNav during the break, however security must be maintained by making sure students cannot see each other’s screens. RIDE recommends turning off computer monitors or placing tablets face down on desks. For laptops, RIDE recommends closing or lowering the lids, or placing something (e.g., manila folders) in front of the screens, depending on how your school’s laptops are configured. When the break is completed, say to the students:

**“The break is over. You should begin testing again now.”**

## Administering English Language Arts Test Session 1

21. Monitor student testing status in the PAN Session. During testing, all students should be in an “Active” status. If a student has signed out or been kicked out of the test, he or she will be in “Exited” status and will need to be “Resumed” to continue testing. When students are in “Resumed” status, they can log back into the test and resume testing. Refer to Appendix B for instructions.

|             |         |
|-------------|---------|
| Exited ▾    | Ready ▾ |
| Resumed ▾   | Ready ▾ |
| Completed ▾ | Ready ▾ |

Clicking on a student’s status will show you how far the student has progressed through the test. Remember, however, that your primary responsibility is to focus your attention on the students rather than the computer.

22. When the time for the test session is half over, say to the students:

**“The session time is half over. Remember to use the ‘Review’ button at the top of the screen to see which questions you’ve answered and skipped or that you bookmarked. Make sure that you do not skip any questions in this test session.”**

23. Say to **ANY STUDENT WHO FINISHES EARLY**:

**“I want to remind you that during this session you were supposed to answer all of the Session 1 questions. At the top of the screen, click ‘Review’ and make sure you have answered all of the questions.**

**You should make sure that you have not skipped any questions. Remember, once you have submitted your answers, you will not be permitted to go back to Session 1.**

**Cell phones, music players, e-book readers, and other prohibited electronic devices are *still* not allowed during the remainder of this session until I give you permission.”**

Permit students to check whether they have skipped any questions. Then assist students according to the instructions in step 26.

24. At the **END OF THE SESSION, TO ANY STUDENTS STILL WORKING**, say:

**“This is the end of the time scheduled for this session. I want to remind you that during this session you were supposed to answer all of the Session 1 questions. At the top of the screen, click ‘Review’ and make sure you have answered all of the questions.**

**You should make sure that you have not skipped any questions. Remember, once you have submitted your answers, you will not be permitted to go back to Session 1.”**

Pause to allow students to check whether they have skipped any questions.

25. Say to the students:

**“If you need more time to answer any questions, raise your hand. Do not submit your final answers at this time.”**

Note which students need more time. These students should **not** submit their final answers.

# Administering English Language Arts Test Session 1

26. Then say to the students:

**“If you have completed the test session, click the ‘Review’ button at the top of the screen, and then click ‘End of Section.’ Click the ‘Submit Final Answers’ button to submit your answers. On the popup screen, confirm you would like to submit by selecting, ‘Yes, Submit Final Answers.’ If you are not automatically signed out, sign out of the test by going to the User Dropdown Menu at the top right corner of the screen and click ‘Sign out of TestNav.’”**

27. Circulate among the students to ensure all students have submitted their final answers in TestNav (with the exception of students who need more time). You are not permitted to check students’ work before they submit their tests.
28. For students who need more time, if your test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

**“If you have not yet finished your work in this session, you will be moved to \_\_\_\_\_ (location) to complete the test. You will have until the end of the school day to finish your work, as long as you are working productively.**

**Your cell phone and any other electronic devices must remain off, and you may not access them until I or another test administrator gives you permission to do so.”**

If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Students moving to a test completion room should be instructed to sign out of TestNav. Then the students’ testing devices should be transported along with the testing tickets if possible. Students may transport their own testing devices as long as they are signed out of TestNav. Be sure to inform your test coordinator when completing tracking documents and returning test materials to your test coordinator. When students are ready to begin working in the test completion room, the test administrator will need to resume their tests before they can sign in with their testing tickets.

Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining security for students in a test completion room.

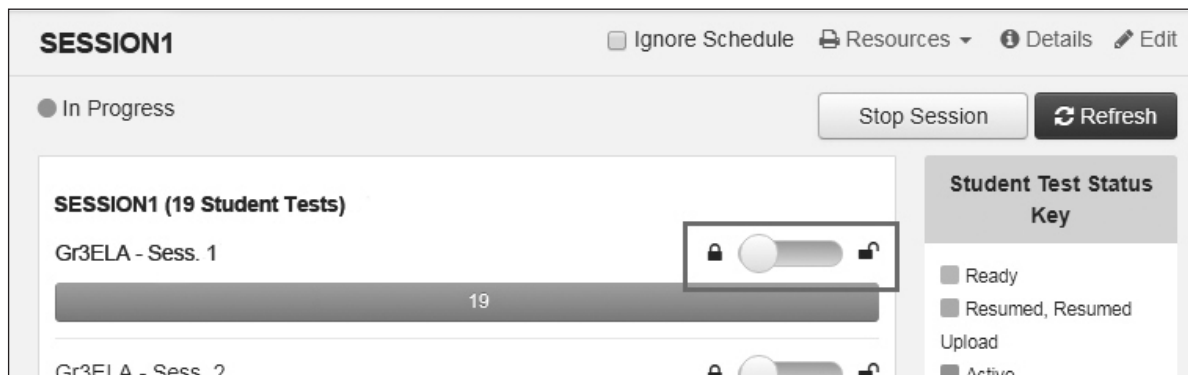
29. Collect students’ testing tickets (if you did not collect them earlier) and scratch paper. **Verify that you have a student testing ticket and scratch paper from each student.** For students who need more time to finish, follow the instructions given by your test coordinator. Remind students of when Session 2 will begin.

Students who completed testing will have a blue ‘Complete’ status in PearsonAccess<sup>next</sup>. RIDE recommends locking these students’ tests by clicking the arrow next to each student test in PAN and selecting “Lock.”

| <input type="checkbox"/> | SA SID     | Last Name | First Name | Middle Name | Username   | Session                           | Gr3ELA - Sess. 1                     |
|--------------------------|------------|-----------|------------|-------------|------------|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> | 9999999999 | LAST      | FIRST      | M           | 1111111111 | ●<br>SESSION1<br>(Grade 3<br>ELA) | <div>Completed</div> <div>Lock</div> |

## Administering English Language Arts Test Session 1

Or, if all students have completed testing, slide the Session lock button to the locked position to lock all students' tests.



30. Make a list of all students in your assigned group who were not tested. These students will appear in PAN in the “Ready” status for this test session. These students will need to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your test coordinator of this. It is important to keep accurate records of who has been tested.
31. Group test materials into the following separate piles:
  - student testing tickets
  - proctor testing tickets, if applicable
  - used scratch paper
  - unused scratch paper
32. Complete appropriate tracking documents, as instructed by your test coordinator.
33. Immediately return **all** test materials and the list of students who were not tested to your test coordinator.

# Administering English Language Arts Test Session 1

## E Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. **For students who will be escorted to a SUPERVISED LUNCH**, if your test coordinator has instructed you to do so, read the following recommended script to students:

**“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, as long as you are working productively.**

**You will be going to \_\_\_\_\_ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test during your lunch break.”**

If your test coordinator has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

RIDE recommends locking the student’s test by clicking the arrow next to the student’s test status and selecting “Lock.”

| <input type="checkbox"/> | SASID      | Last Name | First Name | Middle Name | Username   | Session   | Gr | Sess.  |
|--------------------------|------------|-----------|------------|-------------|------------|-----------|----|--------|
| <input type="checkbox"/> | 1111111111 | LAST      | FIRST      | M           | 1111111111 | ● SESSION |    | Active |
|                          |            |           |            |             |            |           |    | Lock   |

To unlock a student’s test when the student has returned, click the arrow next to the student’s test status and select “Unlock.”

| <input type="checkbox"/> | SASID      | Last Name | First Name | Middle Name | Username   | Session   | Gr | Sess.  |
|--------------------------|------------|-----------|------------|-------------|------------|-----------|----|--------|
| <input type="checkbox"/> | 1111111111 | LAST      | FIRST      | M           | 1111111111 | ● SESSION |    | Active |
|                          |            |           |            |             |            |           |    | Unlock |

Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the RESTROOM during the test session**, if your test coordinator has instructed you to do so, read or point to this recommended script:

**“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”**

If your test coordinator has directed you to follow a different procedure, do so at this time. Make sure that the student’s screen is not visible to anyone else while the student is out of the room.

## **Part VI**

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### **Administering English Language Arts Test Session 2**

# Administering English Language Arts Test Session 2

## A Materials Needed for Session 2

1. You will need the following materials available in your testing space prior to testing:
  - “Do Not Disturb” sign
  - testing devices for students
  - a computer for managing the test session
  - printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
2. Prior to testing, you will receive the following materials for students assigned to you:
  - this manual
  - student testing tickets
  - scratch paper (blank, lined, or graph) to distribute to students
  - pens or pencils for use on scratch paper
  - proctor testing tickets, if administering the Human Read-Aloud or Human Signer accommodation
  - a form to assist you and your test coordinator in tracking secure materials

**Note: English-language dictionaries are not allowed during the English Language Arts test.**

## Additional Preparations for Computer-Based Testing

- Ensure all devices to be used for testing are charged prior to each test session.
- Make sure sufficient power cords and power strips are available.
- Confirm that accessories, such as external keyboards for tablets and headphones for students using the text-to-speech edition, are available and in working order prior to testing.
- Be sure that all students’ testing devices have the latest version of TestNav installed and configured.
- If students will be using laptops: Some configurations prevent laptops from staying signed into TestNav when the lids are closed. If this is the case, and your school intends to cover the screens of laptops during the mid-session break (e.g., with manila folders or something similar) make sure that you have a sufficient quantity on hand for the number of students that are testing.

## B Before Students Arrive

1. **Note: RIDE recommends that this step be completed the day before testing.**

On the test administrator device, log into PearsonAccess<sup>next</sup> ([ricas.pearsonaccessnext.com](https://ricas.pearsonaccessnext.com)) and select **Spring 2020 RICAS Gr. 3–8** from the Administration dropdown at the top of the screen. Go to **Testing > Students in Sessions** and select your session from the Session List. If your session does not appear in the Session List, select **Add Session**, start typing the session name, select the session when you see it, and click **Add Selected**. You should review your roster which is found under the **Resources** dropdown and be prepared to administer any special forms (i.e., screen reader, text-to-speech) assigned to students.



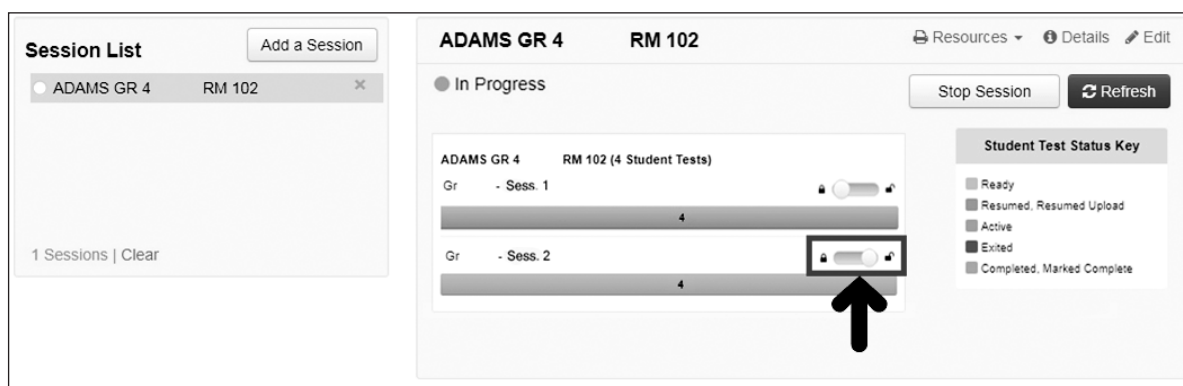
## Administering English Language Arts Test Session 2

Verify that correct accommodated forms such as text-to-speech (TTS), screen reader (SR), and assistive technology (AT) are assigned to students, if applicable.

If a student's accommodations do not match the form assigned to a student (e.g., a student should be tested using text-to-speech, but the TTS form is not indicated), you can still update the students' accommodations. See Appendix B for the steps to do so.

If you are administering a make-up session, see the steps in Appendix B on page 100.

2. Make sure the testing space has been appropriately prepared (see page 22).
3. Post the "Do Not Disturb" sign on the outside of the door(s) of the testing space.
4. To unlock Session 2, log into PearsonAccess<sup>next</sup> ([ricas.pearsonaccessnext.com](https://ricas.pearsonaccessnext.com)) and go to **Testing > Students in Sessions** and select your session from the Session List. (See the instructions in Step 1 above if your PAN Session is not listed.) Then slide the lock button for ELA Session 2 to unlock the session as shown below.



### C As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of Session 2.
2. Approve any bilingual dictionaries brought by current and former EL students to use during the test session according to the guidelines in Appendix E.

**All other dictionaries are prohibited during this session.**

3. Make sure that students do not have access to cell phones or other prohibited electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. If students will be using tablets or laptops, distribute student testing devices and chargers.
5. Instruct students to open the TestNav application (this may be done by the test administrator or technology staff, and is recommended particularly for younger students).

If there are testing devices that do not have TestNav installed or if students' devices are not working properly, contact your school's technology staff for assistance before moving on to begin testing with these students.

If students are using iPads, TestNav may prompt the students to allow access to the device's microphone. Instruct the students to click **OK** even though they will not be using the microphone during testing.

## Administering English Language Arts Test Session 2

6. Say to the students:

**“Before we begin testing, I want to remind you that cell phones and other electronic devices are not allowed for any reason during this session, until I give you permission to access them.”**

7. If your test coordinator has instructed you to do so, read the following recommended script:

**“If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so.”**

Pause to make sure that students have turned cell phones and other prohibited electronic devices off and have placed them in their backpacks.

If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other prohibited electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other prohibited electronic devices during testing.**

8. Make sure that students’ desks are clear, except for their testing devices, pens or pencils, and authorized bilingual dictionaries for current and former EL students.

### **D Administer Session 2**

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your test coordinator has instructed you to do so, you will need to turn to section E at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

**“We are about to begin Session 2 of the RICAS English Language Arts test. This is the last of the two sessions you will take for this test.”**

2. Then say to students:

**“I will now hand out scratch paper for you to use during this session. If at any point you need more, raise your hand and I will give you another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper.”**

Distribute one sheet of blank scratch paper to each student.

3. For students using the text-to-speech or screen reader accommodations, which require headphones, say:

**“Put on your headphones and make sure they are plugged in. On your screen next to the ‘Sign In’ button, click the link that says ‘Test Audio.’ Make sure you can hear through your headphones and adjust the volume as needed.”**

Pause for students to adjust the volume in their headphones.

## Administering English Language Arts Test Session 2

4. Then say:

**“I will now hand out the student testing tickets. Do not sign in until I tell you to do so.”**

5. Distribute the student testing tickets. Make sure that you give each student his or her assigned student testing ticket.

If you are administering a test using a proctor testing ticket, be sure to retain it for yourself and **do not give it to the student** – responses are only saved in tests accessed with student testing tickets, not proctor testing tickets.

6. Then say:

**“Look at your student testing ticket. Make sure it has your name on it. Raise your hand if you do not have the correct student testing ticket.”**

Provide the correct student testing ticket to any student who has an incorrect ticket. If a student’s ticket needs to be printed out, you can find it on the **Students in Sessions** screen in PearsonAccess<sup>next</sup> under the **Resources** dropdown.

7. If your test coordinator has instructed you to do so, say to the students:

**“Write down the ID number for the computer you are using on your testing ticket. You can find the ID number \_\_\_\_\_ (instruct students where to find the device ID number).”**

Pause while students write down their device ID numbers.

8. Say to the students:

**“Now, enter the username that is shown on your student testing ticket. Your username is actually a number that is 10 digits long. Then enter the password that is shown on your student testing ticket.”**

Assist any student who needs help entering his or her username or password.

Then say:

**“Now, click the button that says ‘Sign In.’”**

Walk around the room and make sure that all students have successfully signed in. Assist any students who did not successfully sign in. You may retype usernames and passwords for students, if necessary.

9. When all students have successfully signed in, say:

**“Find your name on the upper right corner of the screen. If the name you see is not yours, raise your hand.”**

10. If any students raise their hands, sign them out of TestNav and check their testing tickets. Once these students are properly signed in, say:

**“Your computer screen should now be at the ‘Available Tests’ screen.”**

Confirm that all students’ test devices are on the “Available Tests” screen.

## Administering English Language Arts Test Session 2

11. If your test coordinator has instructed you to
  - **COLLECT STUDENT TESTING TICKETS**, say:  
**“Now I will collect your testing tickets.”**  
Collect students’ testing tickets.
  - **LET STUDENTS KEEP THEIR TESTING TICKETS** during the test, say:  
**“Please keep your testing ticket with you and do not use it for scratch paper. I will need to collect it at the end of this test session.”**
12. Say to the students:  
**“Click the blue button on the screen that says ‘Start.’ You should now see a screen that says ‘Welcome.’”**  
Pause to confirm that students are on the correct screen.
13. Once all students’ testing devices are at the “Welcome” screen, say:  
**“Click the box in the middle of the screen that says ‘Start.’ You should now see a screen that says ‘Session 2’ at the top and states the number of questions below. If your screen does not say ‘Session 2,’ please raise your hand.”**  
Assist any students who raise their hands to get to the correct screen.
14. Then say to all students:  
**“Follow along while I read the directions that are on your screen.”**  
Note that the script below reproduces the directions on the students’ computer screens. There is no need to read the directions from a computer screen.
15. Say:  
**“Read each passage and question carefully. Then answer each question as well as you can.**  
**Some questions will ask you to write a response. Write each response in the box provided on your screen. Your response may be longer than the space you see in the box. If your writing fills the box, a scroll bar will appear and you can keep on typing. You will be able to use the scroll bar to see everything you have written. Click on the ‘Exhibits’ tab for more information on how to use response boxes.**  
**If you do not know the answer to a question, you may bookmark it and go on to the next question. When you are finished, you may review your answers and go back to any questions you bookmarked.”**
16. Then say:  
**“Before you submit your answers at the end of the test session, be sure that you have responded to every question and not left anything blank or unanswered.**  
**For written responses, there is a limit to how long your response may be. For each response, there is a counter at the top right of the response box. As you type, the number in the box will count down to show how many more characters you can type.**

## Administering English Language Arts Test Session 2

**During the session, if you have a problem finding or using one of the tools on the computer screen, or difficulty using your computer, raise your hand. However, I will not be able to provide any assistance with the content of the test or help you answer the test questions.”**

17. Say to the students:

**“This test session is scheduled to be \_\_\_\_\_ (state length of session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively.**

**If you finish answering the questions before the end of the test session, you should review your work for this session.**

**It is important that RICAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you other than your testing device. You may not access the Internet or use any application on your testing device other than the testing application that you are using right now. All students are expected to be honest, do their best, and not cheat in any way.”**

18. Then say to the students:

**“Click the ‘Start’ button. You may now begin your test.”**

Circulate among the students and verify that all have successfully started Session 2.

19. It is your responsibility to ensure a secure testing environment.

**Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.**

**Circulate among the students while they take the test to see that they are working steadily, and are not using cell phones or other prohibited electronic devices.**

20. (Optional) Approximately midway through the session, say to students:

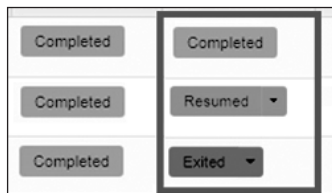
**“You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be \_\_\_\_\_ (state the length of the break) minutes long.”**

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. It is not necessary to have students sign out of TestNav during the break, however security must be maintained by making sure students cannot see each other’s screens. RIDE recommends turning off computer monitors or placing tablets face down on desks. For laptops, RIDE recommends closing or lowering the lids, or placing something (e.g., manila folders) in front of the screens, depending on how your school’s laptops are configured. When the break is completed, say to the students:

**“The break is over. You should begin testing again now.”**

## Administering English Language Arts Test Session 2

21. Monitor student testing status in the PAN Session. During testing, all students should be in an “Active” status. If a student has signed out or been kicked out of the test, he or she will be in “Exited” status and will need to be “Resumed” to continue testing. When students are in “Resumed” status, they can log back into the test and resume testing.



Clicking on a student’s status will show you how far the student has progressed through the test. Remember, however, that your primary responsibility is to focus your attention on the students rather than the computer.

22. When the time for the test session is half over, say to the students:

**“The time for this session is half over. Remember to use the ‘Review’ button at the top of the screen to see which questions you’ve answered and skipped or that you bookmarked. Make sure that you do not skip any questions in this session.”**

23. Say to **ANY STUDENT WHO FINISHES EARLY**:

**“I want to remind you that during this session you were supposed to answer all of the Session 2 questions. At the top of the screen, click ‘Review’ and make sure you have answered all of the questions.**

**You should make sure that you have not skipped any questions. Remember, once you have submitted your answers, you will not be permitted to go back to Session 2.**

**Cell phones, music players, e-book readers, and other prohibited electronic devices are *still* not allowed during the remainder of this session until I give you permission.”**

Permit students to check whether they have skipped any questions. Then assist students according to the instructions in step 26.

24. At the **END OF THE SESSION, TO ANY STUDENTS STILL WORKING**, say:

**“This is the end of the time scheduled for this session. I want to remind you that during this session you were supposed to answer all of the Session 2 questions. At the top of the screen, click ‘Review’ and make sure you have answered all of the questions.**

**You should make sure that you have not skipped any questions. Remember, once you have submitted your answers, you will not be permitted to go back to Session 2.”**

Pause to allow students to check whether they have skipped any questions.

25. Say to the students:

**“If you need more time to answer any questions, raise your hand. Do not submit your final answers at this time.”**

Note which students need more time. These students should **not** submit their final answers.



## Administering English Language Arts Test Session 2

26. Then say to the students:

**“If you have completed the test session, click the ‘Review’ button at the top of the screen, and then click ‘End of Section.’ Click the ‘Submit Final Answers’ button to submit your answers. On the popup screen, confirm you would like to submit by selecting, ‘Yes, Submit Final Answers.’ If you are not automatically signed out, sign out of the test by going to the User Dropdown Menu at the top right corner of the screen and click ‘Sign out of TestNav.’”**

27. Circulate among the students to ensure all students have submitted their final answers in TestNav (with the exception of students who need more time). You are not permitted to check students’ work before they submit their tests.
28. For students who need more time, if your test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

**“If you have not yet finished your work in this session, you will be moved to \_\_\_\_\_ (location) to complete the test. You will have until the end of the school day to finish your work, as long as you are working productively.**

**Your cell phone and any other electronic devices must remain off, and you may not access them until I or another test administrator gives you permission to do so.”**

If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Students moving to a test completion room should be instructed to sign out of TestNav. Then the students’ testing devices should be transported along with the testing tickets if possible. Students may transport their own testing devices as long as they are signed out of TestNav. Be sure to inform your test coordinator when completing tracking documents and returning test materials to your test coordinator. When students are ready to begin working in the test completion room, the test administrator will need to resume their tests before they can sign in with their testing tickets.

Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining security for students in a test completion room.

29. Collect students’ testing tickets (if you did not collect them earlier) and scratch paper. **Verify that you have a student testing ticket and scratch paper from each student.** For students who need more time to finish, follow the instructions given by your test coordinator.

Students who completed testing will have a blue ‘Complete’ status in PearsonAccess<sup>next</sup>. RIDE recommends locking these students’ tests by clicking the arrow next to each student test in PAN and selecting “Lock,” or, if all students have completed testing, sliding the Session lock button to the locked position to lock all students’ tests.

30. Make a list of all students in your assigned group who were not tested. These students will appear in PAN in the “Ready” status for this test session. These students will need to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your test coordinator of this. It is important to keep accurate records of who has been tested.

## Administering English Language Arts Test Session 2

31. Group test materials into the following separate piles:
  - student testing tickets
  - proctor testing tickets, if applicable
  - used scratch paper
  - unused scratch paper
32. Complete appropriate tracking documents, as instructed by your test coordinator.
33. Immediately return **all** test materials and the list of students who were not tested to your test coordinator.

### **E** Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. **For students who will be escorted to a SUPERVISED LUNCH**, if your test coordinator has instructed you to do so, read the following recommended script to students:

**“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, as long as you are working productively.**

**You will be going to \_\_\_\_\_ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test during your lunch break.”**

If your test coordinator has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

RIDE recommends locking the student’s test by clicking the arrow next to the student’s test status and selecting “Lock.”

| <input type="checkbox"/> | SASID      | Last Name | First Name | Middle Name | Username   | Session   | Gr | Sess.  |
|--------------------------|------------|-----------|------------|-------------|------------|-----------|----|--------|
| <input type="checkbox"/> | 1111111111 | LAST      | FIRST      | M           | 1111111111 | ● SESSION |    | Active |
|                          |            |           |            |             |            |           |    | Lock   |

To unlock a student’s test when the student has returned, click the arrow next to the student’s test status and select “Unlock.”

| <input type="checkbox"/> | SASID      | Last Name | First Name | Middle Name | Username   | Session   | Gr | Sess.  |
|--------------------------|------------|-----------|------------|-------------|------------|-----------|----|--------|
| <input type="checkbox"/> | 1111111111 | LAST      | FIRST      | M           | 1111111111 | ● SESSION |    | Active |
|                          |            |           |            |             |            |           |    | Unlock |

Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining the security of test materials for these students.



## Administering English Language Arts Test Session 2

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2. **For students who ask to use the RESTROOM during the test session**, if your test coordinator has instructed you to do so, read or point to this recommended script:

**“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”**

If your test coordinator has directed you to follow a different procedure, do so at this time. Make sure that the student’s screen is not visible to anyone else while the student is out of the room.



## **Part VII**

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### **Administering Session 1 of the Mathematics Tests**

## Administering Session 1 of the Mathematics Tests

### A Materials Needed for Session 1

1. You will need the following materials available in your testing space prior to testing:
  - “Do Not Disturb” sign
  - testing devices for students
  - a computer for managing the test session
  - printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
2. Prior to testing, you will receive the following materials for students assigned to you:
  - this manual
  - student testing tickets
  - scratch paper (blank, lined, or graph) to distribute to students
  - pens or pencils for use on scratch paper
  - proctor testing tickets, if administering the Human Read-Aloud or Human Signer accommodation
  - a form to assist you and your test coordinator in tracking secure materials
  - **for the Mathematics tests**
    - › **for grades 5–8**, printed Mathematics reference sheets, if students will be using printed ones in addition to the ones available in the student testing platform
    - › equation editor guides and symbol keys printed from [ricas.pearsonsupport.com/student](https://ricas.pearsonsupport.com/student) (optional)



**Note: Calculators are not allowed during Mathematics Session 1.**

### Additional Preparations for Computer-Based Testing

- Ensure all devices to be used for testing are charged prior to each test session.
- Make sure sufficient power cords and power strips are available.
- Confirm that accessories, such as external keyboards for tablets and headphones for students using the text-to-speech edition, are available and in working order prior to testing.
- Be sure that all students’ testing devices have the latest version of TestNav installed and configured.
- If students will be using laptops: Some configurations prevent laptops from staying signed into TestNav when the lids are closed. If this is the case, and your school intends to cover the screens of laptops during the mid-session break (e.g., with manila folders or something similar) make sure that you have a sufficient quantity on hand for the number of students that are testing.

## B Before Students Arrive

1. **Note: RIDE recommends that this step be completed the day before testing.**

On the test administrator device, log into PearsonAccess<sup>next</sup> ([ricas.pearsonaccessnext.com](https://ricas.pearsonaccessnext.com)) and select **Spring 2020 RICAS Gr. 3–8** from the Administration dropdown at the top of the screen. Go to **Testing > Students in Sessions** and select your session from the Session List. If your session does not appear in the Session List, select **Add Session**, start typing the session name, select the session when you see it, and click **Add Selected**.

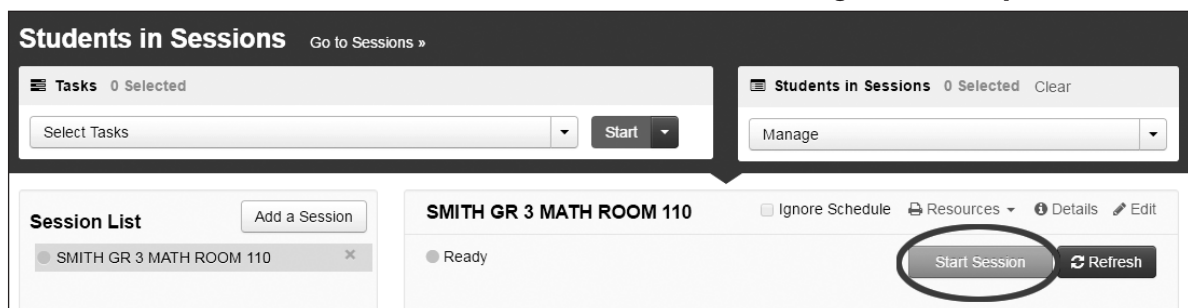
You should review your roster which is found under the **Resources** dropdown and be prepared to administer any special forms (i.e., screen reader, text-to-speech) assigned to students.

Verify that correct accommodated forms such as text-to-speech (TTS), screen reader (SR), and assistive technology (AT) are assigned to students, if applicable.

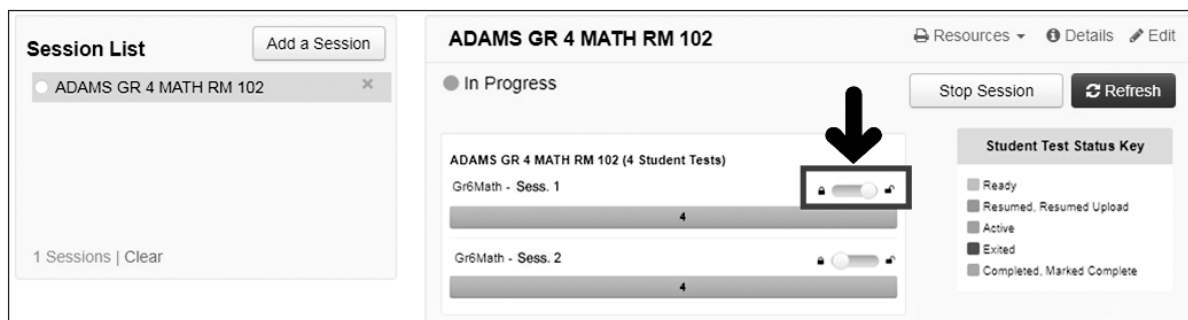
If a student's accommodations do not match the form assigned to a student (e.g., a student should be tested using text-to-speech, but the TTS form is not indicated), you can still update the students' accommodations. See Appendix B for the steps to do so.

If you are administering a make-up session, see the steps in Appendix B on page 100.

2. Make sure the testing space has been appropriately prepared (see page 22).
3. Post the "Do Not Disturb" sign on the outside of the door(s) of the testing space.
4. If your test coordinator has not yet started your PAN Session, follow these steps to do so.
  - Log into PearsonAccess<sup>next</sup> and select **Spring 2020 RICAS Gr. 3–8 test administration**.
  - Go to the **Testing** tab and click **Students in Sessions**. Select the Session Name from the **Session List** (see instructions in step 1 above if your PAN Session is not listed). The **Session Details** screen will appear. (If multiple PAN Sessions are selected, the option to **Combine View** and **Start All Sessions** will appear.)
  - Click on the green **Start Session** button (or **Start All Sessions** button) on the **Session Details** screen. You will then see that the **Start Session** button will change to read **Stop Session**.



5. Unlock the session by sliding the button to the unlocked position.



## Administering Session 1 of the Mathematics Tests

### C As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Approve any bilingual dictionaries brought by eligible EL students to use during the test session according to the guidelines in Appendix E.

**All other dictionaries are prohibited during this session.**

3. Make sure that students do not have access to cell phones or other prohibited electronic devices during testing. These devices are **prohibited**, and the use of cell phones for any purpose may result in the invalidation of test results.
4. If students will be using tablets or laptops, distribute student testing devices and chargers.
5. Instruct students to open the TestNav application (this may be done by the test administrator or technology staff, and is recommended particularly for younger students).

If there are testing devices that do not have TestNav installed or if students' devices are not working properly, contact your school's technology staff for assistance before moving on to begin testing with these students.

If students are using iPads, TestNav may prompt the students to allow access to the device's microphone. Instruct the students to click **OK** even though they will not be using the microphone during testing.

6. If you are administering the Spanish/English edition of the Mathematics test, turn to page 78 for the Spanish script to read to students.
7. Say to the students:

**"Before we begin testing, you need to know that cell phones, music players, e-book readers, or other electronic devices are not allowed for any reason during this session, even after you submit your test. Results may be invalidated for students with any of these devices during testing or after submitting their tests."**

8. If your test coordinator has instructed you to do so, read the following recommended script:

**"If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so."**

Pause to make sure that students have turned cell phones and other prohibited electronic devices off and have placed them in their backpacks.

If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other prohibited electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other prohibited devices during testing.**

9. Make sure that students' desks are clear, except for their testing devices, pens or pencils, and authorized bilingual dictionaries for current and former EL students.

## D Administer Session 1

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your test coordinator has instructed you to do so, you will need to turn to section E at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

**“We are about to begin the RICAS \_\_\_\_\_ (say the name of the test) test. This is the first of two sessions that you will take. You will take Session 2 \_\_\_\_\_ (announce the date and time for Session 2). Please raise your hand if you have any questions about the testing schedule.”**

Answer any questions that students have. Then say:

**“The results of this test will be used to help improve your academic performance, and will be shared with your parents or guardians as well as your teachers. It is important that you try to do your best work during this and every test session.”**

2. Then say to students:

**“I will now hand out scratch paper for you to use during this session. If at any point you need more, raise your hand and I will give you another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper.”**

Distribute one sheet of blank scratch paper to each student.

3. Answer any questions that students may have. Then say:

**“I will now hand out the student testing tickets. Do not sign in until I tell you to do so.”**

4. For students using the text-to-speech or screen reader accommodations, which require headphones, say:

**“Put on your headphones and make sure they’re plugged in. On your screen next to the ‘Sign In’ button, click the link that says ‘Test Audio.’ Make sure you can hear through your headphones and adjust the volume as needed.”**

Pause for students to adjust the volume in their headphones.

5. Distribute the student testing tickets. Make sure that you give each student his or her assigned student testing ticket.

If you are administering a test using a proctor testing ticket, be sure to retain it for yourself and **do not give it to the student** – responses are only saved in tests accessed with student testing tickets, not proctor testing tickets.

6. Then say:

**“Look at your student testing ticket. Make sure it has your name on it. Raise your hand if you do not have the correct student testing ticket.”**

## Administering Session 1 of the Mathematics Tests

Provide the correct student testing ticket to any student who has an incorrect ticket. If a student's ticket needs to be printed out, you can find it on the **Students in Sessions** screen in PearsonAccess<sup>next</sup> under the **Resources** dropdown.

7. If your test coordinator has instructed you to do so, say to the students:

**"Write down the ID number for the computer you are using on your testing ticket. You can find the ID number \_\_\_\_\_ (instruct students where to find the device ID number)."**

Pause while students write down their device ID numbers.

8. Say to the students:

**"Now, on the computer, enter the username that is shown on your student testing ticket. Your username is actually a number that is 10 digits long. Then enter the password that is shown on your student testing ticket."**

Assist any student who needs help entering his or her username or password.

Then say:

**"Now, click the button that says 'Sign In.'"**

Walk around the room and make sure that all students have successfully signed in. Assist any students who did not successfully sign in. You may retype usernames and passwords for students, if necessary.

9. When all students have successfully signed in, say:

**"Find your name on the upper right corner of the screen. If the name you see is not yours, raise your hand."**

10. If any students raise their hands, sign them out of TestNav and check their testing tickets. Once these students are properly signed in, say:

**"Your computer screen should now be at the 'Available Tests' screen."**

Confirm that all students' test devices are on the "Available Tests" screen.

11. If your test coordinator has instructed you to

➤ **COLLECT STUDENT TESTING TICKETS**, say:

**"Now I will collect your testing tickets."**

Collect students' testing tickets.

➤ **LET STUDENTS KEEP THEIR TESTING TICKETS** during the test, say:

**"Please keep your testing ticket with you and do not use it for scratch paper. I will need to collect it at the end of this test session."**

12. Say to the students:

**Click the blue button on the screen that says 'Start.' You should now see a screen that says 'Welcome.'"**

Pause to confirm that students are on the correct screen.



## Administering Session 1 of the Mathematics Tests

13. Once all students' testing devices are at the "Welcome" screen, say:

**"Click the box in the middle of the screen that says 'Start.' You should now see a screen that says 'Session 1' at the top and states the number of questions below. If your screen does not say 'Session 1,' please raise your hand."**

Assist any students who raise their hands to get to the correct screen.

14. Then say to all students:

**"Follow along while I read the directions that are on your screen."**

Note that the script below reproduces the directions on the students' computer screens. There is no need to read the directions from a computer screen.

15. Then say:

**"Read each question carefully and then answer it as well as you can."**

**If a question asks you to show or explain your work, you must do so to receive full credit. Enter your response in the box provided on your screen. Only responses entered in the response box will be scored.**

**If you do not know the answer to a question, you may bookmark it and go on to the next question. When you are finished, you may review your answers and go back to any questions you bookmarked. Before you submit your answers at the end of the test session, be sure that you have responded to every question and not left anything blank or unanswered."**

16. Say to the students:

**"This test session is scheduled to be \_\_\_\_\_ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively.**

**If you finish answering the questions before the end of the test session, you should review your work for this session."**

17. If you are administering

**MATHEMATICS GRADES 3 OR 4**, say to the students:

**"You may use either of the RICAS rulers included in your computer-based test to help you answer questions at any time during this session."**

**MATHEMATICS GRADES 5–8**, say to the students:

**"You may use either of the RICAS rulers or the Mathematics reference sheet included in your computer-based test to help you answer questions at any time during this session.**

**The reference sheet can be found by clicking the 'Exhibits' button on the right hand side of the screen."**

18. Then say:

**"During the session, if you have a problem finding or using one of the tools on the computer screen, or difficulty using your computer, raise your hand. However, I will not be able to provide any assistance with the content of the test or help you answer the test questions."**

## Administering Session 1 of the Mathematics Tests

**Also, you may raise your hand if you would like me to read a word from the test to you. You will need to point to the word, and I will read it quietly to you and repeat it if necessary. But, I will not be able to tell you what the word means, or help you answer the question. Please raise your hand if you have any questions about this."**

Pause and answer any questions that students have.

19. If you are administering **MATHEMATICS GRADES 5–8**, and the students in your group will use printed reference sheets, say:

**"I will now hand out a printed reference sheet for you to use, in addition to the one that is available in the Exhibits tab of your screen during the test. Do not write on your reference sheet. Instead use your scratch paper for any figuring you need to do during the test. You may not use any reference sheets other than what I give you."**

Distribute printed reference sheets to the students. Make sure they do not have any other reference material at their desks.

20. Then say to the students:

**"It is important that RICAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you other than your testing device. You may not access the Internet or use any application on your testing device other than the testing application that you are using right now. All students are expected to be honest, do their best, and not cheat in any way."**

21. Then say to all students:

**"Click the 'Start' button. You may now begin your test."**

Circulate among the students and verify that all have successfully started Session 1.

22. It is your responsibility to ensure a secure testing environment.

**Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.**

**Circulate among the students while they take the test to see that they are working steadily, and are not using cell phones or other prohibited electronic devices.**

23. (Optional) Approximately midway through the session, say to students:

**"You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be \_\_\_\_\_ (state the length of the break) minutes long."**

The break may be scheduled for 3–5 minutes, at the test administrator's discretion. It is not necessary to have students sign out of TestNav during the break, however security must be maintained by making sure students cannot see each other's screens. RIDE recommends turning off computer monitors or placing tablets face down on desks. For laptops, RIDE recommends closing or lowering the lids, or placing something (e.g., manila folders) in front of the screens,

## Administering Session 1 of the Mathematics Tests

depending on how your school's laptops are configured.. When the break is completed, say to the students:

**"The break is over. You should begin testing again now."**

24. Monitor student testing status in the PAN Session. During testing, all students should be in an "Active" status. If a student has signed out or been kicked out of the test, he or she will be in "Exited" status and will need to be "Resumed" to continue testing. When students are in "Resumed" status, they can log back into the test and resume testing.



Clicking on a student's status will show you how far the student has progressed through the test. Remember, however, that your primary responsibility is to focus your attention on the students rather than the computer.

25. When the time for the test session is half over, say to the students:

**"The session time is half over. Remember to use the 'Review' button at the top of the screen to see which questions you've answered and skipped or that you bookmarked. Make sure that you do not skip any questions in this test session."**

26. Say to **ANY STUDENT WHO FINISHES EARLY**:

**"I want to remind you that you were supposed to answer all of the Session 1 questions. At the top of the screen, click 'Review' and make sure you have answered all of the questions. You should make sure that you have not skipped any questions. Remember, once you have submitted your answers, you will not be permitted to go back to Session 1.**

**Cell phones, music players, e-book readers, and other prohibited devices are *still* not allowed during the remainder of this session until I give you permission."**

Permit students to check whether they have skipped any questions. Then assist students according to the instructions in step 29.

27. At the **END OF THE SESSION, TO ANY STUDENTS STILL WORKING**, say:

**"This is the end of the time scheduled for this session. I want to remind you that you were supposed to answer all of the Session 1 questions. At the top of the screen, click 'Review' and make sure you have answered all of the questions.**

**You should make sure that you have not skipped any questions. Remember, once you have submitted your answers, you will not be permitted to go back to Session 1."**

Pause to allow students to check whether they have skipped any questions.

28. Say to the students:

**"If you need more time to answer any questions, raise your hand. Do not submit your final answers at this time."**

Note which students need more time. These students should **not** submit their final answers.

## Administering Session 1 of the Mathematics Tests

29. Then say to the students:

**“If you have completed the test session, click the ‘Review’ button at the top of the screen, and then click ‘End of Section.’ Click the ‘Submit Final Answers’ button to submit your answers. On the popup screen, confirm you would like to submit by selecting, ‘Yes, Submit Final Answers.’ If you are not automatically signed out, sign out of the test by going to the User Dropdown Menu at the top right corner of the screen and click ‘Sign out of TestNav.’”**

30. Circulate among the students to ensure all students have submitted their final answers in TestNav (with the exception of students who need more time). You are not permitted to check students’ work before they submit their tests.
31. For students who need more time, if your test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

**“If you have not yet finished your work in this session, you will be moved to \_\_\_\_\_ (location) to complete the test. You will have until the end of the school day to finish your work, as long as you are working productively.**

**Your cell phone and any other electronic devices must remain off, and you may not access them until I or another test administrator gives you permission to do so.”**

If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Students moving to a test completion room should be instructed to sign out of TestNav. Then the students’ testing devices should be transported along with the testing tickets if possible. Students may transport their own testing devices as long as they are signed out of TestNav. Be sure to inform your test coordinator when completing tracking documents and returning test materials to your test coordinator. When students are ready to begin working in the test completion room, the test administrator will need to resume their tests before they can sign in with their testing tickets.

Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining security for students in a test completion room.

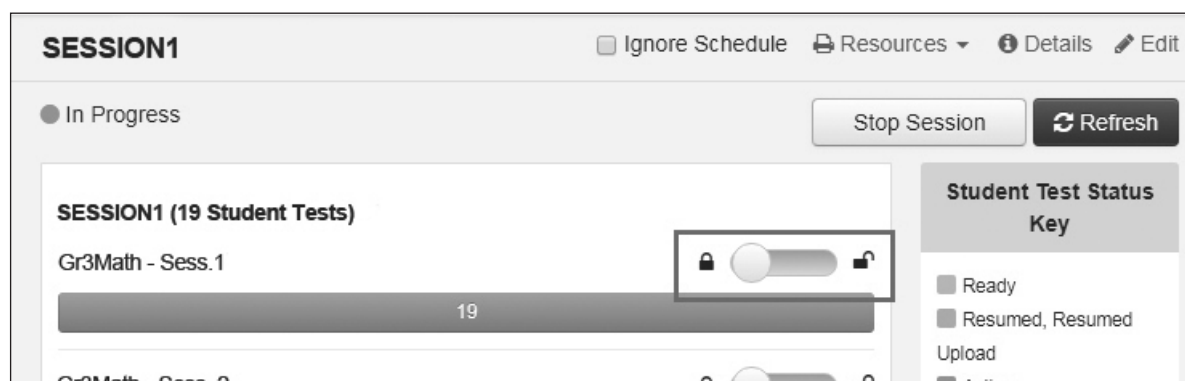
32. Collect students’ testing tickets (if you did not collect them earlier) and scratch paper. **Verify that you have a student testing ticket and scratch paper from each student.** For students who need more time to finish, follow the instructions given by your test coordinator. Remind students of when Session 2 will begin.

Students who completed testing will have a blue ‘Complete’ status in PearsonAccess<sup>next</sup>. RIDE recommends locking these students’ tests by clicking the arrow next to each student test in PAN and selecting “Lock.”

| <input type="checkbox"/> | SA SID     | Last Name | First Name | Middle Name | Username   | Session                            | Gr3Math - Sess. 1                        |
|--------------------------|------------|-----------|------------|-------------|------------|------------------------------------|--|
| <input type="checkbox"/> | 9999999999 | LAST      | FIRST      | M           | 1111111111 | ●<br>SESSION1<br>(Grade 3<br>Math) | <div>Completed ▾</div> <div>🔒 Lock</div> |

## Administering Session 1 of the Mathematics Tests

Or, if all students have completed testing, slide the Session lock button to the locked position to lock all students' tests.



33. Make a list of all students in your assigned group who were not tested. These students will appear in PAN in the "Ready" status for this test session. These students will need to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your test coordinator of this. It is important to keep accurate records of who has been tested.
34. Group test materials into the following separate piles:
  - student testing tickets
  - proctor testing tickets, if applicable
  - printed Mathematics reference sheets for grades 5–8, if applicable
  - used scratch paper
  - unused scratch paper
35. Complete appropriate tracking documents, as instructed by your test coordinator.
36. Immediately return **all** test materials and the list of students to your test coordinator.

## Administering Session 1 of the Mathematics Tests

### E Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. **For students who will be escorted to a SUPERVISED LUNCH**, if your test coordinator has instructed you to do so, read the following recommended script to students:

**“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, as long as you are working productively.**

**You will be going to \_\_\_\_\_ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test during your lunch break.”**

If your test coordinator has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

RIDE recommends locking the student’s test by clicking the arrow next to the student’s test status and selecting “Lock.”

| <input type="checkbox"/> | SASID      | Last Name | First Name | Middle Name | Username   | Session   | Gr | Sess.              |
|--------------------------|------------|-----------|------------|-------------|------------|-----------|----|--------------------|
| <input type="checkbox"/> | 1111111111 | LAST      | FIRST      | M           | 1111111111 | ● SESSION |    | Active             |
|                          |            |           |            |             |            |           |    | <div>  Lock </div> |

To unlock a student’s test when the student has returned, click the arrow next to the student’s test status and select “Unlock.”

| <input type="checkbox"/> | SASID      | Last Name | First Name | Middle Name | Username   | Session   | Gr | Sess.                |
|--------------------------|------------|-----------|------------|-------------|------------|-----------|----|----------------------|
| <input type="checkbox"/> | 1111111111 | LAST      | FIRST      | M           | 1111111111 | ● SESSION |    | Active               |
|                          |            |           |            |             |            |           |    | <div>  Unlock </div> |

Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the RESTROOM during the test session**, if your test coordinator has instructed you to do so, read or point to this recommended script:

**“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”**

If your test coordinator has directed you to follow a different procedure, do so at this time. Make sure that the student’s screen is not visible to anyone else while the student is out of the room.

## **Part VIII**

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### **Administering Session 2 of the Mathematics Tests**

# Administering Session 2 of the Mathematics Tests

## A Materials Needed for Session 2

1. You will need the following materials available in your testing space prior to testing:
  - “Do Not Disturb” sign
  - testing devices for students
  - a computer for managing the test session
  - printed copies of authorized bilingual word-to-word dictionaries for current or former EL students
2. Prior to testing, you will receive the following materials for students assigned to you:
  - this manual
  - student testing tickets
  - scratch paper (blank, lined, or graph) to distribute to students
  - pens or pencils for use on scratch paper
  - **for the Mathematics tests**
    - › **for grade 7**, handheld calculators for students who wish to use them (a five-function calculator at minimum, although a scientific or graphing calculator is permitted). Students may also use their own handheld calculator. A five-function calculator and a scientific calculator are available in the student testing platform.
    - › **for grades 8**, handheld calculators for students who wish to use them (a five-function calculator at minimum, although a scientific or graphing calculator is preferred). Students may also use their own handheld calculator. A scientific calculator, a TI-84 graphing calculator, and a Desmos graphing calculator are available in the student testing platform.

**Note:** Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers). Also, it is acceptable to provide grade 8 students with five-function calculators if scientific calculators are not available.
    - › **for grades 5–8**, printed Mathematics reference sheets, if students will be using printed ones in addition to the ones available in the student testing platform
    - › equation editor guides and symbol keys printed from [ricas.pearsonsupport.com/student](https://www.pearsonsupport.com/student) (optional)
  - a form to assist you and your test coordinator in tracking secure materials



**Note:** Calculators are not allowed during Mathematics Session 2 for grades 3, 4, 5, and 6.

### Additional Preparations for Computer-Based Testing

- Ensure all devices to be used for testing are charged prior to each test session.
- Make sure sufficient power cords and power strips are available.
- Confirm that accessories, such as external keyboards for tablets and headphones for students using the text-to-speech edition, are available and in working order prior to testing.
- Be sure that all students’ testing devices have the latest version of TestNav installed and configured.



## Administering Session 2 of the Mathematics Tests

- If students will be using laptops: Some configurations prevent laptops from staying signed into TestNav when the lids are closed. If this is the case, and your school intends to cover the screens of laptops during the mid-session break (e.g., with manila folders or something similar) make sure that you have a sufficient quantity on hand for the number of students that are testing.

### **B** Before Students Arrive

1. **Note: RIDE recommends that this step be completed the day before testing.**

On the test administrator device, log into PearsonAccess<sup>next</sup> ([ricas.pearsonaccessnext.com](https://ricas.pearsonaccessnext.com)) and select **Spring 2020 RICAS Gr. 3–8** from the Administration dropdown at the top of the screen. Go to **Testing > Students in Sessions** and select your session from the Session List. If your session does not appear in the Session List, select **Add Session**, start typing the session name, select the session when you see it, and click **Add Selected**.

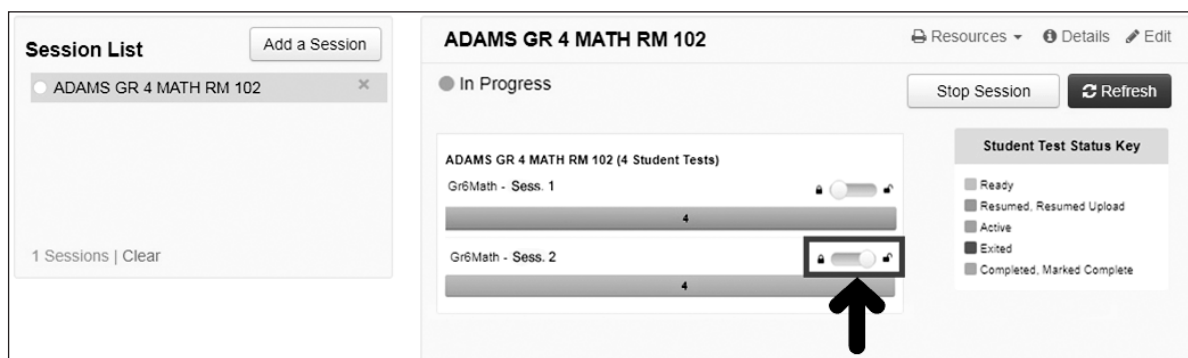
You should review your roster which is found under the **Resources** dropdown and be prepared to administer any special forms (i.e., screen reader, text-to-speech) assigned to students.

Verify that correct accommodated forms such as text-to-speech (TTS), screen reader (SR), and assistive technology (AT) are assigned to students, if applicable.

If a student's accommodations do not match the form assigned to a student (e.g., a student should be tested using text-to-speech, but the TTS form is not indicated), you can still update the students' accommodations. See Appendix B for the steps to do so.

If you are administering a make-up session, see the steps in Appendix B on page 100.

2. Make sure the testing space has been appropriately prepared (see page 22).
3. Post the "Do Not Disturb" sign on the outside of the door(s) of the testing space.
4. To unlock Session 2, log into PearsonAccess<sup>next</sup> ([ricas.pearsonaccessnext.com](https://ricas.pearsonaccessnext.com)) and go to **Testing > Students in Sessions** and select your session from the Session List. If your session does not appear in the Session List, select **Add Session**, start typing the session name, select the session when you see it, and click **Add Selected**. Then slide the lock button for Mathematics Session 2 to unlock the session as shown below.



## Administering Session 2 of the Mathematics Tests

### **C** As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Approve any bilingual dictionaries brought by current and former EL students to use during the test session according to the guidelines in Appendix E.

**All other dictionaries are prohibited during this session.**

3. Make sure that students do not have access to cell phones or other prohibited electronic devices during testing. These devices are **prohibited**, and the use of cell phones for any purpose may result in the invalidation of test results.
4. If students will be using tablets or laptops, distribute student testing devices and chargers.
5. Instruct students to open the TestNav application (this may be done by the test administrator or technology staff, and is recommended particularly for younger students).

If there are testing devices that do not have TestNav installed or if students' devices are not working properly, contact your school's technology staff for assistance before moving on to begin testing with these students.

If students are using iPads, TestNav may prompt the students to allow access to the device's microphone. Instruct the students to click **OK** even though they will not be using the microphone during testing.

6. If you are administering the Spanish/English edition of the Mathematics test, turn to page 86 for the Spanish script to read to students.
7. Say to the students:

**"Before we begin testing, I want to remind you that cell phones and other electronic devices are not allowed for any reason during this session, until I give you permission to access them."**

8. If your test coordinator has instructed you to do so, read the following recommended script:

**"If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so."**

Pause to make sure that students have turned cell phones and other prohibited electronic devices off and have placed them in their backpacks.

If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other prohibited electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other prohibited devices during testing.**

9. Make sure that students' desks are clear, except for their testing devices, pens or pencils, and authorized bilingual dictionaries for current and former EL students.

# Administering Session 2 of the Mathematics Tests

## D Administer Session 2



Grades 7 and 8



Grades 3, 4, 5, and 6

To ensure that students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your test coordinator has instructed you to do so, you will need to turn to section E at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

**“We are about to begin Session 2 of the RICAS \_\_\_\_\_ (say the name of the test) test. This is the last of two test sessions.”**

2. Then say to students:

**“I will now hand out scratch paper for you to use during this session. If at any point you need more, raise your hand and I will give you another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper.”**

Distribute one sheet of blank scratch paper to each student.

3. Answer any questions that students may have. Then say:

**“I will now hand out the student testing tickets. Do not sign in until I tell you to do so.”**

4. For students using the text-to-speech or screen reader accommodations, which require headphones, say:

**“Put on your headphones and make sure they’re plugged in. On your screen next to the ‘Sign In’ button, click the link that says ‘Test Audio.’ Make sure you can hear through your headphones and adjust the volume as needed.”**

Pause for students to adjust the volume in their headphones.

5. Distribute the student testing tickets. Make sure that you give each student his or her assigned student testing ticket.

If you are administering a test using a proctor testing ticket, be sure to retain it for yourself and **do not give it to the student** – responses are only saved in tests accessed with student testing tickets, not proctor testing tickets.

6. Then say:

**“Look at your student testing ticket. Make sure it has your name on it. Raise your hand if you do not have the correct student testing ticket.”**

Provide the correct student testing ticket to any student who has an incorrect ticket. If a student’s ticket needs to be printed out, you can find it on the **Students in Sessions** screen in PearsonAccess<sup>next</sup> under the **Resources** dropdown.

## Administering Session 2 of the Mathematics Tests

7. If your test coordinator has instructed you to do so, say to the students:

**“Write down the ID number for the computer you are using on your testing ticket. You can find the ID number \_\_\_\_\_ (instruct students where to find the device ID number).”**

Pause while students write down their device ID numbers.

8. Say to the students:

**“Now, on the computer, enter the username that is shown on your student testing ticket. Your username is actually a number that is 10 digits long. Then enter the password that is shown on your student testing ticket.”**

Assist any student who needs help entering his or her username and password.

Then say:

**“Now, click the button that says ‘Sign In.’”**

Walk around the room and make sure that all students have successfully signed in. Assist any students who did not successfully sign in. You may retype usernames and passwords for students, if necessary.

9. When all students have successfully signed in, say:

**“Find your name on the upper right corner of the screen. If the name you see is not yours, raise your hand.”**

10. If any students raise their hands, sign them out of TestNav and check their testing tickets. Once these students are properly signed in, say:

**“Your computer screen should now be at the ‘Available Tests’ screen.”**

Confirm that all students’ test devices are on the “Available Tests” screen.

11. If your test coordinator has instructed you to

➤ **COLLECT STUDENT TESTING TICKETS**, say:

**“Now I will collect your testing tickets.”**

Collect students’ testing tickets.

➤ **LET STUDENTS KEEP THEIR TESTING TICKETS** during the test, say:

**“Please keep your testing ticket with you and do not use it for scratch paper. I will need to collect it at the end of this test session.”**

12. Say to the students:

**“Click the blue button on the screen that says ‘Start.’ You should now see a screen that says ‘Welcome.’”**

Pause to confirm that students are on the correct screen.

13. Once all students’ testing devices are at the “Welcome” screen, say:

**“Click the box in the middle of the screen that says ‘Start.’ You should now see a screen that says ‘Session 2’ at the top and states the number of questions below. If your screen does not say ‘Session 2,’ please raise your hand.”**

Assist any students who raise their hands to get to the correct screen.

## Administering Session 2 of the Mathematics Tests

14. Then say to all students:

**“Follow along while I read the directions that are on your screen.”**

Note that the script below reproduces the directions on the students’ computer screens. There is no need to read the directions from a computer screen.

15. Then say:

**“Read each question carefully and then answer it as well as you can.**

**If a question asks you to show or explain your work, you must do so to receive full credit. Enter your response in the box provided on your screen. Only responses entered in the response box will be scored.**

**If you do not know the answer to a question, you may bookmark it and go on to the next question. When you are finished, you may review your answers and go back to any questions you bookmarked. Before you submit your answers at the end of the test session, be sure that you have responded to every question and not left anything blank or unanswered.”**

16. Say to the students:

**“This test session is scheduled to be \_\_\_\_\_ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively.**

**If you finish answering the questions before the end of the test session, you should review your work for this session.”**

17. If you are administering

**MATHEMATICS GRADES 3 OR 4**, say to the students:

**“You may use either of the RICAS rulers included in your computer-based test to help you answer questions at any time during this session.”**

**MATHEMATICS GRADES 5 OR 6**, say to the students:

**“You may use either of the RICAS rulers or the Mathematics reference sheet included in your computer-based test to help you answer questions at any time during this session.**

**The reference sheet can be found by clicking the ‘Exhibits’ button on the right hand side of the screen.”**

**MATHEMATICS GRADES 7 OR 8**, say to the students:

**“You may use either of the RICAS rulers or the Mathematics reference sheet included in your computer-based test to help you answer questions at any time during this session. You may also use the calculators included in your computer-based test, or a handheld calculator.**

**The reference sheet can be found by clicking the ‘Exhibits’ button on the right hand side of the screen.”**



## Administering Session 2 of the Mathematics Tests

18. Then say:

**“During the session, if you have a problem finding or using one of the tools on the computer screen, or difficulty using your computer, raise your hand. However, I will not be able to provide any assistance with the content of the test or help you answer the test questions.**

**Also, you may raise your hand if you would like me to read a word from the test to you. You will need to point to the word, and I will read it quietly to you and repeat it if necessary. But, I will not be able to tell you what the word means, or help you answer the question. Please raise your hand if you have any questions about this.”**

Pause and answer any questions that students have.

19. If you are administering **MATHEMATICS GRADES 5–8**, and the students in your group will use printed reference sheets, say:

**“I will now hand out a printed reference sheet for you to use, in addition to the one that is available in the Exhibits tab of your screen during the test. Do not write on your reference sheet. Instead use your scratch paper for any figuring you need to do during the test. You may not use any reference sheets other than what I give you.”**

Distribute printed reference sheets to the students. Make sure they do not have any other reference material at their desks.

20. Say to the students:

**“It is important that RICAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you other than your testing device. You may not access the Internet or use any application on your testing device other than the testing application that you are using right now. All students are expected to be honest, do their best, and not cheat in any way.”**

21. Then say to all students:

**“Click the ‘Start’ button. You may now begin your test.”**

Circulate among the students and verify that all have successfully started Session 2.

22. It is your responsibility to ensure a secure testing environment.

**Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.**

**Circulate among the students while they take the test to see that they are working steadily, and are not using cell phones or other prohibited electronic devices.**

23. (Optional) Approximately midway through the session, say to students:

**“You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be \_\_\_\_\_ (state the length of the break) minutes long.”**

## Administering Session 2 of the Mathematics Tests

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. It is not necessary to have students sign out of TestNav during the break, however security must be maintained by making sure students cannot see each other’s screens. RIDE recommends turning off computer monitors or placing tablets face down on desks. For laptops, RIDE recommends closing or lowering the lids, or placing something (e.g., manila folders) in front of the screens, depending on how your school’s laptops are configured.. When the break is completed, say to the students:

**“The break is over. You should begin testing again now.”**

24. Monitor student testing status in the PAN Session. During testing, all students should be in an “Active” status. If a student has signed out or been kicked out of the test, he or she will be in “Exited” status and will need to be “Resumed” to continue testing. When students are in “Resumed” status, they can log back into the test and resume testing.



Clicking on a student’s status will show you how far the student has progressed through the test. Remember, however, that your primary responsibility is to focus your attention on the students rather than the computer.

25. When the time for the test session is half over, say to the students:

**“The session time is half over. Remember to use the ‘Review’ button at the top of the screen to see which questions you’ve answered and skipped or that you bookmarked. Make sure you do not skip any questions in this test session.”**

26. Say to **ANY STUDENT WHO FINISHES EARLY**:

**“I want to remind you that you were supposed to answer all of the Session 2 questions. At the top of the screen, click ‘Review’ and make sure you have answered all of the questions.**

**You should make sure that you have not skipped any questions. Remember, once you have submitted your answers, you will not be permitted to go back to Session 2.**

**Cell phones, music players, e-book readers, and other prohibited electronic devices are *still* not allowed during the remainder of this session until I give you permission.”**

Permit students to check whether they have skipped any questions. Then assist students according to the instructions in step 29.

27. At the **END OF THE SESSION**, say to the students:

**“This is the end of the time scheduled for this session. I want to remind you that you were supposed to answer all of the Session 2 questions. At the top of the screen, click ‘Review’ and make sure you have answered all of the questions.**



## Administering Session 2 of the Mathematics Tests

**You should make sure that you have not skipped any questions. Remember, once you have submitted your answers, you will not be permitted to go back to Session 2.”**

Pause to allow students to check whether they have skipped any questions.

28. Say to the students:

**“If you need more time to answer any questions, raise your hand. Do not submit your final answers at this time.”**

Note which students need more time. These students should **not** submit their final answers.

29. Then say to the students:

**“If you have completed the test session, click the ‘Review’ button at the top of the screen, and then click ‘End of Section.’ Click the ‘Submit Final Answers’ button to submit your answers. On the popup screen, confirm you would like to submit by selecting, ‘Yes, Submit Final Answers.’ If you are not automatically signed out, sign out of the test by going to the User Dropdown Menu at the top right corner of the screen and click ‘Sign out of TestNav.’”**

30. Circulate among the students to ensure all students have submitted their final answers in TestNav (with the exception of students who need more time). You are not permitted to check students’ work before they submit their tests.
31. For students who need more time, if your test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

**“If you have not yet finished your work in this session, you will be moved to \_\_\_\_\_ (location) to complete the test. You will have until the end of the school day to finish your work, as long as you are working productively.**

**Your cell phone and any other electronic devices must remain off, and you may not access them until I or another test administrator gives you permission to do so.”**

If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Students moving to a test completion room should be instructed to sign out of TestNav. Then the students’ testing devices should be transported along with the testing tickets if possible. Students may transport their own testing devices as long as they are signed out of TestNav. Be sure to inform your test coordinator when completing tracking documents and returning test materials to your test coordinator. When students are ready to begin working in the test completion room, the test administrator will need to resume their tests before they can sign in with their testing tickets.

Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining security for students in a test completion room.

32. Collect students’ testing tickets (if you did not collect them earlier) and scratch paper. **Verify that you have a student testing ticket and scratch paper from each student.** For students who need more time to finish, follow the instructions given by your test coordinator.

Students who completed testing will have a blue ‘Complete’ status in PearsonAccess<sup>next</sup>. RIDE recommends locking these students’ tests by clicking the arrow next to each student test in PAN



## Administering Session 2 of the Mathematics Tests

and selecting “Lock,” or, if all students have completed testing, sliding the Session lock button to the locked position to lock all students’ tests.

33. Make a list of all students in your assigned group who were not tested. These students will appear in PAN in the “Ready” status for this test session. These students will need to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your test coordinator of this. It is important to keep accurate records of who has been tested.
34. Group test materials into the following separate piles:
  - student testing tickets
  - proctor testing tickets, if applicable
  - printed Mathematics reference sheets for grades 5–8, if applicable
  - used scratch paper
  - unused scratch paper
35. Complete appropriate tracking documents, as instructed by your test coordinator.
36. Immediately return **all** test materials and the list of students to your test coordinator.

### **E** Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. **For students who will be escorted to a SUPERVISED LUNCH**, if your test coordinator has instructed you to do so, read the following recommended script to students:

**“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, but you should not need that much time.**

**You will be going to \_\_\_\_\_ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test during your lunch break.”**

If your test coordinator has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

RIDE recommends locking the student’s test by clicking the arrow next to the student’s test status and selecting “Lock.”

| <input type="checkbox"/> | SA SID     | Last Name | First Name | Middle Name | Username   | Session   | Gr | Sess.                        |
|--------------------------|------------|-----------|------------|-------------|------------|-----------|----|------------------------------|
| <input type="checkbox"/> | 1111111111 | LAST      | FIRST      | M           | 1111111111 | ● SESSION |    | Active                       |
|                          |            |           |            |             |            |           |    | <div> <div>Lock</div> </div> |

## Administering Session 2 of the Mathematics Tests

To unlock a student's test when the student has returned, click the arrow next to the student's test status and select "Unlock."

| <input type="checkbox"/> | SASID      | Last Name | First Name | Middle Name | Username   | Session   | Gr | Sess.                               |
|--------------------------|------------|-----------|------------|-------------|------------|-----------|----|-------------------------------------|
| <input type="checkbox"/> | 1111111111 | LAST      | FIRST      | M           | 1111111111 | ● SESSION |    | <div>Active</div> <div>Unlock</div> |

Be sure to complete appropriate tracking documents and follow your test coordinator's instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the RESTROOM during the test session**, if your test coordinator has instructed you to do so, read or point to this recommended script:

**"You may not retrieve or access your cell phone or any prohibited materials while you are out of the room."**

If your test coordinator has directed you to follow a different procedure, do so at this time. Make sure that the student's screen is not visible to anyone else while the student is out of the room.

## **Appendix A**

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### **Administering the Spanish/English Edition of the Mathematics Test**

# Appendix A—Administering the Spanish/English Edition of the Grade 3–8 Mathematics Test

## A As Students Arrive for Mathematics Session 1

1. Say to the students:

**“Antes de comenzar las pruebas, es necesario que sepan que los teléfonos celulares, reproductores de música, lectores de libros electrónicos u otros dispositivos electrónicos no están permitidos bajo ningún motivo durante esta sesión, incluso después de entregar los materiales. A los estudiantes que tengan cualquiera de estos dispositivos durante la prueba o después de entregar la prueba se les pueden invalidar los resultados”.**

2. If your test coordinator has instructed you to do so, read the following recommended script:

**“Si ustedes tienen un dispositivo electrónico, asegúrense de que esté apagado, pónganlo en su mochila y déjenla a un lado del salón. Podrán volver a tenerlo cuando se les dé permiso para hacerlo”.**

Pause to make sure that students have turned cell phones and other prohibited electronic devices off and have placed them in their backpacks.

If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other prohibited electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other prohibited devices during testing.**

3. Make sure that students’ desks are clear, except for their testing devices, pens or pencils, and authorized bilingual dictionaries for current and former EL students.

## B Administer Session 1

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your test coordinator has instructed you to do so, you will need to turn to section E at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

**“Estamos a punto de comenzar la prueba de RICAS \_\_\_\_\_ (say the name of the test). Esta es la primera de dos sesiones que tendrán. La Sesión 2 tendrá lugar \_\_\_\_\_ (announce the date and time for Session 2). Por favor, levanten la mano si tienen cualquier pregunta sobre el horario de la prueba”.**

Answer any questions that students have. Then say:

**“Los resultados de esta prueba se usarán para ayudarlos a mejorar su rendimiento académico, y se compartirán con sus padres o tutores legales y también con sus profesores. Es importante que intenten hacer su mejor trabajo durante esta sesión y en cada una de las sesiones de la prueba”.**

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2. Then say to students:

**“Ahora yo distribuiré papel borrador que pueden usar durante esta sesión. Si en cualquier momento necesitan más, levanten la mano y les daré otra hoja de papel. Pueden tener hasta tres hojas de papel borrador por vez”.**

Distribute one sheet of blank scratch paper to each student.

3. Answer any questions that students may have. Then say:

**“Ahora yo distribuiré los billetes de prueba para estudiantes. No ingresen hasta que yo les indique que lo hagan”.**

4. For students using the text-to-speech or screen reader accommodations, which require headphones, say:

**“Pónganse sus auriculares y asegúrense de que estén enchufados. En su pantalla al lado del botón ‘Sign In’, hagan clic en el enlace que dice ‘Test Audio’. Asegúrense de que puedan escuchar por los auriculares y ajusten el volumen como sea necesario”.**

Pause for students to adjust the volume in their headphones.

5. Distribute the student testing tickets. Make sure that you give each student his or her assigned student testing ticket.

If you are administering a test using a proctor testing ticket, be sure to retain it for yourself and **do not give it to the student** – responses are only saved in tests accessed with student testing tickets, not proctor testing tickets.

6. Then say:

**“Miren su billete de prueba para estudiantes. Asegúrense de que tenga su nombre. Levanten la mano si no tienen el billete de prueba para estudiantes correcto”.**

Provide the correct student testing ticket to any student who has an incorrect ticket. If a student’s ticket needs to be printed out, you can find it on the **Students in Sessions** screen in PearsonAccess<sup>next</sup> under the **Resources** dropdown.

7. If your test coordinator has instructed you to do so, say to the students:

**“Escriban el número de identificación de la computadora que están usando en su billete de prueba. Pueden encontrar el número de identificación \_\_\_\_\_ (instruct students where to find the device ID number)”.**

Pause while students write down their device ID numbers.

8. Say to the students:

**“Ahora, en la computadora ingresen el nombre de usuario que se muestra en su billete de prueba para estudiantes. Su nombre de usuario es en realidad un número de 10 dígitos. Luego, ingresen la contraseña que se muestra en su billete de prueba para estudiantes”.**

Assist any student who needs help entering his or her username or password.

Then say:

**“Ahora hagan clic en el botón que dice ‘Sign In’”.**

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Walk around the room and make sure that all students have successfully signed in. Assist any students who did not successfully sign in. You may retype usernames and passwords for students, if necessary.

9. When all students have successfully signed in, say:

**“Busquen su nombre en la parte superior derecha de la pantalla. Si el nombre que ven no es el suyo, levanten la mano”.**

10. If any students raise their hands, sign them out of TestNav and check their testing tickets. Once these students are properly signed in, say:

**“Su pantalla de computadora ahora debería estar en la pantalla de ‘Available Tests’”.**

Confirm that all students’ test devices are on the “Available Tests” screen.

11. If your test coordinator has instructed you to

➤ **COLLECT STUDENT TESTING TICKETS**, say:

**“Ahora voy a recoger sus billetes de prueba”.**

Collect students’ testing tickets.

➤ **LET STUDENTS KEEP THEIR TESTING TICKETS** during the test, say:

**“Por favor, guarden sus billetes de prueba y no los usen como papel borrador. Yo los recogeré al final de esta sesión de prueba”.**

12. Say to the students:

**Hagan clic en el botón azul en la pantalla que dice ‘Empezar’. Ahora deberían ver una pantalla que dice ‘Bienvenido’”.**

Pause to confirm that students are on the correct screen.

13. Once all students’ testing devices are at the “Welcome” screen, say:

**“Hagan clic en el recuadro en el centro de la pantalla que dice ‘Empezar’. Ahora deberían ver una pantalla que dice ‘Sesión 1’ en la parte superior y que dice el número de preguntas a continuación. Si su pantalla no dice ‘Sesión 1’, por favor, levanten la mano”.**

Assist any students who raise their hands to get to the correct screen.

14. Then say to all students:

**“Lean las instrucciones en su pantalla mientras yo las leo en voz alta”.**

Note that the script below reproduces the directions on the students’ computer screens. There is no need to read the directions from a computer screen.

15. Then say:

**“Lean cada pregunta cuidadosamente y luego contéstenla lo mejor que puedan.**

**Si una pregunta les pide mostrar o explicar su trabajo, deben hacerlo para recibir el crédito completo. Ingresen sus respuestas en el recuadro provisto en su pantalla. Solamente se calificarán las respuestas ingresadas en el recuadro para respuestas.**

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Si no saben la respuesta a una pregunta, pueden marcarla y continuar con la próxima pregunta. Cuando terminen, pueden revisar sus respuestas y volver a cualquier pregunta que hayan marcado. Antes de entregar sus respuestas al final de la sesión de prueba, asegúrense de que hayan respondido a todas las preguntas y que no hayan dejado nada en blanco o sin responder”.

16. Say to the students:

**“Esta sesión de la prueba durará \_\_\_\_\_ (state length of test session). Si al finalizar la sesión no han terminado de responder a las preguntas, se les dará más tiempo para terminar. Como máximo, tendrán hasta el final del día escolar mientras que sigan trabajando de una manera productiva, pero no se espera que vayan a necesitar tanto tiempo.**

**Si terminan de responder a las preguntas antes de que termine la sesión de la prueba, aprovechen para revisar su trabajo de esta sesión”.**

17. If you are administering

**MATHEMATICS GRADES 3 OR 4**, say to the students:

**“Pueden usar ambas reglas de RICAS incluidas con su prueba computarizada para ayudarse a responder a las preguntas en cualquier momento durante esta sesión”.**

**MATHEMATICS GRADES 5–8**, say to the students:

**“Pueden usar ambas reglas de RICAS o las hojas de referencia de Matemáticas incluidas con su prueba computarizada para ayudarse a responder a las preguntas en cualquier momento durante esta sesión.**

**La hoja de referencia se puede encontrar al hacer clic en el botón de ‘Recursos’ en el lado derecho de la pantalla”.**

18. Then say:

**“Durante la sesión, si tienen un problema para encontrar o usar una de las herramientas en la pantalla de la computadora, o si tienen problemas para usar la computadora, levanten la mano. Sin embargo, no podré ayudarlos con el contenido de la prueba o ayudarlos a responder a las preguntas de la prueba.**

**También pueden levantar la mano si desean que yo les lea una palabra de la prueba. Deberán señalarme la palabra, se las leeré en voz baja y se las repetiré si es necesario. No obstante, no podré decirles el significado de la palabra y no podré darles otro apoyo o ayuda durante esta sesión. Levanten la mano si tienen una pregunta sobre esto”.**

Pause and answer any questions that students have.

19. If you are administering **MATHEMATICS GRADES 5–8**, and the students in your group will use printed reference sheets, say:

**“Ahora voy a repartir una hoja de referencia impresa que pueden usar además de la que está disponible en la pestaña de ‘Recursos’ en su pantalla durante la prueba. No escriban en su hoja de referencia. En su lugar, usen su papel borrador para hacer cualquier cálculo que necesiten hacer durante la prueba. No pueden usar ninguna otra hoja de referencia excepto la que yo les doy”.**

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Distribute printed reference sheets to the students. Make sure they do not have any other reference material at their desks.

20. Then say to the students:

**“Es importante que las Pruebas de RICAS sean justas para todos los alumnos. Por lo tanto, lo siguiente no está permitido: copiar las respuestas de alguien más; usar apuntes, libros u otras hojas de referencia, o cualquier tipo de material de clase; pasar notas o hablar con otros alumnos; y brindar respuestas o ayuda a cualquier otro alumno. No pueden pedir ni recibir ayuda de ninguna otra persona para responder a las preguntas. Además, no pueden tener teléfonos celulares ni ningún otro dispositivo electrónico además de su dispositivo de prueba. No pueden acceder a internet ni usar ninguna aplicación en su dispositivo de prueba además de la aplicación de la prueba que están usando en este momento. Se espera que todos los alumnos sean honestos, den lo mejor de sí, y no hagan trampas de ninguna manera”.**

21. Then say to all students:

**“Hagan clic en el botón ‘Empezar’. Ahora pueden empezar a trabajar en su prueba”.**

Circulate among the students and verify that all have successfully started Session 1.

22. It is your responsibility to ensure a secure testing environment.

**Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.**

**Circulate among the students while they take the test to see that they are working steadily, and are not using cell phones or other prohibited electronic devices.**

23. (Optional) Approximately midway through the session, say to students:

**“Ahora pueden tener un breve descanso durante el cual pueden ponerse de pie y estirarse. Durante el descanso, no pueden hablar con otros alumnos. Si no quieren tomar un descanso, pueden seguir trabajando. El descanso será de \_\_\_\_ (state the length of the break) minutos”.**

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. It is not necessary to have students sign out of TestNav during the break, however security must be maintained by making sure students cannot see each other’s screens. RIDE recommends turning off computer monitors or placing tablets face down on desks. For laptops, RIDE recommends closing or lowering the lids, or placing something (e.g., manila folders) in front of the screens, depending on how your school’s laptops are configured. When the break is completed, say to the students:

**“El descanso terminó. Deben volver a trabajar en la prueba”.**



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24. Monitor student testing status in the PAN Session. During testing, all students should be in an “Active” status. If a student has signed out or been kicked out of the test, he or she will be in “Exited” status and will need to be “Resumed” to continue testing. When students are in “Resumed” status, they can log back into the test and resume testing.



Clicking on a student’s status will show you how far the student has progressed through the test.

25. When the time for the test session is half over, say to the students:

**“La mitad del tiempo de esta sesión terminó. Recuerden usar el botón ‘Repasar’ en la parte superior de la pantalla para ver cuáles preguntas han contestado y omitido o las que han marcado. Asegúrense de no omitir ninguna pregunta en esta sesión de la prueba”.**

26. Say to **ANY STUDENT WHO FINISHES EARLY**:

**“Quiero recordarles que deberían haber respondido a todas las preguntas de la Sesión 1. En la parte superior de la pantalla, hagan clic en ‘Repasar’ y asegúrense de que hayan respondido a todas las preguntas. Deben asegurarse de que no hayan omitido ninguna pregunta. Recuerden, una vez que hayan hecho clic en ‘Enviar Respuestas Finales’, no se les permitirá volver a la Sesión 1.**

**Los teléfonos celulares, reproductores de música, lectores de libros electrónicos y otros dispositivos prohibidos *todavía* no están permitidos durante lo que resta de esta sesión hasta que yo les dé permiso”.**

Permit students to check whether they have skipped any questions. Then assist students according to the instructions in step 29.

27. At the **END OF THE SESSION, TO ANY STUDENTS STILL WORKING**, say:

**“Se ha terminado el tiempo programado para esta sesión. Quiero recordarles que deberían haber respondido a todas las preguntas de la Sesión 1. En la parte superior de la pantalla, hagan clic en ‘Repasar’ y asegúrense de que hayan respondido a todas las preguntas.**

**Deben asegurarse de que no hayan omitido ninguna pregunta. Recuerden, una vez que hayan hecho clic en ‘Enviar Respuestas Finales’, no se les permitirá volver a la Sesión 1”.**

Pause to allow students to check whether they have skipped any questions.

28. Say to the students:

**“Si necesitan más tiempo para contestar cualquier pregunta, levanten la mano. No entreguen sus respuestas finales en este momento”.**

Note which students need more time. These students should **not** submit their final answers.

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29. Then say to the students:

**“Si han completado la sesión de prueba, hagan clic en el botón ‘Repasar’ en la parte superior de la pantalla, y luego hagan clic en ‘Fin de la Sección’. Hagan clic en el botón ‘Enviar Respuestas Finales’ para entregar sus respuestas. En la pantalla emergente confirmen que les gustaría entregar sus respuestas seleccionando ‘Sí, Enviar Respuestas Finales’. Si no han salido automáticamente, salgan de la prueba desde el menú desplegable del usuario en la esquina superior derecha de la pantalla y hagan clic en ‘Cerrar sesión de TestNav’”.**

30. Circulate among the students to ensure all students have submitted their final answers in TestNav (with the exception of students who need more time). You are not permitted to check students’ work before they submit their tests.
31. For students who need more time, if your test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

**“Si aún no han terminado su trabajo en esta sesión, se les trasladará a \_\_\_\_\_ (location) para completar la prueba. Tendrán hasta el final de la jornada escolar para terminar su trabajo, siempre y cuando trabajen productivamente.**

**Los teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados, y no pueden acceder a ellos hasta que yo u otro administrador de la prueba les demos permiso para hacerlo”.**

If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Students moving to a test completion room should be instructed to sign out of TestNav. Then the students’ testing devices should be transported along with the testing tickets if possible. Students may transport their own testing devices as long as they are signed out of TestNav. Be sure to inform your test coordinator when completing tracking documents and returning test materials to your test coordinator. When students are ready to begin working in the test completion room, the test administrator will need to resume their tests before they can sign in with their testing tickets.

Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining security for students in a test completion room.

32. Collect students’ testing tickets and scratch paper. **Verify that you have a student testing ticket and scratch paper from each student.** For students who need more time to finish, follow the instructions given by your test coordinator. Remind students of when Session 2 will begin.

Students who completed testing will have a blue ‘Complete’ status in PearsonAccess<sup>next</sup>. The Department recommends locking these students’ tests by clicking the arrow next to each student test in PAN and selecting “Lock.”

|                          |            |      |       |   |            |   |                     |      |   |
|--------------------------|------------|------|-------|---|------------|---|---------------------|------|---|
| <input type="checkbox"/> | 9999999999 | LAST | FIRST | P | 1111111111 | ● ADAMS GR 10<br>MATH RM 104<br>(Grade 10<br>Mathematics Field<br>Test) | Completed ▾<br>Lock | Main | Grade 10 Mathematics Field<br>Test - Non-Calculator<br>(18RI10FTONEN0201) |
|--------------------------|------------|------|-------|---|------------|---|---------------------|------|---|

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Or, if all students have completed testing, slide the Session lock button to the locked position to lock all students' tests.

ADAMS GR 10 MATH RM 104

☐ Ignore Schedule

☒ In Progress

Stop Session Refresh

ADAMS GR 10 MATH RM 104 (1 Student Test)

Grade 10 Mathematics Field Test - Sess. 1

1

Student Test Status Key

☐ Ready

☐ Resumed, Resumed

33. Make a list of all students in your assigned group who were not tested. These students will appear in PAN in the “Ready” status for this test session. These students will need to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your test coordinator of this. It is important to keep accurate records of who has been tested.
34. Group test materials into the following separate piles:
  - student testing tickets
  - proctor testing tickets, if applicable
  - printed Mathematics reference sheets for grades 5–8 and 10, if applicable
  - used scratch paper
  - unused scratch paper
35. Complete appropriate tracking documents, as instructed by your test coordinator.
36. Immediately return **all** test materials and the list of students to your test coordinator.

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### C As Students Arrive for Mathematics Session 2

1. Say to the students:

**“Antes de comenzar las pruebas, quiero recordarles que los teléfonos celulares y otros dispositivos electrónicos no están permitidos bajo ningún motivo durante esta sesión, hasta que yo les dé permiso para acceder a ellos”.**

2. If your test coordinator has instructed you to do so, read the following recommended script:

**“Si ustedes tienen un dispositivo electrónico, asegúrense de que esté apagado, pónganlo en su mochila y déjenla a un lado del salón. Podrán volver a tenerlo cuando se les dé permiso para hacerlo”.**

Pause to make sure that students have turned cell phones and other prohibited electronic devices off and have placed them in their backpacks.

If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other prohibited electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other prohibited devices during testing.**

3. Make sure that students’ desks are clear, except for their testing devices, pens or pencils, and authorized bilingual dictionaries for current and former EL students.

### D Administer Session 2



**Grades 7 and 8**



**Grades 3, 4, 5, and 6**

To ensure that students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your test coordinator has instructed you to do so, you will need to turn to section E at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

**“Estamos a punto de empezar la Sesión 2 de la prueba de RICAS \_\_\_\_\_ (say the name of the test). Esta es la última de dos sesiones de prueba”.**

2. Then say to students:

**“Ahora yo distribuiré papel borrador que pueden usar durante esta sesión. Si en cualquier momento necesitan más, levanten la mano y les daré otra hoja de papel. Pueden tener hasta tres hojas de papel borrador por vez”.**

Distribute one sheet of blank scratch paper to each student.

3. Answer any questions that students may have. Then say:

**“Ahora yo distribuiré los billetes de prueba para estudiantes. No ingresen hasta que yo les diga que lo hagan”.**

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4. For students using the text-to-speech or screen reader accommodations, which require headphones, say:

**“Pónganse sus auriculares y asegúrense de que estén enchufados. En su pantalla al lado del botón ‘Sign In’, hagan clic en el enlace que dice ‘Test Audio’. Asegúrense de que puedan escuchar por los auriculares y ajusten el volumen como sea necesario”.**

Pause for students to adjust the volume in their headphones.

5. Distribute the student testing tickets. Make sure that you give each student his or her assigned student testing ticket.

If you are administering a test using a proctor testing ticket, be sure to retain it for yourself and **do not give it to the student** – responses are only saved in tests accessed with student testing tickets, not proctor testing tickets.

6. Then say:

**“Miren su billete de prueba para estudiantes. Asegúrense de que tenga su nombre. Levanten la mano si no tienen el billete de prueba para estudiantes correcto”.**

Provide the correct student testing ticket to any student who has an incorrect ticket. If a student’s ticket needs to be printed out, you can find it on the **Students in Sessions** screen in PearsonAccess<sup>next</sup> under the **Resources** dropdown.

7. If your test coordinator has instructed you to do so, say to the students:

**“Escriban el número de identificación de la computadora que están usando en su billete de prueba. Pueden encontrar el número de identificación \_\_\_\_\_ (instruct students where to find the device ID number)”.**

Pause while students write down their device ID numbers.

8. Say to the students:

**“Ahora, en la computadora ingresen el nombre de usuario que se muestra en su billete de prueba para estudiantes. Su nombre de usuario es en realidad un número de 10 dígitos. Luego, ingresen la contraseña que se muestra en su billete de prueba para estudiantes”.**

Assist any student who needs help entering his or her username and password.

Then say:

**“Ahora hagan clic en el botón que dice ‘Sign In’”.**

Walk around the room and make sure that all students have successfully signed in. Assist any students who did not successfully sign in. You may retype usernames and passwords for students, if necessary.

9. When all students have successfully signed in, say:

**“Busquen su nombre en la parte superior derecha de la pantalla. Si el nombre que ven no es el suyo, levanten la mano”.**

10. If any students raise their hands, sign them out of TestNav and check their testing tickets. Once these students are properly signed in, say:

**“Su pantalla de computadora ahora debería estar en la pantalla de ‘Available Tests’”.**

Confirm that all students’ test devices are on the “Available Tests” screen.

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11. If your test coordinator has instructed you to
  - **COLLECT STUDENT TESTING TICKETS**, say:  
**“Ahora voy a recoger sus billetes de prueba para estudiantes”.**  
Collect students’ testing tickets.
  - **LET STUDENTS KEEP THEIR TESTING TICKETS** during the test, say:  
**“Por favor, guarden sus billetes de prueba y no los usen como papel borrador. Yo los recogeré al final de esta sesión de prueba”.**
12. Say to the students:  
**Hagan clic en el botón azul en la pantalla que dice ‘Empezar’. Ahora deberían ver una pantalla que dice ‘Bienvenido’.**  
Pause to confirm that students are on the correct screen.
13. Once all students’ testing devices are at the “Welcome” screen, say:  
**“Hagan clic en el recuadro en el centro de la pantalla que dice ‘Empezar’. Ahora deberían ver una pantalla que dice ‘Sesión 2’ en la parte superior y que dice el número de preguntas a continuación. Si su pantalla no dice ‘Sesión 2’, por favor, levanten la mano”.**  
Assist any students who raise their hands to get to the correct screen.
14. Then say to all students:  
**“Lean las instrucciones en su pantalla mientras yo las leo en voz alta”.**  
Note that the script below reproduces the directions on the students’ computer screens. There is no need to read the directions from a computer screen.
15. Then say:  
**“Lean cada pregunta cuidadosamente y luego contéstenla lo mejor que puedan. Si una pregunta les pide mostrar o explicar su trabajo, deben hacerlo para recibir el crédito completo. Ingresen sus respuestas en el recuadro provisto en su pantalla. Solamente se calificarán las respuestas ingresadas en el recuadro para respuestas. Si no saben la respuesta a una pregunta, pueden marcarla y continuar con la próxima pregunta. Cuando terminen, pueden revisar sus respuestas y volver a cualquier pregunta que hayan marcado. Antes de entregar sus respuestas al final de la sesión de prueba, asegúrense de que hayan respondido a todas las preguntas y que no hayan dejado nada en blanco o sin responder”.**
16. Say to the students:  
**“Esta sesión de la prueba durará \_\_\_\_\_ (state length of test session). Si al finalizar la sesión no han terminado de responder a las preguntas, se les dará más tiempo para terminar. Como máximo, tendrán hasta el final del día escolar mientras que sigan trabajando de una manera productiva, pero no se espera que vayan a necesitar tanto tiempo. Si terminan de responder a las preguntas antes de que termine la sesión de la prueba, aprovechen para revisar su trabajo de esta sesión”.**

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17. If you are administering

**MATHEMATICS GRADES 3 OR 4**, say to the students:

**“Pueden usar ambas reglas de RICAS incluidas con su prueba computarizada para ayudarse a responder a las preguntas en cualquier momento durante esta sesión”.**

**MATHEMATICS GRADES 5 OR 6**, say to the students:

**“Pueden usar ambas reglas de RICAS o las hojas de referencia de Matemáticas incluidas con su prueba computarizada para ayudarse a responder a las preguntas en cualquier momento durante esta sesión.**

**La hoja de referencia se puede localizar haciendo clic en el botón de ‘Recursos’ en el lado derecho de la pantalla”.**

**MATHEMATICS GRADES 7 OR 8**, say to the students:

**“Pueden usar ambas reglas de RICAS o las hojas de referencia de Matemáticas incluidas con su prueba computarizada para ayudarse a responder a las preguntas en cualquier momento durante esta sesión. También pueden usar la calculadora incluida en su prueba en computarizada o una calculadora portátil.**

**La hoja de referencia se puede encontrar al hacer clic en el botón ‘Recursos’ en el lado derecho de la pantalla”.**

18. Then say:

**“Durante la sesión, si tienen un problema para encontrar o usar una de las herramientas en la pantalla de la computadora, o si tienen problemas para usar la computadora, levanten la mano. Sin embargo, no podré ayudarlos con el contenido de la prueba o ayudarlos a responder a las preguntas de la prueba.**

**También pueden levantar la mano si desean que yo les lea una palabra de la prueba. Deberán señalarme la palabra, se las leeré en voz baja y se las repetiré si es necesario. No obstante, no podré decirles el significado de la palabra y no podré darles otro apoyo o ayuda durante esta sesión. Levanten la mano si tienen una pregunta sobre esto”.**

Pause and answer any questions that students have.

19. If you are administering **MATHEMATICS GRADES 5–8**, and the students in your group will use printed reference sheets, say:

**“Ahora yo distribuiré una hoja de referencia impresa que pueden usar además de la que está disponible en la pestaña de ‘Recursos’ en su pantalla durante la prueba. No escriban en su hoja de referencia. En su lugar usen su papel borrador para hacer cualquier cálculo que necesiten hacer durante la prueba. No pueden usar ninguna otra hoja de referencia excepto la que yo les doy”.**

Distribute printed reference sheets to the students. Make sure they do not have any other reference material at their desks.



## Appendix A—Administering the Spanish/English Edition of the Grade 3–8 Mathematics Test

20. Say to the students:

**“Es importante que las Pruebas de RICAS sean justas para todos los alumnos. Por lo tanto, lo siguiente no está permitido: copiar las respuestas de alguien más; usar apuntes, libros u otras hojas de referencia, o cualquier tipo de material de clase; pasar notas o hablar con otros alumnos; y brindar respuestas o ayuda a cualquier otro alumno. No pueden pedir ni recibir ayuda de ninguna otra persona para responder a las preguntas. Además, no pueden tener teléfonos celulares ni ningún otro dispositivo electrónico además de su dispositivo de prueba. No pueden acceder a internet ni usar ninguna aplicación en su dispositivo de prueba además de la aplicación de la prueba que están usando en este momento. Se espera que todos los alumnos sean honestos, den lo mejor de sí, y no hagan trampas de ninguna manera”.**

21. Then say to all students:

**“Hagan clic en el botón ‘Empezar’. Ahora pueden empezar a trabajar en su prueba”.**

Circulate among the students and verify that all have successfully started Session 2.

22. It is your responsibility to ensure a secure testing environment.

**Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.**

**Circulate among the students while they take the test to see that they are working steadily, and are not using cell phones or other prohibited electronic devices.**

23. Approximately midway through the session, say to students:

**“Ahora pueden tener un breve descanso durante el cual pueden ponerse de pie y estirarse. Durante el descanso, no pueden hablar con otros alumnos. Si no quieren tomar un descanso, pueden seguir trabajando. El descanso será de \_\_\_\_\_ (state the length of the break) minutos”.**

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. It is not necessary to have students sign out of TestNav during the break, however security must be maintained by making sure students cannot see each other’s screens. RIDE recommends turning off computer monitors or placing tablets face down on desks. For laptops, RIDE recommends closing or lowering the lids, or placing something (e.g., manila folders) in front of the screens, depending on how your school’s laptops are configured. When the break is completed, say to the students:

**“El descanso terminó. Deben volver a trabajar en la prueba”.**

24. Monitor student testing status in the PAN Session. During testing, all students should be in an “Active” status. If a student has signed out or been kicked out of the test, he or she will be in “Exited” status and will need to be “Resumed” to continue testing. When students are in “Resumed” status, they can log back into the test and resume testing.

The screenshot shows a portion of the TestNav interface. On the left, there is a vertical list of three dropdown menus. The top one is labeled 'Marked Complete' with a lock icon and a downward arrow. The middle one is labeled 'Exited' with a downward arrow. The bottom one is labeled 'Ready' with a downward arrow. To the right of these, there is a vertical list of three buttons, each labeled 'Ready' with a lock icon and a downward arrow.



## Appendix A—Administering the Spanish/English Edition of the Grade 3–8 Mathematics Test

Clicking on a student's status will show you how far the student has progressed through the test. Remember, however, that your primary responsibility is to focus your attention on the students rather than the computer.

25. When the time for the test session is half over, say to the students:

**“La mitad del tiempo de esta sesión terminó. Recuerden usar el botón ‘Repasar’ en la parte superior de la pantalla para ver cuáles preguntas han contestado y omitido o las que han marcado. Asegúrense de no omitir ninguna pregunta en esta sesión de la prueba”.**

26. Say to **ANY STUDENT WHO FINISHES EARLY**:

**“Quiero recordarles que deberían haber respondido a todas las preguntas de la Sesión 2. En la parte superior de la pantalla, hagan clic en ‘Repasar’ y asegúrense de que hayan respondido a todas las preguntas.**

**Deben asegurarse de que no hayan omitido ninguna pregunta. Recuerden, una vez que hayan hecho clic en ‘Enviar Respuestas Finales’, no se les permitirá volver a la Sesión 2.**

**Los teléfonos celulares, reproductores de música, lectores de libros electrónicos y otros dispositivos prohibidos *todavía* no están permitidos durante lo que resta de esta sesión hasta que yo les dé permiso”.**

Permit students to check whether they have skipped any questions. Then assist students according to the instructions in step 29.

27. At the **END OF THE SESSION**, say to the students:

**“Se ha terminado el tiempo programado para esta sesión. Quiero recordarles que deberían haber respondido a todas las preguntas de la Sesión 2. En la parte superior de la pantalla, hagan clic en ‘Repasar’ y asegúrense de que hayan respondido a todas las preguntas.**

**Deben asegurarse de que no hayan omitido ninguna pregunta. Recuerden, una vez que hayan hecho clic en ‘Enviar Respuestas Finales’, no se les permitirá volver a la Sesión 2”.**

Pause to allow students to check whether they have skipped any questions.

28. Say to the students:

**“Si necesitan más tiempo para contestar cualquier pregunta, levanten la mano. No entreguen sus respuestas finales en este momento”.**

Note which students need more time. These students should **not** submit their final answers.

29. Then say to the students:

**“Si han completado la sesión de prueba, hagan clic en el botón ‘Repasar’ en la parte superior de la pantalla, y luego hagan clic en ‘Fin de la Sección’. Hagan clic en el botón ‘Enviar Respuestas Finales’ para entregar sus respuestas. En la pantalla emergente confirmen que les gustaría entregar sus respuestas seleccionando ‘Sí, Enviar Respuestas Finales’. Si no han salido automáticamente, salgan de la prueba desde el menú desplegable del usuario en la esquina superior derecha de la pantalla y hagan clic en ‘Cerrar sesión de TestNav’”.**

## Appendix A—Administering the Spanish/English Edition of the Grade 3–8 Mathematics Test

30. Circulate among the students to ensure all students have submitted their final answers in TestNav (with the exception of students who need more time). You are not permitted to check students' work before they submit their tests.
31. For students who need more time, if your test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

**“Si aún no han terminado su trabajo en esta sesión, se les trasladará a \_\_\_\_\_ (location) para completar la prueba. Tendrán hasta el final de la jornada escolar para terminar su trabajo, siempre y cuando trabajen productivamente.**

**Los teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados, y no pueden acceder a ellos hasta que yo u otro administrador de la prueba les demos permiso para hacerlo”.**

If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Students moving to a test completion room should be instructed to sign out of TestNav. Then the students' testing devices should be transported along with the testing tickets if possible. Students may transport their own testing devices as long as they are signed out of TestNav. Be sure to inform your test coordinator when completing tracking documents and returning test materials to your test coordinator. When students are ready to begin working in the test completion room, the test administrator will need to resume their tests before they can sign in with their testing tickets.

Be sure to complete appropriate tracking documents and follow your test coordinator's instructions for maintaining security for students in a test completion room.

32. Collect students' testing tickets and scratch paper. **Verify that you have a student testing ticket and scratch paper from each student.** For students who need more time to finish, follow the instructions given by your test coordinator.

Students who completed testing will have a blue 'Complete' status in PearsonAccess<sup>next</sup>. RIDE recommends locking these students' tests by clicking the arrow next to each student test in PAN and selecting "Lock," or, if all students have completed testing, sliding the Session lock button to the locked position to lock all students' tests.

33. Make a list of all students in your assigned group who were not tested. These students will appear in PAN in the "Ready" status for this test session. These students will need to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your test coordinator of this. It is important to keep accurate records of who has been tested.
34. Group test materials into the following separate piles:
  - student testing tickets
  - proctor testing tickets, if applicable
  - printed Mathematics reference sheets for grades 5–8, if applicable
  - used scratch paper
  - unused scratch paper
35. Complete appropriate tracking documents, as instructed by your test coordinator.
36. Immediately return **all** test materials and the list of students to your test coordinator. Also return this manual to your test coordinator.

## Appendix A—Administering the Spanish/English Edition of the Grade 3–8 Mathematics Test

### E Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. For students who will be escorted to a **SUPERVISED LUNCH**, if your test coordinator has instructed you to do so, read the following recommended script to students:

**“Ahora es hora de almorzar. Ustedes podrán continuar las pruebas después del almuerzo y tendrán hasta el final de la jornada escolar para terminar su trabajo, pero no debería tomarles tanto tiempo.**

**“Ustedes van a ir a \_\_\_\_\_ (location) después de su almuerzo supervisado para terminar la prueba, y se les llevarán allí los materiales de su prueba. Los teléfonos celulares u otros dispositivos electrónicos deben permanecer apagados durante el almuerzo y no podrán acceder a ellos hasta que el administrador de la prueba les dé permiso para hacerlo. Además, durante el almuerzo no pueden hablar sobre la prueba”.**

If your test coordinator has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

RIDE recommends locking the student’s test by clicking the arrow next to the student’s test status and selecting “Lock.”

| <input type="checkbox"/> | SA SID     | Last Name | First Name | Middle Name | Username   | Session   | Gr | Sess.  |
|--------------------------|------------|-----------|------------|-------------|------------|-----------|----|--------|
| <input type="checkbox"/> | 1111111111 | LAST      | FIRST      | M           | 1111111111 | ● SESSION |    | Active |
|                          |            |           |            |             |            |           |    | Lock   |

To unlock a student’s test when the student has returned, click the arrow next to the student’s test status and select “Unlock.”

| <input type="checkbox"/> | SA SID     | Last Name | First Name | Middle Name | Username   | Session   | Gr | Sess.  |
|--------------------------|------------|-----------|------------|-------------|------------|-----------|----|--------|
| <input type="checkbox"/> | 1111111111 | LAST      | FIRST      | M           | 1111111111 | ● SESSION |    | Active |
|                          |            |           |            |             |            |           |    | Unlock |

Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining the security of test materials for these students.

2. For students who ask to use the **RESTROOM during the test session**, if your test coordinator has instructed you to do so, read or point to this recommended script:

**“Ustedes no pueden recuperar o acceder a su teléfono celular o a cualquier material prohibido mientras estén fuera de la sala”.**

If your test coordinator has directed you to follow a different procedure, do so at this time. Make sure that the student’s screen is not visible to anyone else while the student is out of the room.



## **Appendix B**

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### **Additional Instructions for Computer-Based Testing**

## Appendix B—Additional CBT Instructions

### A Background and Overview

Principals, test coordinators, and technology coordinators should become familiar with the terminology describing the components of computer-based testing:

- **PearsonAccess<sup>next</sup> (PAN)** is the online management system. Note that users will be logged out of PAN after 15 minutes of inactivity.
- **TestNav** is the online testing platform for students. Note that students will be logged out of TestNav after 1 hour of inactivity.
- **Infrastructure Trials:** An Infrastructure Trial is an opportunity for schools to prepare for computer-based testing by simulating test-day network use. The purpose is to identify any school or district logistical issues, and to confirm all testing devices are properly configured and ready for computer-based testing.
- **ProctorCache:** This software will be available to all schools as part of the TestNav student testing platform. Precaching is the process of loading (i.e., “caching”) test content locally to a designated proctor caching computer at a school. Precaching reduces test delays from network congestion and provides students with a more seamless testing experience in the event of disruptions to Internet connectivity. Using ProctorCache is recommended only if you do not meet the minimum bandwidth requirement (100 kbps per student testing). Your school therefore may not be using ProctorCache.

Steps that apply to any technology problems that may occur during testing:

- Do not move a student to a new device.
- Do not turn off the device.
- Make note of which testing device the student was using.
- If there is a situation in which a student is waiting for more than 15 minutes, then schedule the student to complete the session at a later time.

In the rare occurrence that TestNav or PearsonAccess<sup>next</sup> experiences an outage, the RICAS Service Center will email a notification to principals, test coordinators, and technology coordinators. The RICAS System Status page at [ri-testnav.statushub.io](https://ri-testnav.statushub.io) will be updated until the issue has been resolved. A second email will be sent to schools and districts when service is restored.

## B How to Use the “Students in Sessions” Screen

Test administrators should use the **Students in Sessions** screen to monitor student progress during testing. The top of the screen will show a status bar for the entire class, followed by a list of students, with their individual statuses.

### Students in Sessions screen:

**Session List** Add a Session

ADAMS GR 8 MATH RM 102

1 Sessions | Clear

**ADAMS GR 8 MATH RM 102** Ignore Schedule Resources Details Edit

In Progress Stop Session Refresh

**ADAMS GR 8 MATH RM 102 (5 Student Tests)**

Gr8Math - Sess. 1 Mixed 3 1 1

Gr8Math - Sess. 2 5

**Student Test Status Key**

- Ready
- Resumed, Resumed
- Upload
- Active
- Exited
- Completed, Marked Complete

**Find Students** In the selected session(s) above

Search

**Filters** Clear Hide

**Organization**

Select one or more

**SASID**

Starts with

**Local Student Code**

Starts with

**Clip UIN**

Starts with

**Group**

Select one or more

Toggle secondary filters

5 Results Displaying 25 Manage Columns

| SASID      | Last Name | First Name | Middle Name | Username   | Session                               | Gr8Math - Sess. 1 | Gr8Math - Sess. 2 | Form Group | Type | Form           |
|------------|-----------|------------|-------------|------------|---------------------------------------|-------------------|-------------------|------------|------|----------------|
| 9948891753 | TAMQC     | MATEIGHT   | T           | 6916415356 | ADAMS GR 8 MATH RM 102 (Grade 8 Math) | Marked Complete   | Ready             | Standard   |      | 18RI08SPONEN12 |
| 9948891756 | TAMQC     | MATEIGHT   | T           | 7204920282 | ADAMS GR 8 MATH RM 102 (Grade 8 Math) | Exited            | Ready             | Standard   |      | 18RI08SPONEN05 |
| 9948891764 | TAMQC     | MATEIGHT   | T           | 6077644705 | ADAMS GR 8 MATH RM 102 (Grade 8 Math) | Ready             | Ready             | Standard   |      | 18RI08SPONEN13 |

The top of the screen will show a status bar for the entire class:

**ADAMS GR 8 MATH RM 102** Ignore Schedule Resources

In Progress Stop

**ADAMS GR 8 MATH RM 102 (5 Student Tests)**

Gr8Math - Sess. 1 Mixed 3 1 1

Gr8Math - Sess. 2 5

## Appendix B—Additional CBT Instructions

The bottom of the screen will show a list of students, with their individual statuses:

5 Results

Displaying 25 Manage Columns

| <input type="checkbox"/> | SASID      | Last Name | First Name | Middle Name | Username   | Session   | Gr8Math - Sess. 1 | Gr8Math - Sess. 2 | Form Group Type | Form           |
|--------------------------|------------|-----------|------------|-------------|------------|---|-------------------|-------------------|-----------------|----------------|
| <input type="checkbox"/> | 9948891753 | TAMQC     | MATEIGHT   | T           | 6916415356 | ● ADAMS<br>GR 8 MATH<br>RM 102<br>(Grade 8<br>Math) | Marked Complete   | Ready             | Standard        | 18RI08SPONEN12 |
| <input type="checkbox"/> | 9948891756 | TAMQC     | MATEIGHT   | T           | 7204920282 | ● ADAMS<br>GR 8 MATH<br>RM 102<br>(Grade 8<br>Math) | Exited            | Ready             | Standard        | 18RI08SPONEN05 |
| <input type="checkbox"/> | 9948891764 | TAMQC     | MATEIGHT   | T           | 6077644705 | ● ADAMS<br>GR 8 MATH<br>RM 102<br>(Grade 8<br>Math) | Ready             | Ready             | Standard        | 18RI08SPONEN13 |

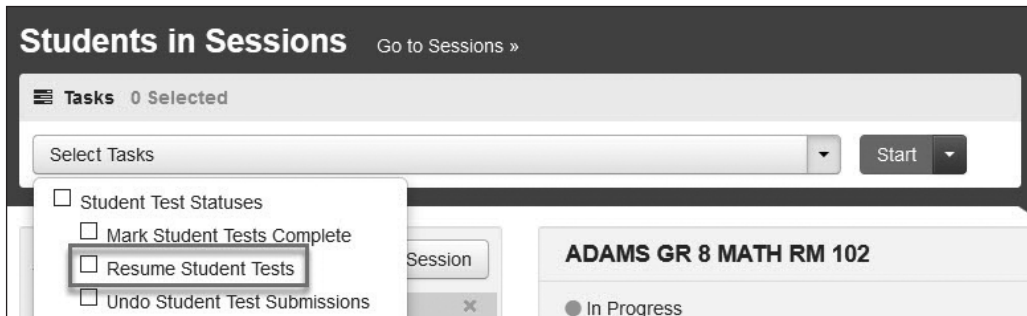
The table below shows the different statuses in PAN and a description for each. If a student's status does not appear in PAN as expected, click **Refresh**.

| Student Status Key            |  |
|-------------------------------|--|
| Status                        | Description  |
| <b>Ready (shown in gray)</b>  | The student has not logged into the test session yet, but is ready to log in.  |
| <b>Active (green)</b>         | The student is currently logged into the test.   |
| <b>Exited (red)</b>           | The student has exited the test session, but has not submitted his or her responses yet (after a test session, after logging out to take a break, or if an error occurs). Students in Exited status will need to be resumed by a test administrator when they are ready to reenter the test. If a student logs out of a test session or if the testing device loses connectivity before the test is completed (or marked complete), the test will appear in Exited status. The test administrator will then need to resume the student's test (and the student will then appear as Resumed). |
| <b>Completed (blue)</b>       | The student has completed the test session and successfully submitted his or her responses.  |
| <b>Marked Complete (blue)</b> | The student's test session has been marked complete by the test coordinator (the student did not submit his or her test in TestNav him- or herself).   |
| <b>Resumed (yellow)</b>       | The student is ready to log back into the test session. This status appears after a student has completed one test session for a subject area but not both, if a student returns from a break and is ready to continue testing in that session, or when attempting to continue after an error occurs.  |
| <b>Resume-Upload (yellow)</b> | The student is ready to log back into the test session, and some responses were not sent to the testing subcontractor's (Pearson's) servers before the student exited the test. When the student logs into a test with a Resume-Upload status, a staff member must be present. TestNav will prompt the user to locate the saved responses from the designated save location and upload them to TestNav before the student's test can be resumed.   |

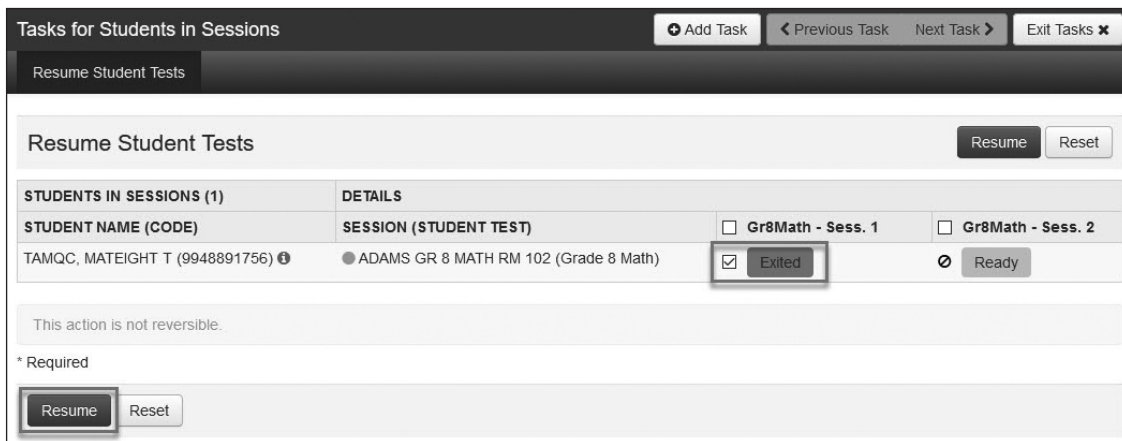


## C How to Resume Students' Tests from Exited Status

1. Go to the **Testing** tab and click **Students in Sessions**. Select the **Session Name** from the **Session List** on the left side of the screen. Check the box(es) next to the **Student Names** whose tests are to be resumed. In the **Tasks** menu, select **Resume Student Tests**, and then click **Start**.



2. Select the students whose tests are to be resumed. Click **Resume**.



A message stating “Success, changes saved” will appear. Once you see it, click **Exit Tasks** to return to the **Students in Sessions** screen. There, you will see the students’ names in the “Resumed” status.

If you only have one student to resume, just click on the arrow on the Student Status and select **Resume**:

| <input type="checkbox"/> | SASID        | Last Name | First Name | Middle Name | Username   | Session                                 | Gr8Math - Sess. 1        | Gr8Math - Sess. 2 |
|--------------------------|--------------|-----------|------------|-------------|------------|---|--------------------------|-------------------|
| <input type="checkbox"/> | 9948891753 ⓘ | TAMQC     | MATEIGHT   | T           | 6916415356 | ● ADAMS GR 8 MATH RM 102 (Grade 8 Math) | Marked Complete          | Ready             |
| <input type="checkbox"/> | 9948891756 ⓘ | TAMQC     | MATEIGHT   | T           | 7204920282 | ● ADAMS GR 8 MATH RM 102 (Grade 8 Math) | Exited<br>Resume<br>Lock | Ready             |
| <input type="checkbox"/> | 9948891764 ⓘ | TAMQC     | MATEIGHT   | T           | 6077644705 | ● ADAMS GR 8 MATH RM 102 (Grade 8 Math) | Ready                    | Ready             |

## Appendix B—Additional CBT Instructions

### D Instructions for Make-Up Testing

#### 1. A Student Becomes Ill During a Session

If a student becomes ill during a session and cannot continue testing,

1. have or help the student exit TestNav by accessing the user drop-down menu next to his or her name in the upper right corner. Then have them select **Sign out of TestNav** from the menu.
2. Have the student then select **Save and Return Later**.
3. If all other students in the session have completed testing, lock the session as a security measure until the student is well enough to continue. Use the lock/unlock indicator on the **Students in Sessions** screen for the session.

When they are able to make-up the session,

1. resume the student by first unlocking the session using the indicator on the **Students in Sessions** screen.
2. Then have the student log back in to TestNav.
3. On the **Students in Sessions** screen for the session, find the student and use the drop-down to change their status from **Exited** to **Resumed**. This will tell the system to check for any answers the student may have already submitted.
4. Follow the normal procedures for having this student submit their answers showing a **Completed** status in PAN, and then re-lock the session using the instructions above.

Remember that the student is not permitted to return to any questions that he or she already answered.

#### 2. A Student was Absent on the Day of Testing and Will Be Kept in the Same PAN Session for Make-Up Testing

If a student was absent for one or more days of testing, and the principal or test coordinator has decided to keep the student in his or her original PAN Session,

1. If the original session was locked after other students completed testing, unlock it for the student who was absent when he or she is ready to do make-up testing. Use the lock/unlock indicator on the **Students in Sessions** screen for the session.
2. Have the student log in to TestNav using their original assigned credentials. This will change their status on the **Students in Sessions** screen from **Ready** to **Active**.
3. Follow the normal procedures for having this student submit their answers showing a **Completed** status in PAN, and then re-lock the session using the instructions above.

#### 3. A Student was Absent on the Day of Testing and Will Be Placed in a New PAN Session for Make-Up Testing.

If a student was absent for one or more days of testing, and the principal or test coordinator has decided to remove the student from his or her original PAN Session and create a new PAN Session for make-up testing with other students,

1. ensure the original session is not locked when other students complete testing.
2. Remove the student from the session. Go to **Testing > Students in Sessions**, select/check the student and then select **Remove Students from Sessions > Remove**.

3. Go to **Testing > Sessions > Create/Edit Session**.
4. Fill out the details for the new session and, using the Students field, find the student (and others who need to do makeup) and add them to the session. Select **Create**.
5. Follow the normal procedures for preparing and starting a session before test day.
6. On test day, have the student and others doing make-up testing sign in to TestNav using the new login credentials for the new session (available from Resources on the **Students in Sessions** screen).
7. Follow the normal procedures for having the student(s) submit their answers in TestNav, and then verify their **Completed** test status and lock the session using the lock/unlock indicator on the **Students in Sessions** screen.

### **E** Troubleshooting Situations that Can Occur in Test Sessions

1. **SITUATION: TestNav stops responding or exits a student from the test (e.g., a student device loses connectivity)**

#### **RESOLUTION:**

##### **Steps for the Test Administrator:**

1. Attempt to identify if there was a loss of connectivity.
2. Resume the student's test.
3. If there are repeated technical interruptions, contact your technology staff.

##### **Steps for the Technology Staff:**

Escalate the issue to the principal for a student who is waiting for 15 minutes.

##### **Steps for the Principal:**

1. Call the RICAS Service Center if there are issues that cannot be resolved in 15 minutes or less.
2. Call RIDE after calling the RICAS Service Center if there is a large-scale technology failure that affects one or more classrooms. (It is not necessary to call RIDE if there is a loss in connectivity that can be quickly restored with minimal interruption to student testing.)

## Appendix B—Additional CBT Instructions

2. **SITUATION: A student turned off his or her device instead of exiting TestNav correctly, and the status in PAN remains “Active” (even though the student is not currently testing)**

**RESOLUTION:** The student’s responses have not been lost, but the test administrator should verify that the student responded to all the test questions by following these steps in PearsonAccess<sup>next</sup>:

1. Navigate to the “Students in Session” page, and locate the affected test session in the student’s test.
2. Click on the student’s “Active” status to view the “Student Test & Item Progress” screen.
3. Verify whether the student responded to all the test questions.
4. If all the test questions were answered, mark the PAN Session complete.
5. If any responses are missing, locate and upload the student’s responses that were saved locally. For further instructions, follow the instructions in the *TestNav User Guide* ([support.assessment.pearson.com/x/DAACAO](http://support.assessment.pearson.com/x/DAACAO)). Test administrators may want to contact their technology staff person for support.

3. **SITUATION: TestNav does not appear to be working properly (i.e., a student is experiencing a TestNav behavior described below)**

**RESOLUTION:**

***Steps for the Test Administrator:***

The following are expected behaviors in TestNav:

- The Notepad cannot be resized.
- Exhibits (e.g., reference sheets) cannot be resized.
- Students cannot copy/paste text from secure test content (reading passages or test questions). They can only copy/paste text they write themselves.
- A test question appears as “Not Answered” in the “Review” menu until all parts of that question have been answered.

If students encounter a situation not listed above, consult with your technology staff, who may then call the RICAS Service Center.

***Steps for the Technology Staff:***

Escalate the issue to the principal for a student who is waiting for 15 minutes.

4. **SITUATION: A student’s test status is “Resume-Upload”; error codes 1005, 1006 or 1007**  
**Resume-Upload** status forces TestNav to check for a saved response file (SRF) on the testing machine when the student logs back in to continue. There are times when a student needs to be resumed, but may not be properly logged out of a test, such as if the computer froze or the browser crashed. When this happens, the student may still be listed in **Active** status, but the only option you can choose is **Resume-Upload**.

**RESOLUTION:** In most cases, resuming a student test in PAN will allow a student to log back in to TestNav successfully. By default, TestNav will look for any saved responses and upload them. If a student is inadvertently logged out of TestNav and resumes testing on a device that does not have a Saved Response File (SRF), Resume-Upload can be used to allow a Test Administrator to search for the SRF on the student’s original testing device. Refer to [support.assessment.pearson.com/x/DAACAO](http://support.assessment.pearson.com/x/DAACAO) for directions on locating the SRF.

When a student is ready to log back into the session with a Resume-Upload status, a staff member must be present. TestNav will prompt the student/staff member to locate the saved responses from the designated save location and upload them to TestNav before resuming the test. This ensures no student responses are lost if the testing device is unable to connect to Pearson servers. Do NOT have a student ignore this message or his or her responses could be lost. If a test administrator does not know how to locate or upload the responses, please call the RICAS Service Center. Be prepared to provide the student name, PAN Session, and device type, and request to speak with Technical Support.

**5. SITUATION: A student needs to change devices (e.g., a student has to move to a test completion room but is using a desktop computer).**

**RESOLUTION:** RIDE strongly recommends that students use only one computer per test session whenever possible. However, if a student needs to change devices during the same test session, he or she needs to log out of TestNav on the first device (click on the User icon in the top right corner, select “Log out of TestNav,” and then follow the prompts). Once the student is fully logged out, he or she can be resumed on the new device.

**Note for Chromebook users:** Do not power the first device off until the student has been successfully resumed on the second device.

**6. SITUATION: A student exits TestNav before completing a test session or before submitting final answers**

**RESOLUTION:**

1. Verify that TestNav is shut down for the student.
2. Resume the student’s test in PAN.
  - If the student exited due to an issue with network connectivity, the student’s test will need to be put in Resume-Upload status. When the student logs in, locate the Saved Response File (SRF) and the system will upload any test responses that the student entered after the interruption if resuming on the same testing device. For instructions on locating SRFs, refer to the *TestNav User Guide* ([support.assessment.pearson.com/x/DAACAO](http://support.assessment.pearson.com/x/DAACAO)).
  - Have the student log back into TestNav using the login information on the student testing ticket. If possible, have the student log in on the same device the student was using when he or she exited TestNav.
  - The student’s test will resume from the point at which the test was interrupted.

Technology coordinators should contact the RICAS Service Center immediately if there is an issue that cannot be resolved. It is acceptable to contact the Service Center using a cell phone, but it is not permissible to photograph students’ testing devices (e.g., to show an error message). Be prepared to provide logs from the testing devices if the Service Center requests them.

## Appendix B—Additional CBT Instructions

### F Resolving Situations that Involve Accommodations

#### 1. **SITUATION: A student has the wrong accommodation assigned and the student has not logged into TestNav yet (is still in “Ready” status)**

**RESOLUTION:** If the student is in a session that has not yet been prepared, the accommodation can be updated by following these steps:

1. In PAN, go to **Setup > Students**.
2. Search for the student and place a checkmark next to the student name.
3. Select **Tasks > Manage Student Tests > Start**.
4. Select the test on the left.
5. Update the Accommodation and click **Save** (repeat if more than one test needs to be updated).

**If the student is in a PAN Session that has been prepared, the student first needs to be removed from the Session. This can be done by following these steps:**

1. In PAN, go to **Testing > Sessions**.
2. Search for appropriate session and place a checkmark next to the session.
3. Click on **Go to Students in Sessions**.
4. Click on the PAN Session name under Session List on the left side of the screen.
5. Place a checkmark next to the student whose accommodation needs to be updated.
6. Select **Tasks > Remove Students from Sessions > Start**.
7. Place a checkmark next to the student and click **Remove**.

Once the student has been removed, follow the first five steps in this section (section F.1). When the student’s accommodation has been updated, place the student back into the appropriate PAN Session by going to **Students in Sessions > Add Students to Sessions**.

#### 2. **SITUATION: A student has the wrong accommodation assigned, and the student has already logged into TestNav (is still in a status other than “Ready”)**

**RESOLUTION:** If a student has logged into TestNav and discovers he or she does not have the accommodation needed to test, please follow these steps:

- Have the student log out of TestNav.
- Contact the test coordinator or principal.
- The test coordinator will need to void the test (**all test sessions**).
  1. In PAN, go to **Testing > Sessions**.
  2. Search for the appropriate session and place a checkmark next to the session.
  3. Click on **Go to Students in Sessions**.
  4. Click on the PAN Session name under Session List on the left side of the screen.
  5. Place a checkmark next to the student whose accommodation needs to be updated.
  6. Select **Tasks > Mark Student Tests Complete & Manage Student Tests**, and click **Start**.



7. On the Mark Student Tests Complete tab, place a checkmark above each of the sessions, enter a reason (Incorrect Accommodation), and click **Mark Complete**.
8. On the Manage Student Tests tab, check the box "Void Test Score Code," select "Wrong Accommodation" from the Void Test Score Reason dropdown, and click **Save**.
9. Assign a new test to the student.
  - > Go to **Setup > Students**.
  - > Search for your student and select the checkbox next to the student name.
  - > Select **Tasks > Manage Student Tests > Start**.
  - > Select **Create Student Tests**, enter in the test student information, including the correct accommodations, and click **Create**.
10. Place the student in a new PAN Session.
  - > Go to **Test > Sessions**.
  - > Select **Tasks > Create / Edit Test Sessions** and click **Start**.
  - > Ensure Create Session is selected, enter in the session details, add the student whose accommodation was updated, and click **Create**.

**Note:** If the student should have a Human Reader or Human Signer session, select the **Proctor Reads Aloud** checkbox, and then select Human Read Aloud or Human Signer from the Form Group Type dropdown.

### 3. **SITUATION: A student's form-based accommodations (TTS) are not appearing correctly**

**RESOLUTION:** Instructions for correcting a large number of errors (SR/PNP Import):

1. In PAN, select the appropriate administration from the administration dropdown.
2. Select **Import / Export Data** from the **Setup** dropdown.
3. Select **Import / Export Data** from the **Select Tasks** dropdown. Click **Start**.
4. Select **Student Registration Export** from the **Type** dropdown. Unless you want to specify results by registration grade and/or subject, leave those fields blank, and leave the values in the Test Status Filter field. Also, leave the "Include tests with Void Test Score Code" box unchecked. Then click **Process**.
5. Once the file is complete, select **Download File**.
6. In the .csv file, identify all students who have both Text-to-Speech (column Z) and Human Reader or Human Signer (Column Y) selected. Delete all other students from the file.
7. Remove either the Text-to-Speech flag, or the Human Reader or Human Signer flag for those students.
8. Save the file as a .csv file.
9. In PAN, select **Import / Export Data** from the **Setup** dropdown.
10. Select **Import / Export Data** from the **Select Tasks** dropdown. Click **Start**.
11. Select **Student Registration Import** from the **Type** dropdown.
12. Select **Choose File** and browse for the saved .csv file. Click **Process**.

## Appendix B—Additional CBT Instructions

### Instructions for correcting a small number of errors (PAN interface):

1. In PAN, select the appropriate administration from the administration dropdown.
2. Select **Operational Reports** from the **Reports** dropdown.
3. Check **Students & Registrations** from the **Report Category**.
4. Select the **PNP Report – Accessibility Features and Accommodations for Student Tests** report from the list.
5. Select **Text-to-Speech** from the **Accessibility Features and Accommodations** dropdown. Click **Download CSV**.
6. Identify students on this report that have the Text-to-Speech flag (column T) and Human Reader or Human Signer (column U) flag selected.
7. In PAN, select **Students** from the **Setup** dropdown.
8. Search for the student that has both flags selected. Select the checkbox to the left of the student and select **Manage Student Tests** from the **Select Tasks** dropdown. Click **Start**.
9. Here, remove either the checkbox next to **Text-to-Speech**, or the checkbox next to **Human Read-Aloud** or **Human Signer**. Click **Save**.

### **G** Error Codes and TestNav Issues

The table below describes common error codes and TestNav issues and the steps to take to resolve the issues. For many of these situations, a test administrator can resolve a situation, and the student can continue testing without further issues. Others are described below in which test administrators will need to escalate the issue to technology staff if needed. A full list of error codes can be found online at [support.assessment.pearson.com/x/DwACAO](http://support.assessment.pearson.com/x/DwACAO). Instruct students to raise their hand if an error code appears during testing.

| Error Code Number | Error Code Description   | Instructions to Resolve the Issue  |
|-------------------|--|--|
| 9059              | The username or password you entered is incorrect.               | <p>Confirm that the student sees the correct TestNav login page ("Rhode Island" should appear above the sign-in box).</p> <p>If the correct page does not appear, click the <b>User</b> icon in the top right corner, and select "Choose a different customer." Then, select "Rhode Island" from the list.</p> <p>Ensure the student is on the correct login page in TestNav ("Rhode Island" should appear above the sign-in box).</p>                   |
| 1001              | Your test has been saved. Please notify your test administrator. | <p>This is an initial message from the TestNav Early Warning System (EWS). When the EWS detects a potential problem with the designated save location, the student sees on-screen instructions. This message does not indicate the full issue; another error code will follow.</p> <p>More information on resolving EWS issues can be found at <a href="http://support.assessment.pearson.com/x/DgACAO">support.assessment.pearson.com/x/DgACAO</a>.</p> |



## Appendix B—Additional CBT Instructions

| Error Code Number | Error Code Description   | Instructions to Resolve the Issue  |
|-------------------|--|--|
| <b>1008</b>       | Unable to send final responses.  | <p>The connection with the testing server was interrupted while the student was attempting to exit or submit the test, and TestNav was unable to upload responses to the testing server. The student's responses have been saved in the designated response file location, but not all responses could be saved to the testing server.</p> <p>Do NOT turn off the computer. The technology staff person should contact the RICAS Service Center. The technology staff should be prepared to provide the following information:</p> <ul style="list-style-type: none"> <li>• The error code</li> <li>• The number of students testing</li> <li>• The device type</li> <li>• The session name</li> </ul> |
| <b>1009</b>       | Unable to download test content  | <p>There is a network connection issue between the testing device and the testing subcontractor's (Pearson's) servers.</p> <p>Contact your technology staff person to verify the local Internet connection and/or connection to the ProctorCache server is functioning as expected.</p> <p>The technology staff person should contact the RICAS Service Center if the issue cannot be quickly identified or resolved. He or she should be prepared to provide the following information:</p> <ul style="list-style-type: none"> <li>• The error code</li> <li>• The number of students testing</li> <li>• The device type</li> <li>• The session name</li> </ul>                                       |
| <b>1017, 1018</b> | Primary/Alternate SRF location is not writable. Your responses will be saved in primary/alternate save location only. You may choose to continue with the test or exit the test and make the save location writable. | <p>TestNav displays this error when it tries to write to the SRF secondary location but fails. Check the path and verify it is valid, accessible, and that write access is granted. To update the path, sign in to PearsonAccess<sup>next</sup> and edit the TestNav configuration. A valid SRF path is required for testing.</p> <p>Technology staff should contact the RICAS Service Center. The technology staff should be prepared to provide the following information:</p> <ul style="list-style-type: none"> <li>• The error code</li> <li>• The number of students testing</li> <li>• The device type</li> <li>• The PAN Session name</li> </ul>   |
| <b>3005</b>       | TestNav has detected that another application attempted to become the active window.   | <p>This could be caused by one of the following issues:</p> <ul style="list-style-type: none"> <li>• pop-ups in the background</li> <li>• power saving features</li> <li>• system key combinations such as ctrl+alt+del</li> <li>• the student is attempting to switch to a browser or other application (e.g., to look up information for a question)</li> </ul> <p>The test administrator should check whether any other applications have been accessed before resuming the student's test. If it appears the student was attempting to access information online, contact the principal to report this to RIDE.</p>  |

## Appendix B—Additional CBT Instructions

| Error Code Number | Error Code Description  | Instructions to Resolve the Issue  |
|-------------------|---|--|
| 8026              | Unable to connect to the proctor caching computer. Please contact your administrator. | <p>There is a network connection issue between the testing device and the local ProctorCache device.</p> <p>Contact your technology staff to verify whether the local Internet connection and/or connection to the ProctorCache server is functioning as expected.</p> <p>The technology staff person should contact the RICAS Service Center if the issue cannot be quickly identified or resolved. He or she should be prepared to provide the following information:</p> <ul style="list-style-type: none"> <li>the error code</li> <li>the number of students testing at the time</li> </ul> |

| TestNav Issue                | TestNav Message Description  | Instructions to Resolve the Issue  |
|------------------------------|--|--|
| No Available Test            | A student logs into TestNav and sees a message that reads, "No Available Tests." | <p>If a student sees "No available tests" after logging into TestNav, then he or she has used a login/password for a test which has already been completed.</p> <p>Confirm on the student's testing ticket the test he or she is taking is correct. The login for the student will be the same for each test, but the password will be different.</p> <p>Reprint the correct test ticket for the test the student is trying to access.</p> |
| Start Button Gray (not blue) | A student logs into TestNav and sees a gray start bar instead of a blue one.     | <p>Ensure the student is using a device with a supported OS version.</p> <p>Verify the test has been started in PAN, and the test is unlocked.</p> <p>For Chromebooks, close TestNav and re-launch the app in Kiosk Mode. (Kiosk Mode Apps are accessed from the Apps link in the lower left of the Chromebook sign-in screen.)</p>  |

## **Appendix C**

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### **Procedures for Reading the Test Aloud and Signing the Test to Students**

## Appendix C—Procedures for Reading the Test Aloud and Signing the Test to Students

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### **A** Procedures for Administering the Human Read-Aloud Accommodation

Use the instructions below when administering the computer-based test to a student with a disability whose IEP or 504 plan indicates that the student will participate in RICAS testing using human read-aloud, which is accommodation A5 for the Mathematics tests, and special access accommodation SA1.2 for the English Language Arts test. These instructions must also be used for students identified as English learners (ELs) who will receive the read-aloud accommodation (EL3.2) for participation in Mathematics tests.

- The test must be read word-for-word, exactly as it appears. The test administrator may not provide assistance to the student regarding the meanings of words, intent of any test question, or responses to test questions. The test administrator should read with emphasis only when indicated by bold or italicized text.
- The test must be administered in a separate setting (DF4) either **individually** (DF2) or to a **small group** (DF1).
- No more than five students may be grouped together for human read-aloud, since students typically proceed through the test at different rates.

## Appendix C—Procedures for Reading the Test Aloud and Signing the Test to Students

### How to Set Up a Human Read-Aloud Session

**Note:** These procedures are not necessary if the test administrator intends to read directly from a student’s onscreen test (i.e., standing behind or alongside the student). These procedures must be used when the test administrator intends to read aloud the test from his or her own computer screen.

1. In PearsonAccess<sup>next</sup>, go to **Testing**, and then **Sessions**.
2. Check the box next to the PAN Session to select it; then choose **Select Tasks**; and then select **Create/Edit Session** and click **Start**.

The screenshot shows the 'Tasks for Sessions' interface in PearsonAccessnext. The top navigation bar includes 'Add Task', 'Previous Task', 'Next Task', and 'Exit Tasks'. The main content area is divided into 'SESSIONS (1)' and 'DETAILS'. Under 'SESSIONS (1)', there is a 'Create Session' button and a list containing 'GRADE 5 TTS'. The 'DETAILS' section for 'GRADE 5 TTS' includes fields for 'Session Name\*' (GRADE 5 TTS), 'Session Status' (radio buttons for 'Not Prepared'), 'Test & Form' (Test: Grade 5, ☒ Proctor Reads Aloud), 'Password\*' (59DAB2), 'Form Group Type\*' (dropdown menu with 'Human Read Aloud' selected), 'Organization' (DEMONSTRATION PEARSON SCHOOL 1 (PSN00001)), 'Actual Start Date' (Session has not been started), 'Scheduling' (Scheduled Start Date\*: 2018-05-01, Scheduled Start Time: 01:00 AM EST), and 'Lab Location'. A note states: 'A pre-caching computer is required when there is one or more available.' At the bottom, there is a section for 'Students' with a dropdown for 'Find by Name or ID in DEMONSTRATION PEARSON SCHOOL 1 (PSN00001)' and a button 'Add students to session'. The 'Assigned Students (1)' section is partially visible.

3. On this screen, make sure the “Proctor Reads Aloud” checkbox is checked and that “Human Read-Aloud” is selected in the Form Group Type dropdown. **Checking the “Proctor Reads Aloud” checkbox generates the proctor testing ticket and ensures that all students in the PAN Session and the test administrator have the same form of the test.**

## Appendix C—Procedures for Reading the Test Aloud and Signing the Test to Students

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### **B** Procedures for Administering the Human Signer Accommodation

Use the instructions below when administering the computer-based test to a student with a disability whose IEP or 504 plan indicates that the student will participate in RICAS testing using a human signer, which is accommodation A6 for the Mathematics tests or special access **accommodation SA2** for the English Language Arts test.

- All passages and test questions must be signed exactly as written, except in cases when doing so would reveal an answer to a question. If a sign visually defines the concept being tested, it must be finger-spelled. Interpreters may not provide assistance to the student regarding the meaning of words, intent of any test questions, or responses to test questions.
- The test must be administered in a separate setting (DF4) either **individually** (DF2) or to a **small group** (DF1).
- No more than five students may be grouped together for signing the tests, since students typically proceed through the test at different rates.
- **After the test administration window begins**, and under secure conditions supervised by the principal or test coordinator, interpreters may review test materials up to **four days** prior to test administration. Once the test administration window has begun, schools can set up the human signer PAN Session, after which interpreters can generate a proctor testing ticket (following the instructions on the following page) that will allow them to sign into the test to review it.

## Appendix C—Procedures for Reading the Test Aloud and Signing the Test to Students

### How to Set Up a Human Signer Session

1. In PearsonAccess<sup>next</sup>, go to **Testing**, and then **Sessions**.
2. Check the box next to the PAN Session to select it; then choose **Select Tasks**; and then select **Create/Edit Session**.

The screenshot shows the 'Tasks for Sessions' interface in PearsonAccess<sup>next</sup>. The top navigation bar includes 'Add Task', 'Previous Task', 'Next Task', and 'Exit Tasks'. The main section is titled 'Create / Edit Sessions'. On the left, under 'SESSIONS (1)', there is a list with 'GRADE 5 STE TTS' selected. The 'DETAILS' section for 'GRADE 5 STE TTS' includes fields for 'Session Name\*' (GRADE 5 STE TTS), 'Session Status' (Not Prepared), 'Test & Form' (Grade 5 Science), 'Test' (Grade 5 Science), 'Password\*' (59DAB2), 'Form Group Type\*' (Human Signer), 'Organization' (DEMONSTRATION PEARSON SCHOOL 1 (PSN00001)), 'Actual Start Date' (Session has not been started), 'Scheduling' (Scheduled Start Date: 2018-05-01, Scheduled Start Time: 01:00 AM EST), and 'Lab Location'. The 'Proctor Reads Aloud' checkbox is checked. A note at the bottom states: 'A pre-caching computer is required when there is one or more available.' Below this, there is a section for 'Students' with a search bar and a button to 'Add students to session'.

3. On this screen, make sure the “Proctor Reads Aloud” checkbox is checked and that “Human Signer” is selected in the **Form Group Type** dropdown. **Checking the “Proctor Reads Aloud” checkbox generates the proctor testing ticket and ensures that all students in the PAN Session and the interpreter have the same form of the test.**

## Appendix C—Procedures for Reading the Test Aloud and Signing the Test to Students

### C How to Locate Proctor Testing Tickets for the Human Read-Aloud and Human Signer Accommodations

1. From the **Students in Sessions** page, make sure the correct PAN Session is listed on the left-hand side of the screen.

The screenshot shows the 'Students in Sessions' page. On the left, under 'Session List', 'GRADE 5 TTS' is selected. On the right, the 'Resources' dropdown menu is open, displaying options: 'Proctor Testing Ticket' (highlighted), 'Scheduled Sessions', 'Session Student Roster', 'STUDENT TESTING TICKETS', 'Print all for this session', and 'Print selected for this session'. The 'Proctor Testing Ticket' option is the one to be selected.

2. The proctor testing ticket can be found in the **Resources** dropdown. It will only be available if the PAN Session has been properly marked as shown on the previous page.
3. Once the proctor testing ticket is generated and printed, the test administrator who is reading aloud the test can use it to sign into the test. **Since responses to questions will not be saved when using a proctor testing ticket, students must use their own student testing ticket to enter their responses into the test.**

**Proctor Testing Ticket**


Session Name: GR 3 ELA READ ALOUD  
 Test: Grade 3 ELA

IMPORTANT NOTE FOR TEST ADMINISTRATORS: This testing ticket should ONLY be used by the test administrator to log into TestNav when administering the Human Reader or Human Signer accommodation. No responses should be entered into the test using this Proctor Testing Ticket, as they will not be saved; students must log in using their own Student Testing Ticket. When you are ready to access the test, log into the TestNav app on your device or use the following URL to access the test:

Select **Rhode Island** in the application.  
 Username: proctor551235  
 Password: 81C6B9

Note that there is a special icon of a person speaking on student testing tickets for students in a Human Read-Aloud or Human Signer session.

**STUDENT TESTING TICKET**

Student: STUDENT, NEW  
 Student ID: 3833944344  
 Session: GR 3 ELA READ ALOUD  
 Date of Birth: 2007-01-23  
 Test: Grade 3 ELA 

Please raise your hand if any of the information above is incorrect. Your test administrator will give you instructions before beginning the test. You will need to enter in the username and password below.

Select **Rhode Island** in the application.  
 Username: 7685120498 Password: 81c6b9  
 (Optional) School testing device ID: Session 1 \_\_\_\_\_ Session 2 \_\_\_\_\_



## **Appendix D**

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### **Procedures for Scribing and Transcribing Student Responses**

## Appendix D—Procedures for Scribing and Transcribing Student Responses

### Procedures Used for Scribing and Transcribing Student Responses

Human scribe (A10.1, SA3.1, EL4.1) and speech-to-text (A10.2, SA3.2, EL4.2) are accommodations that allow students to provide their responses orally to a test administrator who will keyboard the responses directly onscreen. Students who receive this accommodation may respond to test questions through one of the methods below:

- verbal dictation to a human scribe
- a speech-to-text device or other augmentative/assistive communication device (e.g., picture/word board)
- signing (e.g., American Sign Language, signed English, Cued Speech)
- gesturing or pointing
- eye-gazing

### Guidelines for Administering the Human Scribe Accommodation (A10.1, EL4.1, SA3.1)

- A scribe may administer this accommodation only to **one student at a time** during a test session. The student must be tested in a separate setting.
- For computer-based tests, the scribe will type directly into the student's computer-based test.
- The scribe must transcribe the student's responses verbatim and may not prompt, correct, or question the student regarding the content of the responses.
- The scribe may request that the student restate (or sign) words, phrases, or sentences, as needed. The scribe may not edit or alter the student's dictated response in any way.
- A student using a scribe must be given the same opportunities as other students to plan and draft a written response. The scribe may write an outline, plan, or draft as directed by the student, and must record the draft response or outline exactly as dictated.

### Additional guidance for scribing ELA tests (SA3.1):

- When scribing, the scribe may assume that each sentence begins with an upper-case letter and ends with a period. All other capitalization, punctuation, and paragraph breaks are the responsibility of the student.
- After the student has finished dictating his or her response(s), the scribe must:
  - ask the student to review the draft and make any necessary edits, including capitalization, punctuation, spelling, and paragraph breaks.
  - either allow the student to make edits independently or direct the scribe to make the edits.
  - not assist the student in making decisions during the editing process.

## Appendix D—Procedures for Scribing and Transcribing Student Responses

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### Guidelines for Transcribing Student Responses

Circumstances may occur during test administration that may require a test administrator to **transcribe** a student's responses onscreen. Transcribing responses by a test administrator may occur at any time until the end of the test window under secure conditions supervised by the principal (or designee). These situations may include:

- a student recorded answers in the wrong test (e.g., another student's test) or the wrong section of a test.
- a student took the test using a special test format requiring that answers be transcribed; e.g., Braille (Braille responses must be transcribed by a person fluent in Braille).
- a student uses speech-to-text software, or augmentative communication, or an assistive technology device and prints responses for transcription by a test administrator.
- as an accommodation, a student recorded answers on blank paper instead of in the computer-based test.

In cases where a student's responses must be transcribed *after* test administration is completed, the following steps must be followed:

- at least two individuals must be present during any transcription of a student's responses. At least one of the individuals must be an authorized test administrator; the other must be a principal or designee.
- the student's response must be transcribed verbatim into the computer-based test.
- the student's original printed responses must be securely shredded.



## **Appendix E**

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### **Procedures for Approving Bilingual Word-to-Word Dictionaries**

## Appendix E—Procedures for Approving Bilingual Word-to-Word Dictionaries

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Any EL student, including a student who has been identified as EL in the past, may use an authorized bilingual word-to-word dictionary and glossary on the RICAS tests.

Bilingual dictionary and glossary use for RICAS tests is limited to those that provide word-to-word translations. Dictionaries and glossaries that include definitions, synonyms, antonyms, phrases, handwritten notes, and other information are prohibited. **Electronic translation devices are not allowed, and RIDE recommends that test administrators inform students of this policy at the time that their printed versions are approved.** Test results may be invalidated for students who use electronic translation devices during testing.

A list of authorized bilingual dictionaries and glossaries is available on RIDE's website at [www.ride.ri.gov/RICAS](http://www.ride.ri.gov/RICAS). To discuss the authorization of a word-to-word dictionary not included in the list, please ask the test coordinator to contact RIDE.

Test administrators should review printed copies of authorized bilingual word-to-word dictionaries and glossaries to confirm that they are free of any handwritten notes or other prohibited materials.





FPO STATIC BARCODE