RIDE Rhode Island Department of Education

Rhode Island Comprehensive Assessment System

TEST COORDINATOR'S
M A N U A L

Grades 3–8

SPRING 2020

Purpose of This Manual

This *Test Coordinator's Manual* provides the information necessary for elementary and middle school leaders to conduct a smooth and successful RICAS administration. It is meant to be used in conjunction with training modules and other resources posted at the RICAS Resource Center (ricas.pearsonsupport.com), as well as the *Test Administrator's Manuals*, which provide instructions for test administrators as well as scripts to read to students during the test administration sessions. Test coordinators will also need the *Accommodations and Accessibility Features Manual*, which contains all of the information on allowable accommodations for students with disabilities and English learners and accessibility features for all students.

RIDE has high expectations for proper RICAS administration and requests that test coordinators and test administrators read and understand their respective manuals. In order to have confidence that RICAS tests are eliciting students' independent work and assessing their comprehension of the tested subjects, we must all work to ensure that test administration protocols are followed throughout Rhode Island.

If any information seems unclear, or if you have any special situations, please contact the RICAS Service Center, or RIDE, as indicated below. You may also search for a keyword in the PDF version of this manual, which is posted at ricas.pearsonsupport.com/manuals/.

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	**ricas.pearsonsupport.com** Use this website to access training modules and other materials to support test administration, including a link to the RICAS Service Center website (ricas.pearsonsupport.com/support/) to access the Principal's Certification of Proper Test Administration (PCPA), order additional materials, and schedule UPS pickup for any paper testing materials.
Email	**ricasservicecenter@cognia.org**
Telephone	855-222-8936

RICAS Policy Information	
Rhode Island Department of Instruction, Assessment, and Curriculum	
Web	**www.ride.ri.gov/RICAS**
Email	**assessment@ride.ri.gov**
Telephone	401-222-8413

Important Information about Online Accounts and Passwords

Type of Account	Purpose	How Login Information Is Provided
PearsonAccess^next (PAN, ricas.pearsonaccessnext.com)	All schools will use PAN to do the following: • Update student registration for tests, including paper-based test materials orders • Upload selected accessibility features and accommodations for each student • Create and manage PAN sessions • Monitor online testing	In January, RIDE will use school and district profiles to create and update accounts for district test coordinators, technology coordinators, and data managers, who will assign accounts to school test coordinators. Active accounts will still be able to be accessed in PAN, but if the accounts became disabled, these will need to be enabled. Also any new accounts will need to be created. Please ensure profile information is correct at www2.ride.ri.gov/Applications/MasterDirectory/
PearsonAccess^next training site (trng-ricas.pearsonaccessnext.com)	Schools will use the training site to run their Infrastructure Trial and to give access to users for practice prior to testing.	District users will receive access to the training site around the same time as logins for the live site (see above). If a user has an account in the PAN live site as well as the PAN training site, the password for both sites will always match.
RICAS Service Center (ricas.pearsonsupport.com)	All schools will use the RICAS Service Center website to do the following: • Order additional materials (manuals, materials for accommodations) • Complete the Principal's Certification of Proper Test Administration (PCPA) form Schools that need to return materials will also do the following: • Schedule UPS pickup	Use the secure password mailed by the Service Center in early January 2020 to access the PCPA. Use the MP Ship Code printed on the Materials Summary form to order additional materials.

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.)

For more information about the tests, refer to the test designs for ELA and Mathematics at www.ride.ri.gov/ricas. Note that the prescribed administration sequence as follows: ELA, followed by Mathematics.

Task		Date/Time
Before Testing	District deadline to update eRIDE student enrollment, including the Special Education Census and the ELL Census, to be used in RICAS registration	January 18
	Complete the pre-administration SR/PNP process[1]	January 27–February 7
	Extended SR/PNP window for CBT	February 10–March 13
	Conduct an Infrastructure Trial (recommended) and download ProctorCache software (recommended for certain circumstances)	February 3–March 13
	Receive test administration manuals and PBT materials for accommodations	**ELA PBT materials and all manuals:** March 16 **Math PBT materials:** April 13
	Precache operational test content for spring 2020 testing (only recommended if minimum bandwidth requirement is not met)	Operational test content will be available for precaching on March 16, but schools should not precache until two weeks prior to the start of their testing window.
	Report packing discrepancies for PBT shipments, if necessary Manuals: Schools may order additional manuals as needed, but should order within the following windows (for ELA or Math) to receive the manuals in time for the corresponding administrations.	**ELA PBT materials:** March 16–26 **Math PBT materials:** April 13–23
Test Administration	ELA test sessions Note: Make-up testing for students with extraordinary circumstances may be completed on May 4.	March 30–May 1
	Mathematics test sessions Note: Make-up testing for students with extraordinary circumstances may be completed on May 26.	April 27–May 22
After Testing	Deadline for updating SR/PNP information, if necessary	**ELA:** May 4 **Math:** May 26
	Mark students' tests complete, if necessary	
	Deadline to complete the PCPA	May 26, 3:00 p.m.
	For PBT accommodations: Pre-scheduled UPS pickup/ pickup deadline	**ELA:** May 5, 5:00 p.m.[2] **Math:** May 27, 5:00 p.m.[2]

[1] Schools must complete the SR/PNP by February 7 in order to receive PBT materials for students who require them. For students doing PBT, Student ID Labels cannot be generated for any students not registered in PAN by the initial SR/PNP deadlines. Any updates to the SR/PNP for PBT materials after the initial SR/PNP deadline will need to be made in PAN, and PBT materials must be ordered during the additional materials window online at ricas.pearsonsupport.com/student.

[2] A UPS driver will automatically come to each school to pick up materials on the date listed in the calendar. However, schools are encouraged to return materials once testing has been completed in the school.

Table of Contents

Table of Contents

What's New for the 2020 RICAS Test Administration

Updates listed below are of particular importance, but note that this list is not exhaustive.

Topic	General Information

Test Designs	• ELA test designs have been updated for 2020 as follows:
	   › the elimination of one operational essay in each grade
	   › the addition of machine-scored items
	   › a small reduction in the total number of points on the grades 6–8 tests

Test Administration Policies and Procedures	• For grades 3–8, ELA testing will again start at the beginning of April. New for 2020, the Mathematics testing window will begin in late April. See page iii for the 2020 testing schedule. • Recommended testing times have been updated for grades 3–8 ELA. See Part III, section C for the recommended testing times. • Students in grades 7 and 8 Mathematics will have access to multiple calculators in TestNav (previously, they had access to either a standard five-function or a scientific calculator, depending on the test). Students will be able to choose the calculator they would like to use, and it is recommended that students use the calculator that closely resembles the one used in regular instruction. See Part III, section B for details.
PearsonAccess^{next} and TestNav	• There is an updated recommendation based on school bandwidth on whether to use Pearson's ProctorCache software. See the guidance on the RICAS Resource Center at ricas.pearsonsupport.com/technology-setup. • TestNav, the student testing platform, has been updated for the spring 2020 RICAS computer-based test administration. Highlights include "expandable panels," a new zoom feature, and the ability to click highlighting for text-to-speech. • There is a new icon on testing tickets for the text-to-speech (TTS), Human Read-Aloud, and Human Signer. • Prior to test administration, technology coordinators will be able to schedule one-on-one support from Pearson's support specialists to receive support with technology set-up, TestNav, and related topics. See Part IV, section C for details.
Test Administration Procedures for PBT	• In order for students' results to be included during the early online reporting period, schools must return their grades 3-8 Mathematics materials by May 15. Students' results for grades 3-8 ELA will be included in early online reporting if their materials are returned by the pre-scheduled UPS pickup deadline date. • Schools will return test materials in a combined scorable/nonscorable shipment (instead of two separate types of return shipments). In addition, schools will return materials using the original shipping cartons. Additional cartons are not automatically included in the shipment. Appendix A contains specific return instructions.
Accessibility and Accommodations	The *Accommodations and Accessibility Features Manual* has been updated for 2020.

Test Administrator's Manuals (TAMs)	• The following appendices from the 2019 CBT TAM have been combined for 2020:
	   › Appendix B (*How to Use the "Students in Sessions" Screen and How to Resume Student Tests*) and Appendix C (*Additional Instructions for Computer-Based Testing and Troubleshooting Steps*) have been combined into a new Appendix B.
	   › Appendix D (*Procedures for Reading the Test Aloud to Students*) and Appendix E (*Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing*) have been combined into a new Appendix C.
	• Additional guidelines for setting up make-up testing appear in Appendix B of the CBT TAM.

Part I

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 RICAS results.

Section A describes responsibilities of principals and test coordinators.
Section B describes shared responsibilities of all individuals who have access to secure test materials.
Section C describes responsibilities of test administrators.
Section D provides instructions for reporting testing irregularities.

> **Principals and school personnel authorized to have access to secure materials and test content 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 test materials 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 administrating 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 (except when administering certain accommodations; see the *Accommodations and Accessibility Features Manual* at www.ride.ri.gov/Assessment-Accommodations). 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. Principals must restrict access to the locked storage area to only those school personnel authorized by the principal to handle secure materials. For example, custodial or cleaning staff may not enter or access the locked area where the principal 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 for the certification statements to which the principal must attest.

Ⓐ 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 other 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 (see sample form in Appendix B).
   - 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 learner (EL) students, provide training in the implementation of accommodations in accordance with the *Accommodations and Accessibility Features Manual* (available at www.ride.ri.gov/Assessment-Accommodations).

2. **Instruct students in RICAS test security requirements (see Part III).**

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 III 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 B.

4. **Keep RICAS test materials in locked central storage when RICAS tests are not being administered.**
   - Account for all secure test 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 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, 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

Ⓑ 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. Appendix B contains a sample form that test coordinators may use to document participation.

2. **Document the location of secure materials at all times.**
    *   Track secure materials using the sample Test Materials Internal Tracking Form in Appendix B or a similar document (test coordinators keep these forms on file for three years). See Part III 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 the testing location.**
    *   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 not assigned to the room as test administrators or proctors.
    *   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 questions, test booklets, and other secure materials.**
    *   Do not discuss or in any way reveal the contents of test questions or student responses to questions before, during, or after test administration, except as noted in this manual (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, typing, or copying by hand.[5]
    *   Do not allow any portion of test booklets or answer booklets to be retained, discarded, recycled, removed, or destroyed.
    *   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.

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[5] The only exceptions are for test administrators who must transcribe student responses into answer booklets for students with disabilities receiving certain accommodations or for students who did some or all of their work in damaged, defective, or void booklets.

- 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 TAM 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 Appendix B.

   - Understand and follow the protocols related to administering tests to students with disabilities, English learners, and English learners with disabilities, and protocols related to administering accessibility features. See the *Accommodations and Accessibility Features Manual* for more information.

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 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 24).

   - Provide students with all required test materials as listed in the TAMs.

   - Prevent the use of prohibited materials (see Part III, section B 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 assisting a student who is having trouble with the computer interface, or in order to administer appropriate accommodations and accessibility features. See Part III for more information about assisting students with the computer interface.

   - Students must work only on the session being administered, and test administrators may not unlock a test session in PearsonAccess[next] 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, English learners, and English learners with disabilities.

- 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 English learner (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. If selected for a visit, 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.

RIDE observers will confirm that all test security requirements in Part I 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 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.

Before reporting an irregularity to RIDE, gather the following information:

- a description of the alleged incident and the date it occurred
  - › Be sure to interview the students and test administrators involved.
- the name(s) of the individual(s) involved in the incident
- the specific test(s) and specific session(s) affected
- any accommodations used by the students
- in student-specific reports: the student's name, date of birth, grade, and State-Assigned Student Identifier (SASID)

Part II

Student Participation

Student Participation

Ⓐ General Participation Requirements

Students are expected to participate in computer-based RICAS tests for the grade in which they are enrolled and reported to eRIDE through the enrollment census. The Rhode Island State Assessment Program Participation Policy can be found in more detail at www.ride.ri.gov/TC. Participation requirements and guidelines for EL students and students with significant disabilities are provided in the *Accommodations and Accessibility Features Manual* (available at www.ride.ri.gov/Assessment-Accommodations).

See Part III for information about scheduling test administration, including scheduling make-up sessions for students who are absent on the day of testing.

Ⓑ Providing Accurate Student Information

It is the responsibility of the district, principal, and test coordinator to provide accurate information for every student enrolled.

1. eRIDE Enrollment Systems

RIDE uses data submitted by districts in eRIDE as the source for student information when loading the initial Student Registration data, for reporting results, and for assessment and accountability purposes. Any questions regarding eRIDE submissions should be directed to the district's Data Manager. RIDE creates initial student registration (SR/PNP) files are using the enrollment census, the special education census, and the EL census.

- Enrollment census: Student enrollment records must be active and the grade level must be accurate. NOTE: Student enrollment records for students attending outplacement schools are the responsibility of the sending district. Please ensure that all student records for outplacement students are active, have the correct grade level, and the correct school designation.

- Special education census: The Dynamic Learning Maps (DLM) Assessment is available for students with significant disabilities who are unable to participate in standard RICAS tests. For more information, refer to www.ride.ri.gov/DLM. Students taking the alternate assessment should have the assessment accommodations code of 3 (alternate assessment) in the special education census. Any student with this designation will be removed from the student registration file for RICAS.

- EL census: RICAS ELA testing is optional for EL students who are in their first year of enrollment in U.S. schools. Mathematics testing is required for all students. Based on the EL census, EL students enrolled for the first time in U.S. schools after April 1, 2019 will be automatically registered for RICAS mathematics assessments only.

- State Assigned Student Identifiers (SASIDs) are required as part of the Student Registration/Personal Needs Profile (SR/PNP) process. Call your district Data Manager with questions on assigning SASIDs (see page i). If you do not have a student's SASID (e.g., you have a student newly arrived in Rhode Island), Data Managers should request a SASID through the SASID Administration Application in eRIDE. **New for spring 2020:** Homeschool students participating in RICAS must have a SASID in order to be registered, participate, and receive results. Please also ensure they are properly coded in the Enrollment Census so they are not included in your school for accountability purposes.

New

2. PearsonAccess^next

a. SR/PNP Initial Upload

The Student Registration/Personal Needs Profile (SR/PNP) is used to register students for testing, and provides information on selected accessibility features and accommodations that a student will use during testing. It determines the test form students will take for computer-based testing (e.g., text-to-speech) and provides the basis for the initial shipment of manuals and other paper-based materials to schools.

See the *Guide to the Student Registration/ Personal Needs Profile (SR/PNP) Process for the 2019–2020 RICAS Tests* posted at ricas.pearsonsupport.com for details.

RIDE will complete the SR/PNP initial upload, after which schools will update the SR/PNP information as described below.

b. SR/PNP Updates (Before, During, and After Testing)

PearsonAccess^next is updated as follows:

- Before testing, for the following situations:
  › to add students not included in the SR/PNP (e.g., students who transferred into your school before or during RICAS testing)
  › to remove test assignments for students included in the SR/PNP who will not participate (e.g., students who transferred out of the school, students who are taking the DLM alternate assessment)
  › to add or edit accommodations (e.g., to assign a student a different form-based accommodation such as text-to-speech based on an IEP or 504 plan)
- After testing, for the following situations:
  › to update accommodations that were incorrect or that have been added to or removed from students' IEPs or 504 plans
  › to update accommodations that were not used by the student during testing

To update student data in PearsonAccess^next, follow the steps below (recommended for a small number of updates) or export a Student Registration File, update the file and then re-import it (recommended for larger updates).

1. View the top of the screen to confirm that you are in the correct administration.

2. Go to **Setup** and select **Students**.

3. Locate the students whose data needs to be updated, and check the box next to their SASIDs.

4. Go to **Select Tasks**, check **Create/Edit Students**, and **Registration** (the system will autocheck all registration tasks) and click **Start**.

5. Make the appropriate changes in these tasks, and click **Update**. Then click **Exit Tasks**.

Part III

RICAS Test Administration Protocols

Ⓐ Accounting for and Distributing Secure Materials

It is the responsibility of the test coordinators and test administrators to account for secure testing materials throughout test administration. This requirement includes accounting for secure testing tickets once they are generated and printed, tracking their location throughout test administration, and ensuring that they are securely destroyed after test administration. Test coordinators must account for secure materials on internal tracking forms, and ensure that used scratch paper is securely destroyed.

1.   Printing Student Testing Tickets (and Proctor Testing Tickets, if Used)

Prior to the day of testing, test coordinators must print out student testing tickets from PearsonAccess^next (refer to the online *PearsonAccess^next User Guide* for instructions: support.assessment.pearson.com/x/HxpgAQ). There are options to print one per page, multiple per page (by choosing the "List" option), or multiple per page in two columns (by choosing either the "Grid" or "Multiple Per Page" option). After printing pages of tickets, test coordinators should cut the pages to separate the tickets, and secure them until it is time to prepare them for distribution. Student testing tickets should be treated as having the same level of test security as paper-based test booklets.

2.   Establishing a Chain of Custody for Testing Materials

The test coordinator must use the forms listed below to account for and maintain the security of testing materials.

a.   Internal Tracking Forms

Test coordinators must establish and follow document tracking procedures so that they can determine at all times the location of materials not in the central secure storage area. Document tracking procedures must also make it possible for principals to trace the movement of materials from the time they are removed from secure storage until they are returned to the central secure storage area.

Test coordinators may use one of the Test Materials Internal Tracking Forms in Appendix B. If test coordinators choose to create their own internal tracking form, the following items must be included:

- the specific count of materials at the time of distribution
- the specific count of materials at the time of return
- a place to indicate that used scratch paper has been returned
- a place to indicate that student testing tickets and used scratch paper have been securely destroyed
- signature areas for the test administrator and the test coordinator to sign the form

Test administrators and the test coordinator should independently count materials before signing the internal tracking form. Signature stamps may not be used to sign internal tracking forms.

Immediately investigate any irregularity in the use of tracking documents or in the information recorded on them. Call RIDE immediately at 401-222-8413 if any situation occurs that could compromise test security.

b. Principal's Certification of Proper Test Administration

The purpose of the PCPA is for the principal to certify that all students participated in testing as required and that test administration and security protocols described in this manual were followed.

There is one PCPA for each elementary and middle school to complete at the end of all RICAS testing. Instructions for completing the online PCPA can be found in the subsequent sections of this manual, and the certification statements on the PCPA are in Appendix B.

While the principal may designate an individual to assist with many other test administration tasks, the PCPA may not be completed by a designee. The principal must complete the PCPA and is responsible for all information submitted on the form.

B Materials Required, Permitted, and Prohibited during Testing

1. Required and Permitted Materials for Test Administrator Use

- Computers for test administrators

  Test administrators will need computers to complete tasks in PearsonAccess[next] 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 to read from. They will also use a proctor testing ticket to access a test administrator edition of the test (more information is available in Appendix C of the CBT TAM).

- Proctor testing tickets, if applicable

  Proctor testing tickets contain the login information to access a test administrator version of the test when administering the Human Read Aloud or Human Signer accommodation. There is one proctor testing ticket assigned to each Human Read-Aloud or Human Signer PAN Session—they are not unique to individual test administrators. Because proctor testing tickets provide access to secure test content, they must be tracked and accounted for. **No responses should be entered into the test using a Proctor Testing Ticket, as the responses will not be saved.** (Students will log in and respond using their student testing tickets.) A sample proctor testing ticket is shown below:

  ## Proctor Testing Ticket

Session Name	TEST SESSION
Test	Grade 8 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.

Username	proctor111111
Password	111aaa

  Up to two days before testing, test coordinators must print out proctor testing tickets and distribute to test administrators.

- Cell phones (permitted)

    Cell phones may be used by test administrators for test administration-related purposes such as communicating with the test coordinator or school administration. At no time should test administrators be using cell phones for any purpose unrelated to testing, or in any way that violates test security, or in any way that distracts them from focusing their full attention on the testing room.

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)

    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). It is strongly recommended to use 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 beyond three, he or she will need to turn in used scratch paper. Students may view the pages they already turned in, upon request, as long as they only have three pages at one time.
    › Test administrators are responsible for collecting all used scratch paper to be securely destroyed (e.g., shredded) after test administration.
    › Schools may reuse scratch paper if the paper is completely blank.
    › Scratch paper that has been written on during Session 1 of a test may not be used in Session 2; students will need new paper.
- a writing instrument for use on the scratch paper
- 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	
Student:	WARD, JONATHAN A
Student ID:	9999999999
Session:	TEST SESSION
Date of Birth:	2006-01-01
Test:	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.

Username: 1111111111   **Password:** 111aaa

(Optional) School testing device ID: Session 1 _____ Session 2 _____

> Up to two days before 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. Because student testing tickets provide access to secure test content, they must be tracked and accounted for. 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. **New for 2020**, students have access to multiple calculators as described below. Students will be able to choose the calculator they would like to use (it is recommended that students use the calculator that closely resembles the one used in regular instruction).

New

Icon in the Following Tables	Description

five-function/scientific
 	
scientific/TI-84/Desmos
	Students will have access to a grade-appropriate calculator as follows:
	• Mathematics Session 2
	  › grade 7: a five-function calculator and a scientific calculator
	  › grade 8: a scientific calculator, a TI-84 graphing calculator, and a Desmos graphing calculator

	Students can access the grade-specific Mathematics reference sheet in grades 5–8 by clicking on the "Exhibits" tab on the right side of the screen (shown at right). **Exhibits**
	Students will have access to two rulers (a centimeter ruler and an inch ruler) for the following tests: • Mathematics grades 3–8 tests
	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	🚫calculator		centimeter ruler and inch ruler	🚫calculator		centimeter ruler and inch ruler
4	🚫calculator		centimeter ruler and inch ruler	🚫calculator		centimeter ruler and inch ruler
5	🚫calculator	reference sheet	centimeter ruler and inch ruler	🚫calculator	reference sheet	centimeter ruler and inch ruler
6	🚫calculator	reference sheet	centimeter ruler and inch ruler	🚫calculator	reference sheet	centimeter ruler and inch ruler
7	🚫calculator	reference sheet	centimeter ruler and inch ruler	five-function/ scientific	reference sheet	centimeter ruler and inch ruler
8	🚫calculator	reference sheet	centimeter ruler and inch ruler	scientific/TI-84/ Desmos	reference sheet	centimeter ruler 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 unhiglight. 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:
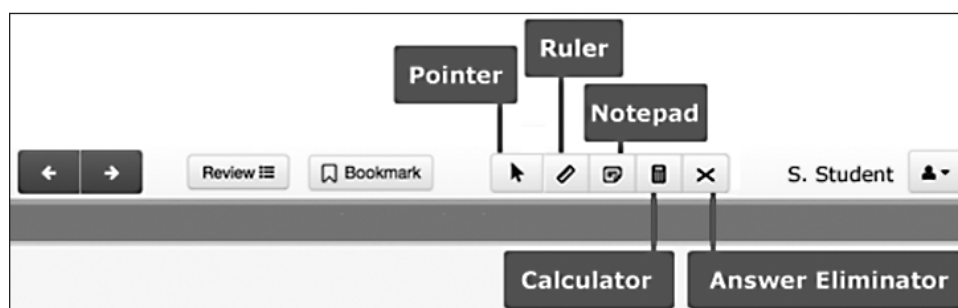
Note: Any notes that students type in the notepad tool and any highlighted text will not carry over from screen to screen. However, notes and highlighting are preserved and will be available if students return to the question.

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.

- 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/ 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 symbol keys for Mathematics tests for students using tablets.

  › These sheets are available at ricas.pearsonsupport.com/student/ for schools to print (printed copies cannot be ordered).

- equation editor guides for Mathematics

  › These sheets are available at 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 accommodation (See *Accommodations and Accessibility Features Manual* for more information.)

- printed copies of authorized bilingual word-to-word dictionaries and glossaries for current and former EL students

PART III—Test Administration Protocols

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 24) as well as the materials listed below. Materials listed in section a below are not permitted at any time during test sessions, and materials listed in section b may only be provided after a student has turned in his or her test materials. None of the materials in section a or b are permitted while a student has his or her test materials.

a. 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 the following page 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)
  - › any device capable of taking photographs
  - › game consoles
  - › pocket translators
  - › calculators (see pages 16–19 for exceptions.)
  - › computers or electronic tablets other than the one being used for testing
  - › any device that provides access to the Internet (such as certain calculators and fitness trackers) other than the ones being used for testing
  - › editing devices (e.g., spelling or grammar checkers)
- English-language dictionaries or thesauruses
- accommodation materials unless specified by a student's approved IEP or 504 plan (e.g., graphic organizers)
- handheld rulers (The only rulers that students need are included in the student testing platform.)
- 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

b. 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. They are prohibited during testing.

- books
- textbooks for subjects other than the one being tested
- notebooks or other notes, as well as flags or sticky notes
- 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 in the TAMs 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 section F on page 27 for more information about the Test Administrators' Training.

C Scheduling Test Sessions

Refer to page iii for the testing windows, as well as dates for tests with prescribed test dates.

1.   Requirements and Recommendations for Scheduling Testing

RIDE recommends that test coordinators schedule tests in the early part of the testing window to allow ample time for regular test sessions and make-up sessions. Note that the ELA testing window is shorter than that for Math.

The sequence for administering the spring RICAS tests must be as follows: *first* ELA, *followed by* Mathematics.

In addition, test sessions must be sequential: e.g., Session 1 must be administered before Session 2 (except for students participating in make-up testing).

a.   Testing Time and Information on Test Sessions

RICAS test sessions will remain untimed in 2020. The recommended times for scheduling test sessions are based on analysis of student testing time from computer-based testing in 2019.

Grade(s)	RICAS Subject Area Test	Number of Sessions	Recommended Testing Times
Grades 3–8	ELA	2 sessions	Session 1: 2 to 2½ hours Session 2: 1½ to 2 hours *(updated for 2020)*
Grades 3–8	Mathematics	2 sessions	1½ hours per session

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.

b.   Availability of TestNav and Requesting an Alternate Schedule

In order to maintain the security of the testing system, TestNav will be available only during the test administration windows listed on page iii, and during regular school hours, between 7:00 a.m. and 4:00 p.m., Monday–Friday.

If a school wishes to conduct testing outside of these hours, the test coordinator must call 401-222-8413 to request an exception.

c. 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 in the TAMs 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).

d. 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 4 on page 23).

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.

e. 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 Manual*s.

2. 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.

3. 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.

4. Procedures for Students Who Become Ill During a Test Session

If a student becomes ill during testing 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.

5. Procedures for Make-Up Testing

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 iii for dates).

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.

Make-up testing for students with "extraordinary circumstances" may be scheduled according to the dates listed on page iii.

6. Test Administration Interruptions Including Technology Failures

Circumstances over which you have no control (e.g., power failures) may interrupt testing. The TAMs include specific instructions for test administrators to follow if an interruption occurs. When normal conditions are restored, test administrators should resume testing. No interruption should reduce the total amount of time that students are given to complete the interrupted test session.

Technology issues during testing that cannot be resolved quickly by troubleshooting (see Appendix C), including any large technology failure that affects a classroom or more, should be immediately reported to the RICAS Service Center.

If possible during an interruption, the test administrator should instruct the students to exit the test by signing out of the student testing platform. When normal conditions are restored, the test administrator will need to resume the students' tests from PearsonAccess[next].

PART III—Test Administration Protocols

RICAS Test Administration Protocols

Test coordinators must also 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.

7.   Severe Weather

If severe weather forces the closure of a school for one day during the test administration window, on the day it reopens the school should administer the test session scheduled for that day and make up the missed session(s) later.

When severe weather forces a delayed opening on a scheduled test administration date, the test coordinator should proceed with the test administration after students arrive, if this is possible.

8.   Scheduling the Student Tutorial and Practice Tests

In order to prepare students and educators for RICAS question types, as well as to gain experience with the student testing platform, schools should schedule ample time for the student tutorial and practice tests in late winter/early spring.

The tutorial should take approximately 20–30 minutes to complete. The practice tests should take approximately 30–45 minutes to complete.

D Ensuring Appropriate Testing Spaces

It is the responsibility of the test coordinator to ensure that testing spaces are free from noise and distractions and are adequately lit, ventilated, and furnished so that students can work comfortably and without disruption. Test coordinators must ensure that each student assigned to the testing space will have adequate work space and be sufficiently separated from other students to support a secure testing environment.

As long as all requirements for testing conditions and staffing are met, test coordinators have the flexibility to test students in appropriate groups and testing spaces other than regular classrooms, including planning small groups for students. Test coordinators must identify appropriate testing spaces for students using accessibility features or accommodations that require changes in the test setting, presentation, or mode of response.

To achieve efficiencies for make-up testing, schools may group students taking different tests together if the following conditions are met: the script in the TAM is the same for these different tests and the materials needed for the students are the same (e.g., students will use a reference sheet for both tests). Schools should not group together students doing computer-based testing and any students doing paper-based testing, including for make-up testing.

Each testing room should have a working clock so that students can plan their work. There is no clock or timer in TestNav.

Materials That Must Be Covered/Removed

Prior to testing, test coordinators must verify that test administrators have covered or removed from the testing spaces all materials containing content in the subject areas being tested, including any materials that might help students answer test questions.
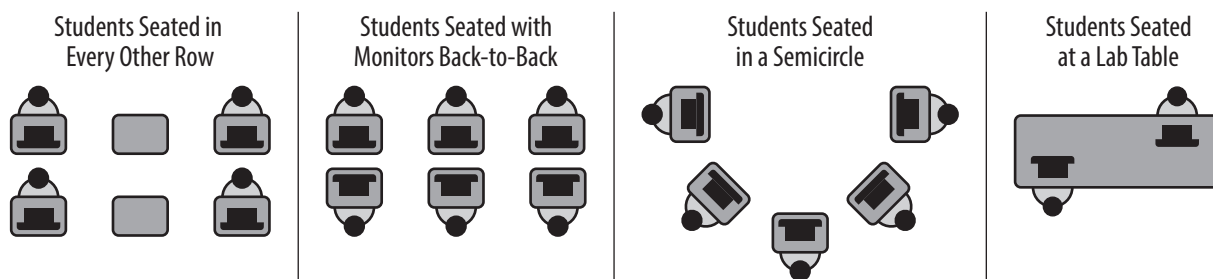
Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts, graphic organizers, word lists, number lines, multiplication tables, definitions, writing formulas, and mathematical formulas/theorems. It is not necessary to cover or remove calendars, posters displaying the alphabet or consonant blends, or posters displaying the Pledge of Allegiance.

Other Security Considerations

The following seating arrangements are suggested 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

Students Seated in Every Other Row	Students Seated with Monitors Back-to-Back	Students Seated in a Semicircle	Students Seated at a Lab Table

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

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 TestNav installed. For details, visit download.testnav.com.

Be sure also to assign computers to test administrators to complete tasks in PearsonAccess[next].

PART III—Test Administration Protocols

Ⓔ Preparing the Test Administration Team

1. Qualified Test Administrators

It is the responsibility of the principal to authorize individuals to serve as test administrators. Test administrators' responsibilities are described in the TAMs.

To the extent possible, test administrators should be licensed classroom teachers working in the school. When necessary, other education professionals (such as administrators) employed by the school or district may be authorized to serve as test administrators.

To assist in maintaining security, RIDE recommends that whenever possible, test coordinators assign two test administrators per testing space. It can be especially useful for two test administrators to be present, so that one test administrator has the primary responsibility of actively monitoring the room, and the other has the primary responsibility of completing tasks in PearsonAccess^next, as well as assisting with monitoring. Another recommendation is to assign test administrators to students other than their own.

The test coordinator must authorize individuals to serve as test administrators for students being tested with accommodations. Test administrators will need to follow instructions in the TAMs for administering specific accommodations.

2. Technology Staff

The test coordinator should authorize technology staff to assist with set-up and troubleshooting. Technology staff should complete the following tasks:

- Prepare student testing devices as well as computers for test administrators by ensuring they meet the System Requirements (support.assessment.pearson.com/x/HwYcAQ) and installing TestNav from download.testnav.com.

- Conduct an Infrastructure Trial (strongly recommended). See the *Infrastructure Trial Readiness Guide* at ricas.pearsonsupport.com/technology-setup (click on the "User Guides" dropdown menu).

- Review lessons learned from the Infrastructure Trial with the test administration team (e.g., error codes, connectivity issues, issues with logging into TestNav). After resolving issues discussed with the team, the technology set-up should not be changed prior to testing.

- **New for 2020**, set up or disable ProctorCache based on your school's bandwidth. Precaching is only recommended if you do not meet the minimum bandwidth requirement (100 kbps per student testing). Precaching can reduce test delays from network congestion and provides students with a more seamless testing experience in the event of disruptions to Internet connectivity. If you determine proctor caching is needed for your organization, please visit Pearson's support page (support.assessment.pearson.com/x/LYDy) for additional setup information. You may also contact Pearson Support directly or set up an Office Hours meeting to discuss your concerns. Schools should not precache secure test content until two weeks prior to the start of their testing window.

  › Confirm that the tests are precached by entering the following URL into a browser: http://[Caching Computer's IP Address]:4480.

  › Schools using an Apple computer for their ProctorCache device will need to call the RICAS Service Center for special instructions.

3.   Other School Personnel

The test coordinator may want to authorize other school personnel to assist him or her with the distribution and return of secure test materials.

Also, RIDE suggests that test coordinators assign monitors for hallways, restrooms, and other areas to ensure a secure testing environment.

Anyone authorized to have access to secure test materials must be employed by the school or district. Once test administrators and other school personnel are authorized, test coordinators must train them in test security requirements as well as the logistics that will be followed at the school, including how to contact the principal or test coordinator during testing if necessary.

F   Training Test Administrators, Technology Staff, and Other School Personnel

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. Test coordinators also need to meet with the technology coordinator to discuss topics listed in this section and in section E.2.

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 as well as the TAMs
- 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. Inform test administrators 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

Inform test administrators about the decisions you have made regarding other procedures such as:

- whether PAN sessions will be started by the test coordinator, or whether test administrators will do it themselves
- 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
- test administrators' assignment of specific testing spaces and groups of students (Also instruct test administrators on the use of new accessibility features that students may use that may affect their testing space.)

- whether students will be provided with printed reference sheets as well as handheld calculators during Mathematics testing, in addition to the versions available in the student testing platform (Calculators are only allowed for Session 2 for grades 7 and 8.)

- whether test administrators will collect student testing tickets from students after they have signed in to TestNav, or collect them at the end of the test session

- whether students will write down device ID numbers on their testing tickets

- 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.)

- how to contact the school administration and technology staff 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 wait until the end of the scheduled session

RIDE has outlined major topics for the test administrator training session in a slide presentation posted at www.ride.ri.gov/TC. Test coordinators are expected to cover the topics in the slides.

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 is contained in Appendix B, but schools could 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^next and Basic Technology

Review Appendix C, and view the online training modules posted at ricas.pearsonsupport.com/training. It is recommended that test coordinators designate individuals to assist with tasks and share the modules as appropriate.

Test administrators will need to conduct the following tasks:	• Assign and un-assign student tests and edit existing student tests. (support.assessment.pearson.com/x/G4Dy)
	• Confirm that their students have the correct test form assigned to them (e.g., text-to-speech) by using the Session Student Roster in the Resources drop-down menu. (support.assessment.pearson.com/x/HxpgAQ)
	• Start, pause, stop, and resume testing in PAN. (support.assessment.pearson.com/x/F4h8AQ)
	• Lock and unlock sessions. (support.assessment.pearson.com/x/JoDy)
	• Monitor student progress in the online sessions. (support.assessment.pearson.com/x/JYDy)
	• Close down testing devices.
Therefore, it is recommended that test administrators view the following modules:	• Accessibility and Accommodations
	• Infrastructure Trial for Test Coordinators and Test Administrators
	• Sessions Management
In addition to understanding all test administrator tasks, test coordinators and technology coordinators will need to understand the following tasks in PearsonAccess^next:	• Import and export student registration files. (support.assessment.pearson.com/x/IIDy)
	• Create, edit, and delete student records. (support.assessment.pearson.com/x/F4Dy)
	• Create, edit, and delete testing groups. (support.assessment.pearson.com/x/P4NQAQ)
	• Create, edit, and delete TestNav configurations (technology coordinator only). (support.assessment.pearson.com/x/L4Dy) (support.assessment.pearson.com/x/ood8AQ) (support.assessment.pearson.com/x/LoDy)
	• Create, edit, and delete PAN Sessions. (support.assessment.pearson.com/x/J4Dy)
	• Pre-cache test content. (support.assessment.pearson.com/x/LYDy)
	• Download student test tickets. (support.assessment.pearson.com/x/HxpgAQ)
	• Void student tests. (support.assessment.pearson.com/x/PANgAQ)
	• Mark tests complete. (support.assessment.pearson.com/x/igQHAQ)
	• View operational and published reports. (support.assessment.pearson.com/x/Q4Dy)

PART III—Test Administration Protocols

RICAS Test Administration Protocols

G Preparing Students for Testing

1. Meetings

a. General Meeting with Students

Feedback from principals and teachers indicates that a serious, yet supportive, testing environment has a positive impact on student performance. RIDE recommends that the test coordinator or test administrators meet with students before each test administration window to give them information about testing procedures at the school, including the following topics.

The Testing Schedule and Recommended Testing Times

- Students will need to come to school on the scheduled test days.
- Most students should be able to finish within the suggested time limits, but they will be allowed additional time to finish their work if they are working productively. **However, no test session may extend past the end of the regular school day.**

Preparing for the Tests

- Students should read questions carefully, be thorough in their responses, and answer all parts of multi-part questions. They should also try their best, and answer all the questions on the test.
- Their test administrator will be able to answer questions about the computer interface, and can read aloud a word during Mathematics testing at their request (UF10), but the test administrator cannot give them any help or answer any question related to test content.

CBT Tools and Navigation

- Students will become familiar with the tools available to them and with how to navigate through the test by taking practice tests and a student tutorial.
- Students should be aware that they have limited space for their constructed responses and essays for ELA, just as they would in a paper-based test.
  - › 1,200 characters for short responses (equivalent to one hand-written paragraph)
  - › 2,500 characters for essays in grades 3–5 (equivalent to one hand-written page)
  - › 5,000 characters for essays in grades 6–8 and 10 (equivalent to two hand-written pages)
- For each response, there is a counter at the top right of the response box. As students type, the number will count down to show how many more characters they can type (the only exception is that the AT/Screen Reader forms do not have a character counter). A character is counted as any key that is typed (e.g., letters, numbers, spaces, punctuation).
- During the ELA test, students may use a notepad in the computer test to take notes in addition to their scratch paper. The notepad cannot be resized, but if a student's writing fills the box, a scroll bar will appear to allow the student to keep on typing. Students cannot paste text from a reading passage into the notepad. Any notes written in the notepad on one screen will only remain on that same screen. When a student clicks on the arrow to go to the next question, there

will be a new notepad, although students can go back to the previous screen to access the previous notepad.

- Students may want to highlight text in a passage, test question, or answer choice. Just as notes they take in the notepad will not carry over from one screen to the next, highlighted text will not carry over from one screen to the next. To highlight, students must drag their cursor over text and then select one of two colors: blue or pink.

Resources Available during Testing

- Students will have scratch paper available to them.
- Students may use calculators and reference sheets, but they may not bring in additional reference sheets, notes, or study guides, with the exception of approved materials for students with disabilities using certain accommodations.

Testing Irregularities and Invalidations

- Student test results may be invalidated if they engage in any of the following activities during a test session (including after turning in their test materials, during a break, or during the transition to a test completion area):
  › duplicating any portion of secure test content
  › accessing prohibited materials such as cell phones or other electronic devices for any purpose, including accessing the Internet for any purpose other than accessing TestNav
  › communicating with other students (e.g., talking, whispering, writing notes)
  › looking at any other student's test booklet, answer booklet, or computer screen
  › consulting notes, books, or instructional materials during testing
- To avoid testing irregularities, students may bring a book to read if they finish a test session early. Students should informed of the options they have for appropriate activities after testing.

b. **Meeting with EL Students**

If there are significant numbers of EL students in the school, it is also important to meet with the students, in small groups if possible, to explain the participation guidelines. During the meeting with EL students, communicate the following to them:

- They will be participating in tests that they may find difficult because they are still learning English. Students should answer as many questions as they can, and should let their test administrator know when they can no longer complete the test.
- The purpose of having them participate is to establish a starting point from which their progress over time can be measured, and because they are required to participate.
- Since participation in the ELA test is optional for first-year ELs, inform first-year ELs if they will not participate in that test.
- Current and former EL students may use printed copies of authorized bilingual word-to-word dictionaries and glossaries or other EL accommodations.

PART III—Test Administration Protocols

c.   Meeting with Parents/Guardians

In addition to student meetings, principals are encouraged to share information with parents/guardians before testing about the following topics:

- the ways that the school will prepare their child for testing
- how parents/guardians can support their child
- the days that their child will be testing
- participation requirements and guidelines
- test security requirements and materials their child will not be permitted to have during testing (e.g., students will not be permitted to contact parents/guardians via cell phone during test sessions, even after turning in their materials)

Suggested methods for sharing information include holding an open house or including information in regular parent newsletters.

2.   Student Tutorial and Practice Tests

RIDE strongly encourages schools to have all students view the tutorial and take practice tests, including students who participated in computer-based testing last year.

It is important for schools to schedule ample time to familiarize students and educators with the different types of test questions, and to gain experience with the computer-based testing platform, including the tools and accessibility features that will be available to students during testing.

As shown in the table below, there are two different ways to access practice tests. Note that the practice tests accessed via the web are the same as the practice tests in TestNav. Upon completion of practice testing, a score for multiple-choice test questions is provided for diagnostic purposes. Rubrics are provided for constructed response questions and essays. (Note that there is a third way to access practice tests through PearsonAccess[next] for schools to use when conducting an Infrastructure Trial; more information will be provided in the *Infrastructure Trial Readiness Guide*.)

Item	Web location	Description
Student tutorial	ricas.pearsonsupport.com/student/	RIDE strongly recommends that CBT schools have all their students view the student tutorial, even those who previously participated in computer-based testing, and especially students who did not previously participate in computer-based testing.
		During the tutorial, students will click through different screens and review brief descriptions on how to navigate through the student testing platform. The tutorial shows students how to use different onscreen tools and accessibility features, and how to review responses before submitting a test.
		All of the accommodations are demonstrated in the student tutorial.
		The tutorial is intended to supplement the practice tests in familiarizing students with the online test-taking experience.
		The tutorial contains no audio component, so educators should view the tutorial to become familiar with the tools and features before viewing it with students.

Item	Web location	Description
Web-based practice tests	ricas.pearsonsupport.com/student	These can easily be shared with parents/guardians and the school community. Web-based practice tests mimic the environment of the TestNav student testing platform without downloading the application. Text-to-speech versions of the practice tests are also available for schools to prepare students who will be using this accommodation.
Practice tests accessed via the TestNav app	ricas.pearsonsupport.com/technology-setup Download the TestNav8 application, choose **Rhode Island**, and select the **Practice Tests** link on the sign-in screen.	This version of the practice tests more closely reflects the actual student testing experience because students will access the test via the TestNav application during live testing. Text-to-speech versions of the practice tests are also available for schools to prepare students who will be using this accommodation.

3. Additional Resources to Prepare Students for Testing

In addition to the practice tests, RIDE recommends that schools familiarize students with the following resources, which are available in the RICAS Resource Center at ricas.pearsonsupport.com/student:

- blank CBT response boxes for ELA, which allow students to practice answering constructed response and essay questions (Click on "Practice Tests," and then click on the subject area, then the grade. The blank CBT response boxes are in the resources section on the right-hand side.), and then Approved ELA Graphic Organizers
- equation editor practice tool for grades 3–6 Mathematics, which allows students to practice with the equation editor
- equation editor and calculator practice tool for grades 7 and 8 Mathematics, which allows students to practice with the equation editor and the calculator
- reference sheets for Mathematics
- equation editor guide and symbol key
  > Students taking the Mathematics tests on desktop computers will be able to hover their pointer over the symbols in the equation editor for a brief explanation of the symbol. Students not using a desktop computer may not be able to do this, so the equation editor symbol key is particularly useful for them.
- Text-to-speech (TTS) guide for students using that accommodation

PART III—Test Administration Protocols

Part IV

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Tasks to Complete for Test Administration

Tasks to Complete for Test Administration

Ⓐ Checklist of Tasks

Use the following checklist of tasks to keep track of responsibilities during RICAS testing during suggested timeframes. Some of the tasks in the checklist are described in other documents, but most are described in the Tasks section that follows. You may use the "Completed?" column to check off when each task has been completed; you may also want to use the column to write in the names of staff who will be helping with each of the tasks.

Task Reference	Task Overview	Completed?
Ongoing/Tasks to Complete Beginning in Fall 2019		
1	Familiarize yourself with resources, test designs, and CBT components.	❏
2	Provide RIDE with contact information.	❏
3	Update student information in eRIDE including enrollment, special education census, and EL census.	❏
Tasks to Complete BEFORE Test Administration – Winter 2020		
1	Meet with technology coordinator to prep for Online Testing, view online training modules, Review the Technology Specifications, configure student testing devices, set up ProctorCache (if needed), conduct infrastructure trial. Note from the trial whether your network meets or exceeds the minimum bandwidth requirement (100 kbps per student testing); if so, proctor caching is optional.	❏
2	Participate in RIDE training on test security and administration protocols.	❏
3	Review the SR/PNP file uploaded by RIDE. Add or remove students and assign accessibility features and accommodations.	❏
Tasks to Complete BEFORE Test Administration – Late Winter/Early Spring 2020		
1	Develop a test security plan.	❏
2	Identify all students who will be participating in each grade's tests. Also, assign accessibility features and accommodations.	❏
3	Identify test administrators and other school personnel who will have access to secure materials.	❏
4	Assign and update user roles in PAN.	❏
5	Establish the school's testing schedule.	❏
6	Communicate the test schedule to the school community, including parents/guardians.	❏
7	Identify testing spaces and plan how to set up a secure testing environment, and prepare room assignments.	❏
8	Meet with students to provide information about testing.	❏
8	Administer the student tutorial and practice tests.	❏
Tasks to Complete At Least Two Weeks BEFORE Test Administration		
1	Collaborate with your technology coordinator to conduct an Infrastructure Trial.	❏
2	Ensure that the SR/PNP is updated according to the instructions in the *Guide to the Student Registration/ Personal Needs Profile (SR/PNP) Process for the 2019–2020 RICAS Tests*. [ricas.pearsonsupport.com]	❏

Tasks to Complete for Test Administration

Task Reference	Task Overview	Completed?
3	Create PAN Sessions and assign students to them.	❏
4	Verify form assignment in PAN Sessions for form-supported accommodations.	❏
Tasks to Complete Two Weeks BEFORE Test Administration		
1, 2	Verify receipt of manuals, and inventory and store them.	❏
3, 4	Order additional manuals if necessary, and download materials.	❏
5	Precache operational test content in PAN (if bandwidth minimum requirement not met, or otherwise choosing to use ProctorCache). (support.assessment.pearson.com/x/dRFgAQ)	❏
6	Prepare to provide accessibility features and accommodations for testing.	❏
7	Distribute manuals/security requirements, and train staff in test security requirements and test administration protocols.	❏
7	Provide additional training to test administrators who will be administering accommodations.	❏
Tasks to Complete Approximately One or Two Days BEFORE Test Administration		
1	Verify that test administrators have covered or removed prohibited materials from the walls of testing rooms.	❏
2	Confirm that the technology coordinator has completed necessary preparations for testing.	❏
3	Remove first-year EL students from PAN Sessions for ELA if they will not be participating in this subject area test.	❏
4	Prepare materials (student testing tickets, equation editor symbol keys, reference sheets, proctor testing tickets).	❏
5	Prepare and start PAN Sessions.	❏
Tasks to Complete DURING Test Administration		
1	Using your document tracking system, distribute materials for testing.	❏
2	Monitor test administration.	❏
3	Manage situations that may occur during testing.	❏
4	Securely store materials for testing.	❏
5	Maintain/update the record of test administrators and their students for each test session.	❏
6	Collect lists of students who were absent for testing and schedule make-up testing for them. Confirm that all students participated.	❏
7	When test sessions are completed, verify that all secure materials have been returned.	❏

Tasks to Complete for Test Administration

Task Reference	Task Overview	Completed?
**Tasks to Complete AFTER Test Administration**	
1	Update student information in PAN and eRIDE as needed.	❏
2	Complete the PCPA.	❏
3	Plan to retain materials listed in the TCM for three years.	❏
4	Recycle or discard materials listed in the TCM.	❏
5	Securely destroy materials listed in the TCM.	❏
6	Remove students from PAN Sessions if they were removed from your enrollment.	❏
7	Make sure each student's test session is in "Complete" or "Marked Complete" status.	❏
8	Stop PAN Sessions.	❏

Ⓑ Ongoing/Tasks to Complete Beginning in Fall 2019

1. Familiarize yourself with resources:

- Become familiar with the test designs (www.ride.ri.gov/RICAS).
- If you are new to computer-based testing, review the components for CBT in Appendix C.

2. Provide RIDE with the school's correct contact information to receive important notices via email during test administration.

3. Update student information in eRIDE and PearsonAccess[next].

Since data from eRIDE and PearsonAccess[next] are used for RICAS reporting, it is critical that student information in eRIDE be accurate. District-level eRIDE contacts submit data for the entire district; call your district's Data Manager to confirm the accuracy of your school's data being submitted to eRIDE.

SASIDs are required as part of the Student Registration/Personal Needs Profile (SR/PNP) process. If you do not have a student's SASID (e.g., a student new to Rhode Island), Data Managers should request a SASID through the SASID Administration Application in eRIDE. Call your district eRIDE Data Manager with questions on assigning SASIDs. **New for spring 2020:** Homeschool students participating in RICAS must have a SASID in order to be registered, participate, and receive results. Please also ensure they are properly coded in the enrollment census so they are not included in your school for accountability purposes.

New

PearsonAccess[next] is updated as follows:

- before testing for the following situations:
  - › to add students not included in the SR/PNP (e.g., students who recently transferred into the school)
  - › to remove test assignments for students included in the SR/PNP and now will not participate (e.g., transferred out of the school)
  - › to edit accommodations (e.g., to assign a student a different form-based accommodation such as text-to-speech)

Tasks to Complete for Test Administration

- after testing for the following situations for accommodations that are not form-based:
    › to update accommodations that were wrong in the initial SR/PNP
    › to update accommodations that have been added to or removed from students' IEPs or 504 plans
    › to update accommodations that a student refused during testing

For support with updating the SR/PNP, view the following resources available at ricas.pearsonsupport.com/training:

- SR/PNP module (in the "Modules to Assist with Pre-Administration Tasks" section)
- Accessibility and Accommodations module (same section as above)

C Tasks to Complete BEFORE Test Administration – Winter 2020

1. **Meet with the technology coordinator and establish a plan to ensure that the steps below are completed.**
    - View the online training module: Infrastructure Trial for Technology Coordinators
    - Review the technology specifications, and prepare the school's infrastructure.
        › The CBT technology specifications (support.assessment.pearson.com/x/HwYcAQ) provide minimum and recommended specifications for computer hardware, devices, and security requirements; and suggests recommended levels of bandwidth that will support schools' instructional and assessment needs.
        › Identify any gaps in technology capacity, including test-taking devices that do not meet technology specifications and potentially insufficient bandwidth and address those gaps.
        › If the school will use Chromebooks, review these special instructions: support.assessment.pearson.com/x/NgccAQ.
    - Prepare devices and materials.
        › Plan a sufficient number of devices for test administrators and students, including back-up devices that can be used if needed.
        › Ensure that devices will be charged prior to each test session.
        › Have the following materials available, and confirm if they are in working order:
            – Power cords, power strips, extra batteries, extra computers
            – If using tablets: external keyboards
            – If students are using text-to-speech: headphones
    - Set up ProctorCache (recommended only if bandwidth minimum requirement not met).
        › The ProctorCache system requirements provide minimum and recommended specifications for computer hardware (support.assessment.pearson.com/x/PQACAQ). Precaching reduces test delays from network congestion and provides students with a more seamless testing experience in the event of disruptions to Internet connectivity.
        › If you do not meet the minimum required bandwidth, or otherwise choose to utilize ProctorCache, precache the operational tests by following the steps outlined in the *PearsonAccess^next User Guide* (support.assessment.pearson.com/x/LYDy). Schools should not precache secure operational test content until two weeks prior to the start of their testing window.

> › Confirm that the tests are precached by entering the following URL into a browser: http://[Caching Computer's IP Address]:4480.

- Conduct an Infrastructure Trial

New

- **New for 2020**, Schedule one-on-one support as needed from the testing subcontractor's (Pearson's) support specialists (i.e., Field Services Engineering) using the link at ricas.pearsonsupport.com/technology-setup/.

2. **Participate in one of RIDE's training sessions on RICAS test security and test administration protocols.** New test coordinators are expected to participate in the session. More information about training sessions can be found at www.ride.ri.gov/Assessment-Training.

3. **Complete the SR/PNP process.**

   See the *Guide to the Student Registration/Personal Needs Profile (SR/PNP) Process for the 2019–2020 RICAS Tests* at ricas.pearsonsupport.com for the steps to complete.

D Tasks to Complete BEFORE Test Administration – Late Winter/Early Spring 2020

1. **Develop a test security plan for your school that will assist you in preventing issues, and if necessary, detecting incidents and determining actions.**

   - Review RICAS Test Security Requirements (see Part I).

   - Establish a tracking system (see sample internal tracking forms in Appendix B), and develop local procedures to ensure that the chain of custody of secure testing materials is maintained and that students are provided with required materials for testing.

   - Designate a central locked area for storage of secure testing materials such as testing tickets and used scratch paper.

   - Develop procedures so that students may not access prohibited materials such as cell phones (see list on page 20), including during the transition to a test completion room, and review the TAMs to determine whether test administrators will read the recommended script instructing students to move their cell phones and other prohibited devices to the other side of the room, or whether other school procedures will be used.

   - Begin planning for the number of staff who will need to be involved in test administration, so that there will be appropriate coverage (e.g., monitors for hallways and restrooms, test administrators, substitute test administrators, test administrators for accommodated groups).

   - Develop a training plan for staff who will be involved in test administration, and develop a communication plan for students and parents/guardians to inform them about prohibited items during testing as well as the consequences for bringing them (see the sample, optional form for students and the letter for parents/guardians).

2. **Identify all students who will be participating in each grade's tests. Also, assign accessibility features and accommodations.**

   See Part II for information about student participation requirements. See the *Accommodations and Accessibility Features Manual* for information on assigning accessibility features and accommodations.

   For additional support, staff should view the "Accessibility Features and Accommodations" module (ricas.pearsonsupport.com/training/).

3. **Identify the individuals who will serve as test administrators and other school personnel who will have access to secure materials.**

   See Part III for more information about authorizing test administrators and other staff members to maintain security during testing (e.g., hallway monitors), as well as technology staff.

4. **Assign and update user roles for test administrators and other school personnel as necessary in PearsonAccess^next.**

   RIDE created initial accounts for district test coordinators for PearsonAccess^next. Schools should assign user accounts for test administrators and other school personnel as necessary. Refer to the *Guide to Importing Users into PearsonAccess^next* and the *User Role Matrix for PearsonAccess^next*, which are posted at ricas.pearsonsupport.com/pearsonaccessnext/ (click on the "User Information" dropdown menu), for more information about user roles and creating user accounts.

   Continue to update roles throughout the testing window as needed.

5. **Establish the school's test administration schedule, and ensure that tests are scheduled during the prescribed testing window and in the prescribed order.** See Part III for more information about scheduling test sessions.

6. **Communicate the school's testing schedule and general policies to the school community, (e.g., educators, parents/guardians, students), including the following:**
   - school procedures during testing, as well as the policy that students are not permitted to use cell phones during RICAS testing
   - participation requirements

7. **Prepare the room assignments for students and test administrators.**

   Identify adequate testing spaces, and plan strategies to maintain security in each testing space. See Part III for more information about setting up testing spaces.

   Document which rooms students and test administrators will be assigned to, and maintain the record in your school files.

8. **Prepare students for RICAS: meet with students, and administer the student tutorial and practice tests.**

   Recommended: Meet with students to provide information on test security requirements and information about the testing experience. See Part III for more information about meeting with students.

   Administer the student tutorial and practice tests (available online at ricas.pearsonsupport.com/student), and familiarize students with additional resources. See Part III for more information about the student tutorial and practice tests.

Tasks to Complete for Test Administration

E Tasks to Complete <u>At Least</u> Two Weeks Before the Testing Window Begins

1. **Recommended: Collaborate with your technology coordinator to conduct an Infrastructure Trial.**

   For a description of an infrastructure trial, refer to Appendix C. Refer to the *Infrastructure Trial Readiness Guide* (ricas.pearsonsupport.com/technology-setup/), describes all the steps involved in the trial. **New for 2020**, depending on your school's bandwidth, use the Infrastructure Trial to determine if ProctorCache is needed.

   Review the steps below and the suggested assignments for tasks.

   - Access the PearsonAccess[next] (PAN) training site (all participating staff).
   - Set up technology (technology coordinator).
   - Create sample students in PAN (test coordinator).
   - Create a session in PAN (test coordinator).
   - Conduct a test session (test coordinators and test administrators).
   - Review lessons learned from the Infrastructure Trial with the test administration team (e.g., error codes, connectivity issues, issues with logging into TestNav).

   Note: After resolving issues discussed with the team, the technology set-up should not be changed prior to testing.

   For additional support, staff should view the "Infrastructure Trial for Technology Coordinators" module and "Infrastructure Trial for Test Coordinators and Test Administrators" module as appropriate based on their roles.

2. **Ensure that the SR/PNP is updated with any changes since it was first imported.**

   It is important to make sure that that your SR/PNP is up to date and reflects your current enrollment. Changes can be made through the PAN interface or by exporting, updating, and then re-importing the file.

3. **Create PAN Sessions and assign students to them.**

   "PAN Sessions" are separate groupings in PearsonAccess[next] of the students who will take a test at the same time and in the same testing location. PAN Sessions are used when printing student testing tickets. The principal/school test coordinator and the technology coordinator have the permissions in PAN to create Sessions.

   A PAN Session name may contain up to 50 characters. RIDE recommends that schools use a naming convention for PAN Sessions that will help test administrators quickly and easily find the test they are administering including the following items:

   - test administrator name
   - testing location
   - grade
   - subject area test

   Create separate PAN Sessions for each group of students receiving a human read-aloud or human signer (five students maximum per group), since the students must be in a separate PAN Session from other students who do not receive these accommodations in order for PAN to generate a proctor testing ticket. Proctor testing tickets allow the proctor/test administrator to sign into his or her own test, but responses are not saved in this version of the test.

For more information on creating PAN Sessions, see the *PearsonAccess^next User Guide* at support.assessment.pearson.com/x/KoDy.

For additional support, staff should view the "Creating Sessions" module (ricas.pearsonsupport.com/training/).

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4. **Verify that students using the following accommodations have the correct form assigned to them in PearsonAccess^next: Text-to-Speech (TTS), Screen Reader Edition (SR), and Compatible Assistive Technology (AT), by following one of the sets of steps below.**

   • This step is **CRITICAL**, since starting a test without the correct form assigned would require several additional steps.

   a. **View a report in "Students in Sessions" in PAN.**

      1. Go to **Testing > Students in Sessions**.

      2. Select **Add a Session**.

      3. Type in the PAN Session name to review in **Session Name**, and click **Add Selected**.

      4. Confirm the form-supported accommodation indicator is correctly assigned (it will appear next to a student's SASID).

☐	SASID	Last Name	First Name	Middle Name
☐	9999099999 ⓘ TTS	LASTNAME	FIRSTNAME	

      Note for Human Reader: Students requiring a Human Reader for a computer-based test should be placed into specific Human Reader test sessions. To do this, change Form Group Type to "Human Reader." If a session is created via the SR/PNP import the Form Group Type will need to be changed from "Standard" to "Human Reader" within Create/Edit Sessions page in PAN.

   b. **View the PNP Report.**

      1. Go to **Reports > Operational Reports**.

      2. Check the box for **Students & Registrations**, and select **PNP Report – Accessibility Features and Accommodations for Student Tests**.

      3. This report can be filtered by either choosing all **Accessibility Features and Accommodations** or by choosing a specific one. The PNP Report can also be filtered by a specific organization within the district and/or by a specific test.

   c. **View the Session Student Roster in PAN.**
   Note: This step is included in the CBT TAM for test administrators to complete on the day before testing. Alternatively, you may want to print this report for test administrators to review the day prior to testing.

      1. Go to **Testing > Students in Sessions**.

      2. Go to **Resources > Session Student Roster**.

Tasks to Complete for Test Administration

(F) Tasks to Complete Two Weeks Before the Testing Window Begins

1. Verify receipt of test administration manuals.

Verify receipt of manuals immediately upon their delivery to your school (see page iii for the dates that manuals will arrive). Each grade's manuals are shipped separately. Call the RICAS Service Center if you do not receive materials by this date.

For spring 2020, TAMs are being produced as follows:

* CBT TAM
* PBT TAM

2. Inventory your school's shipment of manuals, and store them.

* Using your Materials Summary, inventory your shipment of manuals upon receipt. There is no need to use the Materials Summary to inventory manuals for return; after the inventory, the form can be stored in school files. There is no need to retain shipping cartons.
* To inventory the manuals, complete the "Qty Received" column of the Materials Summary for each grade according to the "Before Testing" directions on the form.
* Designate an area to store the manuals. You may want to use the secure, locked storage area that you will be using to store testing tickets when printed.

3. Order additional manuals if necessary.

Schools are shipped one copy of the TCM, and one copy of each TAM per 20 students, plus small groups identified in SR/PNP.

If your shipment of manuals is not sufficient, you may do one of the following:

* Download copies of the manuals from RIDE's website at www.ride.ri.gov/Assessment-Manuals.
* Order additional manuals online at ricas.pearsonsupport.com/support no later than the deadline dates listed on page iii. You will need your MP Ship Code from your Materials Summary when placing your order.
    > **Note:** Orders will be shipped for receipt on the following business day if the order is received before 12:00 p.m.; orders received after 12:00 p.m. will be shipped for receipt on the second business day.

4. Download administration materials.

RIDE is producing a script-only edition of the TAMs, for test administrators who may not need the entire manual. Note however that all test administrators must read and understand Part I of the TAMs which contain the test security requirements.

5. Precache operational test content in PAN (recommended if bandwidth minimum not met).

ProctorCache software allows your school to preload the RICAS test content into a local caching computer to reduce issues with Internet connectivity during testing. Proctor caching is recommended only if you do not meet the minimum bandwidth requirement (100 kbps per student testing). The technology coordinator should follow the steps outlined at support.assessment.pearson.com/x/dRFgAQ to prepare for testing at the school if ProctorCache will be used for Spring 2020.

6. **Prepare to provide accessibility features and accommodations for testing, and confirm that test administrators understand the specific accommodations they will be providing.**

RIDE recommends that schools prepare a list or spreadsheet that relevant staff can refer to, including students' names, grades, subject area, test administrator name, testing location, and accessibility features and accommodations (accommodation number and a brief description).

Generate a report in PearsonAccess^{next} that shows all the accessibility features and accommodations assigned to students, and share the information with relevant staff. Access the PNP report in PearsonAccess^{next}, which provides a separate row for each student for each subject, the accommodations assigned, the student's PAN Session name, and the test format (CBT or PBT). To find the report, go to **Reports > Operational Reports**, check the "Students & Registrations" checkbox on the left-hand side of the screen, and then click the "PNP Report – Accessibility Features and Accommodations for Student Tests." Filter by Accommodation, Organization, or Test; or, generate the entire report for all accommodations and tests.

See the *Accommodations and Accessibility Features Manual* for more information about assigning accommodations.

7. **Distribute manuals/security requirements, and train all school personnel authorized to have access to secure test materials in test security requirements, including test administrators, hall monitors, and technology staff, in test security requirements and the school's procedures for implementation (see topics in Part I, section B).**

In advance of the training session, so that they can familiarize themselves with the requirements and procedures and come to the session prepared with questions, distribute TAMs to test administrators, and a copy of the test security requirements (www.ride.ri.gov/Assessment-Manuals) to all school personnel who have access to secure test materials.

- Document that test administrators and school personnel have received the documents listed above. Test coordinators may use the sample form in Appendix B or create their own.

- At the training session, the test coordinator must describe the test security requirements and confirm that all school personnel understand these requirements. In addition, test coordinators must describe school procedures for implementing the test security requirements, and familiarize test administrators with the tasks they will be completing (see list of essential topics in Part I, section B).

- School personnel must sign in to demonstrate that they attended the school training session (see the sample form in Appendix B; this sample is the same one used to acknowledge that staff received TAMs/test security requirements; schools may use this form or create another or two separate forms).

Tasks to Complete for Test Administration

(G) Tasks to Complete One or Two Days Before Testing at Your School

1. **Verify that test administrators have covered or removed from the walls of each testing space the following prohibited materials:** all materials containing content in the subject areas 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.

2. **Confirm that the technology coordinator has completed the steps in Part III, section E, and that he or she has prepared all devices for testing.**

   Ensure that 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 (only used for students using the text-to-speech edition), are available and in working order prior to testing.

   Ensure that all students' testing devices have TestNav installed. For details, visit download.testnav.com.

   Assign computers to test administrators to complete tasks in PearsonAccess^next.

3. **First-year EL students who are not participating in ELA testing (because their participation is optional) may not appear in PearsonAccess^next if they were removed during the SR/PNP process.** If the students were removed, no additional steps are necessary.

   First-year EL students who appear in PearsonAccess^next but will not participate in the ELA test should be removed prior to test administration, as follows:

   If students were assigned to a PAN ELA test Session, remove them from the session and unassign the ELA test that was assigned to the students. In **Testing > Students in Sessions**, select the **Remove Students from Sessions** and **Manage Student Tests** tasks.

4. **Prepare materials for testing.**
   - Print, cut, and sort student testing tickets. Steps to retrieve student testing tickets can be found at support.assessment.pearson.com/x/HxpgAQ.
   - Student testing tickets may be printed in advance, however they may not be distributed to test administrators before the day of testing, and once they are printed they must be kept in the school's secure storage area.
   - Optional: Print copies of the equation editor symbol key (available in the "Equation Editor Guide" dropdown at ricas.pearsonsupport.com/student).
   - Ensure that a sufficient supply of scratch paper will be available for all students, and #2 pencils for students who need them.
   - Prepare materials for accommodations:
     › If your school is administering the human reader or human signer accommodation, print proctor testing tickets, following the same steps as those for preparing student testing tickets.
     › Download graphic organizers and reference sheets for students who receive this accommodation for ELA and Mathematics (www.ride.ri.gov/Assessment-Manuals).
     › Have printed copies of authorized bilingual word-to-word dictionaries and glossaries available for current and former EL students.

5. **Prepare and Start Sessions in PearsonAccess^next once SR/PNP information is correct.**

   Steps to prepare PAN Sessions can be found at <u>support.assessment.pearson.com/x/24F8AQ</u>.

   PAN Sessions may be prepared up to two days prior to testing. Test form assignments can be verified after a session has been prepared. PAN Sessions should not be started earlier than one day prior to testing. They can also be started by test administrators on the day of testing. The CBT TAM contains instructions for test administrators to verify test forms on the day of testing, and explains the steps to start a session. Schools may determine whether they want to have the test coordinator start PAN Sessions or have test administrators do so.

H Tasks to Complete During Test Administration

1. **Using your document tracking system, distribute materials needed for testing.**

   Immediately before test administration, distribute testing tickets and other materials to each test administrator. Be sure that test administrators and the test coordinator independently count materials before signing the internal tracking form. See the appropriate TAM for the specific list of materials necessary for each test session.

   • Have #2 pencils available for students who do not bring them.

   • Have printed copies of authorized bilingual word-to-word dictionaries and glossaries available for current and former EL students.

   • Have equation editor guides, symbol keys, and printed reference sheets available during Mathematics testing.

   • Have scratch paper available to distribute.

2. **Monitor your school's test administration by conducting the following tasks.**

   • Enforce test security requirements.

   • Ensure that your school's document tracking system is used each time that test materials are moved.

   • Continue to update user roles for test administrators throughout the testing window as needed.

   • Refer to <u>ricas.pearsonsupport.com/training</u> for the Sessions Management module or <u>support.assessment.pearson.com/x/F4h8AQ</u> for more information on Managing an Online Test Session.

3. **Manage situations that may occur during testing.** Refer to Appendix C for technology-related situations and resolutions, including steps to take if a student starts testing with an incorrect accommodation (or without the correct accommodation).

   Steps if a school is closed or has a delayed opening due to severe weather:

   On the day the school reopens, administer the test session scheduled for that day and make up the missed session(s) later. When severe weather forces a delayed opening on a scheduled test administration date, the test coordinator may proceed with the test administration after students arrive, if this is possible.

Tasks to Complete for Test Administration

Steps for test administration interruptions (e.g., power failures):

The TAMs include specific instructions for test administrators to follow if an interruption occurs. When normal conditions are restored, test administrators should resume testing. No interruption should reduce the total amount of time that students are given to complete the interrupted test session. Test coordinators may report any major disruptions to RIDE by calling 401-222-8413.

Steps for make-up testing for students who are absent:

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. If a student is absent for Session 1 of a test, he or she should take Session 2 according to the school's administration schedule and then take Session 1 during the make-up period.

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 iii for dates). Please call RIDE at 401-222-8413 regarding exceptional circumstances related to make-up testing.

When the student is ready to make up the missed session, the test administrator will unlock the student's PAN Session and have him or her log into TestNav. Schools with a large number of students making up test sessions may want to create a separate PAN Session and move students into that new PAN Session. Note that moving students into a new PAN Session will require new student testing tickets, since passwords are linked to PAN Sessions.

4. **Securely store testing materials between sessions and after each day of testing.**

   Use your document tracking system to document that all materials are kept secure between sessions and are returned to you each day after testing is completed.

   At the end of each test session, test administrators should confirm that students have submitted their responses and have logged out of TestNav. At the end of each test session, test administrators should collect student testing tickets.

   RIDE recommends locking each test session for additional security. Lock test sessions after testing by going to **Testing > Sessions** and selecting the session(s) you would like to lock. Then choose **Select Tasks > Lock Units**. On this page you can check the box next to all sessions and click the blue "**Lock**" button.

5. **Maintain, and if necessary, update the record of test administrators and their students for each test session, including make-up and test completion sessions.**

   To confirm that all students have participated in testing, use the following Operational Reports:

   • **Students Registered but not Assigned to a Test:** A list of all students who are registered in a test administration but do not have any student tests assigned to them

   • **Students with Online Test but not Assigned to Session:** A list of all students who are assigned to take a computer-based test but have not yet been added to a PAN Session

   • **Students Tests that have been Assigned but have not yet Completed**: A list of all students who are registered in a test administration and have a student test assigned to them, but the test has not yet been completed

- **Online Student Tests Marked Test Complete:** A list of all students' tests that have been marked "Test Complete" (and Marked Test Complete reasons if applicable). This report allows administrators to view tests that did not complete normally (including due to technology failures) and to investigate prior to the end of the testing window.

Follow the steps below to access these reports:

- In PAN, go to **Reports > Operational Reports**.
- Select the "Report Category" (**Organization, Students & Registrations, Online Testing, or Users**).
- Select **Operational Report Type**.
- Select a filter for the report, and refresh the report.

6. **Collect lists of students who were not tested from test administrators, and schedule the students for make-up testing.**

7. **After test sessions are completed, verify that ALL secure materials have been returned to you.**
   - Use your document tracking system to verify that test administrators have returned all secure materials to you. RIDE recommends two independent counts to verify that student testing tickets, proctor testing tickets (if used), and used scratch paper has been returned.
   - If necessary, investigate any discrepancies between the materials distributed to test administrators and those returned to you.

Ⓘ Tasks to Complete After Test Administration

- **Update student information after testing according to the instructions in Appendix C.**
- **Ask the district Data Manager to update eRIDE if students were added to or removed from your school's enrollment.**

1. **Complete the PCPA by May 26.**
   - Go online to ricas.pearsonsupport.com/support, select RICAS from the menu, and then select Principal's Certification from the list of options. Follow the on-screen instructions to submit the form.
   - Type in your name **exactly** as it appears in eRIDE; the RICAS Service Center will follow up with schools when the name does not match.
   - The principal (not a designee) must complete a PCPA form; however, if you are an interim principal or a co-principal, type "interim" or "co-principal" after your name in the signature box.
   - Print the confirmation and save it for your school files.

Tasks to Complete for Test Administration

2.   RETAIN the following materials in your school files for three years

Tracking and related materials	• Materials Summaries • printout(s) of PCPA confirmation(s) • test Materials Internal Tracking Forms
Materials related to accommodations	• approved Request for Permission to Test a Student in an Alternate Setting forms, if applicable • completed Student Accommodation Refusal forms, if applicable • accommodations lists/spreadsheets, if applicable
Other local records	• agendas, sign-in sheets, and any other relevant documentation from the Test Administrators' Training and the training session for other authorized school personnel to demonstrate that they have been trained and received TAMs and test security requirements • record of test administrators and their students for each session, including make-up and test completion sessions • documentation for absences due to medical reasons, if applicable • documentation for students who were removed from or added to the school's enrollment during the testing window • approval for a Request for Permission to Test a Student in an Alternate Setting forms, if applicable

3.   RECYCLE OR DISCARD the following materials:

Recycle or discard	• Test Administrator's Manuals • this manual, after the completion of the Mathematics testing window • Mathematics reference sheets, if printed • equation editor guides and symbol keys, if printed • cartons that were used to ship manuals to your school

4.   SECURELY DESTROY (e.g., by shredding) the materials listed below, and indicate on the internal tracking form that this has been done.

Shred	• scratch paper used by students • student testing tickets • proctor testing tickets • accommodation materials such as graphic organizers and pre-approved reference sheets • any session student rosters or operational PearsonAccess[next] reports with student information

5. **Complete cleanup tasks in PearsonAccess^next**

   If a student needs to be removed from enrollment after a PAN Session has been prepared or started, you must first remove the student from the PAN Session.

   - Run the Operational Report **Students Tests that have been Assigned but have not yet Completed**

   - In order to remove a student from a Session, the student must be in "Ready" status:

     1. Go to **Testing > Sessions**.

     2. Search for the PAN Session Name(s), and place a checkbox to select the Session(s).

     3. Click **Go to Students in Sessions**.

     4. Click on the PAN Session under the Session List.

     5. Place a check box next to a student's SASID.

     6. In **Select Tasks,** choose **Remove Students from Sessions**.

     7. Place a checkmark next to the student, and click **Remove**.

   Make sure each student's test session is either in "Complete" or "Marked Complete" status. Mark tests complete for the following groups of students:

   - students who did not complete testing and have at least one test session with a status of Exited, Resumed, or Resume-Upload

   - students who started a test session but did not finish it

   - students who only took one session of a test

   Identify students whose tests need to be marked complete by using the Operational Report > Session Roster:

   - Go to **Reports > Operational Reports**.

   - Select **Online Testing** under Report Categories, and then select **Session Roster**.

   - Click **Request Refresh Report** to retrieve most up-to-date information. Select organization and test type.

   - Click **Download Report**. Identify students that are not in a complete, marked complete, or ready status.

   After test administration, mark the test "Complete" in PAN by following these steps:

   - Go to **Testing > Students in Sessions**.

   - Select the student(s) by placing a checkmark next to the SASID(s).

   - In **Select Tasks,** choose **Mark Student Tests Complete**.

   - Select the PAN Session by placing a checkmark in the box.

   - Type in a reason (e.g., "student refusal"), and then click **Mark Complete**.

   - Repeat this process for each subject area test assigned to the student for which he or she did not participate.

   Further instructions can be found here: support.assessment.pearson.com/x/igQHAQ.

Tasks to Complete for Test Administration

Stopping Test Sessions in PAN. All PAN Sessions must be stopped after testing.

- Go to **Testing > Sessions**.
- Confirm all students are in "Complete" or "Marked Complete" status.
- Go to **Testing > Students in Sessions**.
- Use **Filters Session Status** on the left and select **"In Progress"** and **"Ready."**
- Select these sessions.
- Click **Go to Students in Sessions** next to Sessions in the blue portion of the screen.
- Click on **Combined View** on the left side, and then click **Stop All Sessions**.

Appendix A

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Procedures for Paper-Based Testing
(PBT Accommodation)

Appendix A—Procedures for Paper-Based Testing (PBT Accommodation)

PART I: RICAS TEST SECURITY REQUIREMENTS

Additional definitions

- **"Secure"** materials include the following:

    › Test & answer booklets for grades 3–8 testing

- **"Access"** refers to handling test materials such as booklets, but does not include viewing test content or student responses in booklets. Students may never transport secure booklets, including from their initial testing room to a test completion room.

A Responsibilities of the Test Coordinator

Monitor the receipt and return of all paper-based test materials

- Inventory paper-based materials immediately upon receipt and investigate any discrepancies in counts of materials.

- Return all paper-based materials to the testing contractor according to the prescribed packing instructions and the deadlines in this manual.

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

Ensure the security of test questions, test & answer booklets, and other secure materials.

- Do not remove test materials from the school. For example, do not share test & answer booklets with another school or program housed in your building.

- Do not view the contents of test & answer booklets before, during, or after a test administration (see TAMs for exceptions).

- Do not discuss or in any way reveal the contents of RICAS booklets 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 portion of test or answer booklets, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand. The only exceptions are for test administrators who must transcribe student responses into answer booklets for students with disabilities receiving certain accommodations or for students who did some or all of their work in damaged, defective, or void booklets.

- Do not allow any portion of test & answer booklets to be retained, discarded, recycled, removed, or destroyed. The only exception is for test materials that have become contaminated; see page 56 for procedures.

C Responsibilities of Test Administrators

Focus full attention on the testing environment at all times.

- For paper-based testing, a test administrator may view students' test & answer booklets only for the purposes of confirming that students are working in the correct test session, or in order to read aloud selected words during the Mathematics tests as part of universal accessibility feature UF10.

- Students must work only on the test session being administered. If a test administrator observes a student working in the incorrect test session of the answer booklet or reviewing the incorrect test session of the test & answer booklet, this is a testing irregularity that must be reported immediately to the principal. The principal must then report the irregularity to RIDE.

PART II: SPRING 2020 RICAS TEST ADMINISTRATION PROTOCOLS

A Accounting for and Distributing Secure Materials

It is the responsibility of the test coordinator to account for secure test materials through test administration. This means inventorying materials immediately upon receipt, tracking the location of materials throughout test administration, and ensuring that all materials are returned to the testing contractor. RIDE recommends that test coordinators account for secure materials using the identification numbers listed on the packing slips and document the identification numbers on internal tracking forms. RIDE also recommends having more than one person present to count materials upon receipt and when preparing for their return. The school and district will be held responsible for any secure materials that were received at the school but not returned.

Note that paper-based tests are produced as follows:

- Combined test & answer booklets, which contain test questions and answer spaces, are used for grades 3–8.

Establishing a Chain of Custody for Test Materials

The test coordinator must use the forms listed below to account for and maintain the security of test materials.

Materials Summary

The Materials Summary is used to inventory materials immediately upon receipt and to reconcile secure materials being returned at the end of testing. The school receives one combined Materials Summary for all the subjects being tested for each grade in the shipment of materials. The information recorded on the Materials Summary will help test coordinators when they complete the online PCPA. A sample form is provided at the end of this appendix. The Materials Summary is also used when ordering additional materials, including manuals for schools doing computer-based testing. Schools need to use the MP Ship Code printed on the form when placing an additional materials order.

After testing is completed, test coordinators must maintain the Materials Summary in school files (it is not to be returned to the testing contractor). The Materials Summary lists only the materials shipped to each school. Complete lists of test materials available for each grade are posted online at www.ride.ri.gov/RICAS.

APPENDIX A—PBT Procedures

Appendix A—Procedures for Paper-Based Testing (PBT Accommodation)

Packing Slips

A packing slip is included in each carton of test materials. Each packing slip provides the identification number of any secure materials shipped in the carton. If the test coordinator discovers a discrepancy between the number of secure materials listed as shipped and the number received at the school, he or she can use the identification numbers to determine the specific material(s) missing.

Reporting discrepancies in shipments

Contact the RICAS Service Center if there are any discrepancies in your materials shipment.

Accounting for Contaminated Test Materials

If a test and answer booklet or other secure test material becomes contaminated with bodily fluids, the test coordinator or designee must contact the RICAS Service Center immediately for instructions. Procedures for these materials should follow district and school guidelines based on appropriate protocol for universal precautions issued by the Rhode Island Department of Health.

B Materials Required/Permitted during Testing for PBT

Cell phones may be used by test administrators for test administration-related purposes such as communicating with the test coordinator or school administration. At no time should test administrators be using cell phones for any purpose unrelated to testing, or in any way that distracts them from focusing their full attention on the testing room.

Materials REQUIRED for Student Use

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

- #2 pencils (wooden)
- scratch paper
- reference sheets and rulers for designated tests that are included in shipments of test materials

See more extensive lists of required test materials in Part II of the PBT TAM.

Calculators

Calculators must be provided for the following tests and sessions:

- Grade 7 Mathematics, Session 2—a five-function calculator (minimum) or a scientific calculator
- Grade 8 Mathematics, Session 2—a five-function calculator (minimum), a scientific calculator, a TI-84 graphing calculator, or a Desmos graphing calculator

At a minimum, schools should provide a five-function calculator for students in grades 7 and 8 for Mathematics Session 2 only. Students may also use their own handheld calculator, including a graphing calculator. Calculators that access the Internet are not allowed.

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).

Materials PERMITTED for Student Use

The following materials may be used by students:

- colored pencils and yellow highlighters

  Note: Students may use a colored pencil (e.g., for marking or underlining passages) or a yellow highlighter, but must use a #2 pencil only to answer all test questions.

- printed copies of the Guidelines for Completing Answer Grids (available in the "Gridded Response Guidelines" dropdown at ricas.pearsonsupport.com/student)

C Scheduling Test Sessions

Concurrent Administration Requirement

Each test session must be administered simultaneously to all students taking that test in your school. This requirement includes students in another school or program housed in your building. The only exceptions to this concurrent testing requirement are the administration of make-up sessions and the administration of tests to students receiving designated accessibility feature DF3 (frequent brief supervised breaks) or DF10 (specific time of day).

D Training Test Administrators, Technology Staff, and Other School Personnel

Describe school policies and procedures regarding the following topics:

- whether Student ID Labels will be applied before test sessions or applied by students after answer booklets are distributed
- who to contact in the event that secure test materials become contaminated

Test administrators are required to do the following:

- Closely monitor students during testing to ensure that they do not view one another's booklets or turn back to previously completed test sessions.
- Write their name as well as the school and district name on the board (students will write this information down on the front covers of their booklets).

E Preparing Students for Testing

Meetings

During the meeting, provide students with the following information:

Their test results may be invalidated if they engage in any of the following activities during a test session (including after turning in their test materials, during a break, or during the transition to a test completion area):

- duplicating any portion of the test & answer booklet
- looking at any other student's test & answer booklet
- working in a test session other than the one being administered, looking at questions or test pages beyond the stop sign, or going back to a previous test session
- damaging their test materials or removing any part of them from the testing room

Appendix A—Procedures for Paper-Based Testing (PBT Accommodation)

Practice Tests

Paper-based practice tests are available at the RICAS Resource Center and can be downloaded at ricas.pearsonsupport.com/student.

Resources to Prepare Students for Testing

To assist students in becoming familiar with answering gridded response questions on paper-based tests, schools can download the Gridded Response Guidelines from the RICAS Resource Center at ricas.pearsonsupport.com/student.

PART III: TASKS TO COMPLETE FOR THE SPRING TEST ADMINISTRATION

Ⓐ Additional Steps before Paper-Based Testing

1. **Verify receipt of test materials immediately upon their delivery to your school. Materials will arrive by the date for each administration listed on page iii. Call the RICAS Service Center if you do not receive materials by this date.**

    Schools will receive two shipments of materials:

    - All manuals will be included in the ELA delivery in March. Schools will need to retain TAMs for the later Mathematics administration.

    - Schools will receive secure test materials for PBT two weeks prior to the start of each administration window.

2. **Using your Materials Summary, inventory test materials immediately upon receipt.**

    To inventory test materials, complete the "Qty Received" column of the Materials Summary for each grade according to the "Before Testing" directions on the form.

    Shrink-wrapped materials must remain unopened until the time specified either in this manual or in the TAMs. Therefore, to inventory your materials, count the spines of the booklets in each shrink-wrapped package.

    RIDE recommends two independent counts of test materials to verify that all materials have been received by your school.

    Retain the Materials Summary to assist in accounting for materials after testing.

3. **Store materials in the secure, locked storage area that you previously designated. Retain all original shipping cartons for the return of materials following testing.**

    New **New for 2020**, all materials are returned in the original cartons (there is no longer a separate scorable and nonscorable shipment).

4. **Order additional test materials or manuals if necessary.**

    - Only if applicable, order additional materials, including manuals, by the dates and times listed on page iii.

        Additional materials should be ordered, if necessary, only after a complete inventory, because extra standard test materials are included in the shipment.

New for 2020, schools are receiving a smaller overage than in the past (for example, if a school has only one student doing PBT, only one extra set of materials will be shipped). Schools should carefully inventory materials by the deadline to confirm that the shipment meets testing needs.

- Locate your MP Ship Code on the Materials Summary, and have the code available when you go online to order additional materials at ricas.pearsonsupport.com. Follow the onscreen instructions to place your order. Materials ordered online will be shipped for receipt on the following business day if the order is received before 12:00 p.m.; orders received after 12:00 p.m. will be shipped for receipt on the second business day. Packing discrepancies in additional orders must be reported within two business days of receipt of the order.

- It is not necessary to order additional materials to administer tests to students requiring the accommodation for Human Read-Aloud or Signing to a Deaf Student. There will be enough materials shipped in overage to cover these additional tests.

5. **Apply Student ID Labels to front covers of booklets if school personnel will be applying labels before testing.**

   Test coordinators may open the shrink-wrapped packages of test & answer booklets prior to testing for the sole purpose of applying Student ID Labels to front covers.

   RIDE strongly recommends that Student ID Labels be applied to test & answer booklets the day of testing, but elementary school test coordinators may open the shrink-wrapped packages of test & answer booklets one day prior to testing for this sole purpose. Test & answer booklets must then be sealed in envelopes (supplied by the school) and the inventory documented on the envelopes immediately after labels are applied.

   Envelopes may not be reopened until immediately before testing. Remember that all test security requirements (see Part I) must be followed.

6. **Gather school-supplied testing materials.**
   - Collect #2 pencils to provide to any students who do not bring them.
   - Print copies of the Guidelines for Completing Answer Grids (available in the "Gridded Response Guidelines" dropdown at ricas.pearsonsupport.com/student) (optional).
   - Have printed copies of authorized bilingual word-to-word dictionaries and glossaries available for current and former EL students.

7. **Using your school's document tracking system, organize test materials for distribution.**

   Each test administrator should receive extra test materials to replace possible defective booklets. If you did not receive enough materials to distribute extra shrink-wrapped materials to each test administrator, you may open the minimum number of packages necessary to distribute extra materials.

Appendix A—Procedures for Paper-Based Testing (PBT Accommodation)

Ⓑ Additional Tasks to Complete During Test Administration

1. **Distribute lists of SASIDs to test administrators if they will be entering SASIDs on booklets.**

2. **Monitor your school's test administration.**
   - Have gridded response guides available during Mathematics testing (optional).

3. **Maintain, and if necessary, update the record of test administrators and their students for each test session, including make-up and test completion sessions.**

   It is important to keep accurate records of who has been tested. It is not permissible to look through booklets to check whether students have completed testing.

4. **After each test session, verify that ALL test materials have been returned to you.**
   - If necessary, investigate any discrepancies in amounts of materials distributed to test administrators and the amount returned to you.

5. **If any test materials have become contaminated, call the RICAS Service Center for instructions.**

6. **If any test & answer booklets have become damaged or defective during testing, follow these steps.**
   - Make sure the "void answer booklet" circle is filled in on the outside back cover of each affected booklet, and that "VOID" is written in large letters across the front cover.
   - If a student completed any work in an answer booklet that was later deemed void, his or her work must be transcribed verbatim (multiple-choice responses as well as constructed responses) into a replacement answer booklet so that he or she may receive credit for his or her work.
   - The process of transcribing a student's responses may occur any time during the testing window, but must be monitored and supervised by the principal, test coordinator, or another test administrator to ensure accuracy.
   - Since there will be no Student ID Label to affix to the front cover of the replacement booklet, all of the information on the front cover will need to be completed.

7. **If your school administered tests to students using the following accommodations, verify that these responses have been transcribed completely and accurately into standard test & answer booklets.**
   - students taking the Braille edition (accommodation A3) who did not also use the typed response accommodation
   - students taking the large-print edition (accommodation A2)
   - students who recorded their answers directly in their test & answer booklets (accommodation A11)

8. **If your school administered tests to students using typed responses (accommodation A12), follow these steps.**
   - Verify that test administrators have returned the typed responses to you properly and that each response has the required header information.

     A student's response to any single question must be submitted using only one method (i.e., all written or all typed).

- Insert typed responses inside the front cover of each student's answer booklet.
- Once all typed responses are formatted properly and typed responses are prepared for return, instruct test administrators to delete students' responses from the computers.

C Tasks to Complete after Test Administration

Schools are encouraged to complete testing early in the testing window and to return materials as soon as testing is completed for any grade and/or subject (see the deadline for UPS pickup for each administration on page iii). If testing is completed earlier than the deadline date, follow the instructions below to schedule a UPS pickup.

New **New for 2020**, in order for students' results to be included during the early online reporting period, schools must return their Mathematics materials by May 15. Students' results for ELA will be included in early online reporting if their materials are returned by the pre-scheduled UPS pickup deadline date.

To facilitate the return of materials and to assist test coordinators, an automatic pickup has been prescheduled for all schools doing PBT. A UPS driver will automatically come to the school on the pickup deadline date for each administration (see the schedule on page iii).

1. **Begin Return-Related Activities**

   a. **Make sure that you have a used standard test & answer booklet[6] assigned to the following students:**
      - students who participated in one or both test sessions for a subject area test
      - students who were absent with medical documentation (documentation on file at the school) for one or more test sessions and did not make up the session(s)

   b. **Do NOT submit a booklet assigned to the following students. If booklets have already been assigned to these students, follow the instructions in step 6 in the previous section to mark a booklet as void.**
      - students who were absent or refused testing for both the test sessions in the booklet
      - students who transferred into or out of your school during the testing window and who did not participate in either test session in that booklet
      - students in alternate placement who were removed from your school's enrollment and did not participate in any test sessions in the booklet
      - For ELA, first-year EL students who did not participate, since their participation in ELA testing is optional

   c. **Verify that front covers of test & answer booklets contain correct student information, and complete confidential student information on back covers.**
      - Verify that SASIDs and dates of birth have been entered correctly on answer booklets for all students who do not have Student ID Labels.
      - Complete confidential student information on the inside and outside back covers of test & answer booklets.

---

[6] Used answer booklets are those that have been assigned to a student (front cover completed and/or Student ID Label affixed) or used by a student during testing. A standard booklet is one that is not large-print or Braille.

d. **Count the number of used standard test & answer booklets you are returning, separately for each subject.**

In your counts, make sure to include the following:

- standard test & answer booklets containing typed responses

- standard test & answer booklets in which responses have been transcribed

As you count, arrange the test & answer booklets so that the student name grids on the front covers are facing up (the booklets do not need to be alphabetized). Ensure that used answer booklets are free of extra materials, including rubber bands, paper clips, binder clips, staples, tape, and extraneous paper.

e. **Separately for each subject, count the following materials you are returning:**

- void test & answer booklets

- unused test & answer booklets

f. **Using your counts from steps 4 and 5, complete the "Qty Returned" column of the Materials Summary for each subject.**

Record on the Materials Summary the quantities of test & answer booklets being returned according to the "After Testing" instructions on the form. All test & answer booklets, including Braille booklets and large-print booklets, are secure materials and must be returned.

You will need to use the information from your completed Materials Summary when you go online to complete the PCPA.

g. **Go online to complete the PCPA for each subject tested at your school by the dates shown on page iii.**

To access the PCPA, the principal must go online to ricas.pearsonsupport.com (the form may NOT be completed by a designee), select RICAS from the menu, and then select Principal's Certification from the list of options.

Follow the onscreen instructions to provide information regarding the number of materials being returned and to certify that your school followed test security requirements. Then provide your "signature".

Print the confirmation and save it for your records.

h. **Place special materials in the appropriate envelopes.**

- Place the materials listed below in the Special Handling Envelope.

  › used large-print test & answer booklets (folded in half) with corresponding transcribed standard answer booklets

  › standard test & answer booklets containing typed responses

- Place void test & answer booklets in the Void Envelope.

  › Void booklets will not be scored.

i. **Place remaining used standard answer booklets in the Return Envelope marked with the corresponding subject.**

2. Pack the Test Materials

a. **Make sure that all the envelopes being used (Special Handling, Void, and Return) are sealed.**

b. **Locate the original shipping carton(s) in which you received your test materials.**
New for 2020, all materials are returned in the original cartons in the order shown below. `New`

c. **Pack all test materials in the order shown in the following checklist diagram:**

Packing Diagram and Checklist
Top of last carton
❏ Void Envelope(s)
❏ Special Handling Envelope(s)
❏ Return Envelope(s)
❏ Unused **large-print** test & answer booklets
❏ Unused UPS labels (Save a label for each carton of materials you are returning.)
❏ Unused Return, Special Handling, and Void Envelopes
❏ Unused Student ID Labels
❏ Accommodation materials (e.g., templates, checklists, individualized reference sheets, typed response drafts)
❏ Used and unused **Braille** test & answer booklets and Braille Administrator's Copies
❏ Used and void **large-print** test booklets
❏ Unused **standard** test & answer booklets
Bottom of first carton

d. **Fill any empty spaces at the tops of the cartons with crumpled paper to keep items from shifting during shipping. Do not use plastic peanuts or shredded paper.**

e. **Before sealing your cartons, verify that all scorable materials have been packed in the cartons.**

f. **Use heavy-duty packing tape to seal carton seams using the H-taping method (see diagram).**

H-taping method

g. **Affix an RS label to the top of each carton.**
You may either remove the existing label from the carton or place the new label over it. UPS RS labels were included in your shipment of test materials (see the end of this appendix for a sample label).
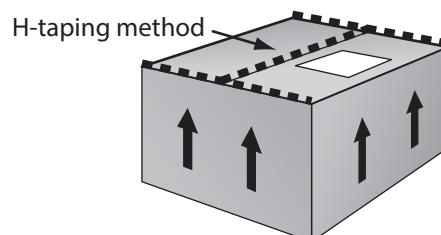
If you need more labels, call the RICAS Service Center. UPS RS labels may not be photocopied.

h. **Record the UPS tracking numbers from the labels on the nonscorable cartons you are returning, and retain the list in your school files. In case of any questions later, it is important that schools retain the tracking numbers used.**

Appendix A—Procedures for Paper-Based Testing (PBT Accommodation)

3. **Schedule and Confirm UPS Pickup of All Test Materials**

    a. **(Optional/encouraged) If your school will be returning material before the shipping deadline/automatic pickup, schedule your school's UPS pickup appointment.**

    - Do not take test materials to UPS yourself or otherwise remove materials from your school.

    - Do not schedule a separate pickup for each carton.

    - Schedule your pickup appointment online at ricas.pearsonsupport.com/support. To request a pickup, locate a UPS tracking number on one of the RS labels you are using, and have that number available when you go online. Select **RICAS Service Center** from the page, and then select **UPS Pickup Request** from the list of options. Follow the onscreen instructions to complete your request.

    - Requests for pickup on the following business day must be placed by 3:00 p.m. Requests for same-day pickup cannot be fulfilled. Requests made two or more days in advance also cannot be fulfilled.

    - If you have regularly scheduled UPS service, you may give your cartons to the UPS driver during normal pickup. If you do so, call the RICAS Service Center at 855-222-8936 or email ricasservicecenter@cognia.org to report that the pickup has been made.

    b. **Maintain RICAS test materials in the locked storage area until they are given directly to the UPS driver.**

    c. **Confirm that all test materials are picked up by UPS.**
    Call the RICAS Service Center immediately at 855-222-8936 if your cartons are not picked up as scheduled. It is also recommended that you use your UPS tracking numbers to confirm delivery of all the cartons for your return shipment to Cognia (formerly Measured Progress) by calling the RICAS Service Center.

4. Next Steps

a. RETAIN the following materials in your school files for three years:

Materials related to the return shipment	• packing slips from your school's shipment • photocopies of Materials Summaries • printout of PCPA confirmation(s) • Test Materials Internal Tracking Forms • UPS tracking numbers used • printout of UPS pickup request
Materials related to accommodations	• completed Student Accommodation Refusal forms, if applicable • accommodations lists/spreadsheets, if applicable
Other local records	• agendas, sign-in sheets, and any other relevant documentation from the Test Administrators' Training and the training session for other authorized school personnel to demonstrate that they have been trained and received TAMs and test security requirements • record of test administrators and their students for each session, including make-up and test completion sessions • documentation for absences due to medical reasons, if applicable • documentation for students who were removed from or added to the school's enrollment during the testing window

b. RECYCLE OR DISCARD the following materials:

Recycle or discard	• Test Administrator's Manuals • practice tests, including large-print practice tests, if printed • Mathematics reference sheets

c. You may keep RICAS rulers for future classroom use; these materials may not be used for future testing.

d. SECURELY DESTROY (e.g., by shredding) scratch paper and any other materials on which students did work or wrote item-related information, and indicate on the internal tracking form that this has been done.

Sample Administration Forms and Materials for Paper-Based Testing

cognia™

50 Education Way
Dover, NH 03820

MATERIAL SUMMARY

Ship To:

MP Ship Code:	000000000906679		**Date Packed:** 03/12/20
Contract: 104200	**Contract Name:** Rhode Island Comprehensive Assessment System		**Administration:** 2019–2020
County Code:	**County Name:**	**SU Code:**	**Superintendent Unit Name:**
District Code: 01	**District Name:** Barrington		
School Code: 01103	**School Name:** Primrose Hill School	**Grade:** 00	**Enrollment:** 1
	Total Boxes Shipped:	1	

Box Label: 000000913940001	**Unit**	**Qty Shipped**	**Qty Received**	**Qty Returned**
Content				
Grade 5 Mathematics Test & Answer Booklet	EA	1		
Grade 5 ELA Test & Answer Booklet	EA	1		
Void Envelope	EA	1		
Student Label Envelope	EA	1		
UPS Return Service Label	EA	1		
Special Handling Envelope	EA	1		
*PBT *Test Administrator's Manual*, Spring 2020	EA	1		
Material Summary Form	EA	1		

MP Ship Code:

Page: 1 **of** 1

000000000906679

Material Summary

Sample Blank Form for Paper-Based Testing

Spring 2020 RICAS Administration
Test Materials Internal Tracking Form

Test coordinators must account for all RICAS test materials at all times.
Use this form to track the distribution and return of all RICAS materials.

Test Administrator's Name: _____ Room Number: _____

Grade: _____ Subject/Sessions: _____

Materials Moved from Locked Storage Area to Room #_____

Date: _____ Time: _____

	# of Standard Test & Answer Booklets	# and Type of Special Materials
Principal's or Designee's Count		
Test Administrator's Count		

Principal's or Designee's Signature: Test Administrator's Signature:

_____   _____

Materials Moved from Room # _____ to Locked Storage Area

Date: _____ Time: _____

	# of Standard Test & Answer Booklets	# and Type of Special Materials	Scratch Paper Used? (no count needed)
Principal's or Designee's Count			❑ Yes ❑ No
Test Administrator's Count			❑ Yes ❑ No

Principal's or Designee's Signature: Test Administrator's Signature:

_____   _____

Date: _____

❑ Check this box to confirm that scratch paper has been securely destroyed at the school.

Retain this document in your school files for three years.

Appendix A—Procedures for Paper-Based Testing (PBT Accommodation)

📝 *Sample Completed Form for Paper-Based Testing*

Spring 2020 RICAS Administration
Test Materials Internal Tracking Form

Test coordinators must account for all RICAS test materials at all times.
Use this form to track the distribution and return of all RICAS materials.

Test Administrator's Name: ___Alexander Smith_____ Room Number: ___250___

Grade: ___3___ Subject/Sessions: ___Mathematics_____

Materials Moved from Locked Storage Area to Room #_____250_____

Date: _____5/2/20_____ Time: _____8:30 a.m._____

	# of Standard Test & Answer Booklets	# and Type of Special Materials
Principal's or Designee's Count	15	1 large-print test & answer booklet
Test Administrator's Count	15	1 large-print test & answer booklet

Principal's or Designee's Signature:

_____*Jennifer Brown*_____

Test Administrator's Signature:

_____*Alexander Smith*_____

Materials Moved from Room # _____250_____ to Locked Storage Area

Date: _____5/2/20_____ Time: _____2:00 p.m._____

	# of Standard Test & Answer Booklets	# and Type of Special Materials	Scratch Paper Used? (no count needed)
Principal's or Designee's Count	15	1 large-print test & answer booklet	☑ Yes ☐ No
Test Administrator's Count	15	1 large-print test & answer booklet	☑ Yes ☐ No

Principal's or Designee's Signature:

_____*Jennifer Brown*_____

Test Administrator's Signature:

_____*Alexander Smith*_____

Date: _____5/2/20_____

☐ Check this box to confirm that scratch paper has been securely destroyed at the school.

Retain this document in your school files for three years.

**Sample Completed Answer Booklet Front Cover
When Student ID Label Is Used**

**Sample Completed Answer Booklet Front Cover
When Student ID Label Is NOT Used**

Math

RHODE ISLAND COMPREHENSIVE ASSESSMENT SYSTEM
Spring 2020 Test & Answer Booklet

Grade 8

Test Administrator's Name(s): (PLEASE PRINT)

Session 1: _____

Session 2: _____

School Name: Sample School

District Name: Sample District

MARKING INSTRUCTIONS
- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt-tip pens.
- Make solid marks that fill the circles completely.
- Erase cleanly any marks you wish to change.
- Do not make any stray marks on this form.
- Do not fold, tear, or damage this form.

STUDENT NAME GRID

LAST NAME: W A R D

FIRST NAME: J O H N

MI: D

BIRTHDATE

MONTH	DAY	YEAR
JAN ①	2 1	2 0 0 6

STATE-ASSIGNED STUDENT IDENTIFIER (SASID)

1 0 1 2 3 4 5 6 7 8

Notes: 1. This RICAS test & answer booklet is secure. It may **not** be duplicated in any way. **This test & answer booklet must be returned as directed.**

2. Results may not be reported correctly if a valid SASID is not provided.

Variable Barcode

N L P

Place Student ID Label centered in this box.

1

1234567890

Answer Booklet
Inside Back Cover

TO BE COMPLETED BY TEST COORDINATOR OR DESIGNEE

Refer to the *Test Coordinator's Manual* for instructions on completing these sections on the inside and outside back covers of the test & answer booklet.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

This student with a disability has an IEP or 504 plan (or a 504 plan is being developed) and was provided with the accommodations indicated below to complete the Mathematics test.

○ Large-print (Accommodation A2)
○ Braille (Accommodation A3.2)
○ Typed Response (Accommodation A12)

Please refer to the *Test Coordinator's Manual* for instructions on the return of materials for students with disabilities using the large-print, Braille, or typed response accommodation.

IMPORTANT: Schools must identify selected accommodations for each student in the student's Personal Needs Profile (PNP) in PearsonAccess^next^ (PAN). If accommodations were not uploaded in the PNP or were uploaded incorrectly, schools must correct the data in PAN.

RIDE reserves the right to invalidate results for a student who uses accommodations that are not documented in his or her IEP or 504 plan.

51

**Answer Booklet
Outside Back Cover**

TO BE COMPLETED BY TEST COORDINATOR OR DESIGNEE

Refer to the *Test Coordinator's Manual* for instructions on completing these sections on the inside and outside back covers of the test & answer booklet.

ABSENCE

○ This student was absent **with medical documentation** for **one or more** Mathematics test sessions (documentation on file at the school). LEAs must submit a request for Medical Exemption in eRIDE by June 1, 2020.

Other Absences

A student will be reported as absent if there are no responses in one or more Mathematics test sessions.

If a student responded to any questions, submit the booklet with other students' used test & answer booklets in the scorable shipment. Test item analysis results will be reported for these test questions.

If the booklet has been assigned to a student (using a Student ID Label or the student's information is filled in on the front cover), but the student did not respond to any test questions in this booklet, do **not** submit it with other students' used test & answer booklets. Instead, mark the booklet as void by filling in the circle below in the "VOID TEST & ANSWER BOOKLET" section, write VOID in large letters across the front cover, and return the booklet in the Void Envelope in the scorable return shipment.

CHANGE OF ENROLLMENT STATUS

Removed from Enrollment	Added to Enrollment
○ This student participated in **one but not all** Mathematics test sessions because the student transferred **out of the school** during the Mathematics testing window.	○ This student participated in **one but not all** Mathematics test sessions because the student transferred **into the school** during the Mathematics testing window.

VOID TEST & ANSWER BOOKLET

○ This is a **VOID** booklet and **WILL NOT** be scored. No student results will be reported from this booklet.

RIDE Rhode Island Department of Education

Static Barcode 16-Digits

52   1234567890

Sample UPS Return Service Label


```
PRINCIPAL                    25 LBS              1 OF 1
(431) 123-4567
ANY SCHOOL                       RS
123 SCHOOL STREET
ANYTOWN RI 02901

SHIP TO:
    LOGIN MANAGER
    (603) 737-5103
    COGNIA
    50 EDUCATION WAY
    DOVER   NH  03820


              NH 038 0-02


UPS GROUND
TRACKING #: 1Z 0W8 76A 90 6608 1695


              SAMPLE


BILLING : P/P
DESC :  Spring 2020 ELA Test
RETURN SERVICE

REF 1:1042.261.00.41

              WS  16.0.31        63.0A 04/2019
```

Note that each RS label lists the test administration in the line marked as "DESC:". Please choose the correct RS label when scheduling the UPS pickup for each administration.

The test administration listed in the "DESC" description line should assist you in preparing materials for return, particularly when trying to distinguish among the school administrations that occur during a brief time span in the spring. Return all leftover, unused labels after the Mathematics test administration.

Appendix B

Sample CBT Administration Forms and
Materials for Testing

Appendix B—Sample Administration Forms and Materials for Testing

Note: for sample materials unique to paper-based testing, see the end of Appendix A.

CBT Proctor Testing Ticket

Proctor Testing Ticket

Session Name	TEST SESSION
Test	Grade 8 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.

Username	proctor111111
Password	111aaa

CBT Student Testing Ticket

STUDENT TESTING TICKET

Student:	WARD, JONATHAN A
Student ID:	9999999999
Session:	TEST SESSION
Date of Birth:	2006-01-01
Test:	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.

Username: 1111111111   **Password:** 111aaa

(Optional) School testing device ID: Session 1 _____ Session 2 _____

CBT Student Roster

Session Student Roster

Test Administration	**Spring 20XX RICAS Gr. 3-8**	Precaching Computer	**PROCTOR CACHE COMPUTER**
Session Status	**Ready**	Scheduled Start Date	**20XX-04-26**
Session Name	**SAMPLE SESSION**	Scheduled Start Time	**08:00 AM**
Organization	**SAMPLE SCHOOL (99999999)**	Actual Start Date	**20XX-04-26**
Test	**Grade 8 ELA**	Actual Start Time	**09:20 AM**
Proctor Reads Aloud	**Yes**	Lab Location	
Form Group Type	**Human Read Aloud**		
Password	**D787AC**		

4 Results

Student Name	Student Code	Date of Birth	Status	Form/Form Group	Username	Signature
LASTNAMEA, FIRSTNAMEA	9999999999	2009-06-17	Battery	19EL08SPHREN01	9999999999	
LASTNAMEB, FIRSTNAMEB	8888888888	2009-09-30	Battery	19EL08SPHREN01	8888888888	
LASTNAMEC, FIRSTNAMEC	7777777777	2009-09-21	Battery	19EL08SPHREN01	7777777777	
LASTNAMED, FIRSTNAMED	6666666666	2009-11-02	Battery	19EL08SPHREN01	6666666666	

CBT Accommodations Report

Operational Reports

PNP Report - Accessibility Features and Accommodations for Student Tests

List of students and tests with identified Accessibility Features and Accommodations

Report Parameters

Test Administration
Rhode Island > 2019-2020 > Spring 2020 RICAS Gr 3-8
Organization
SAMPLE SCHOOL (99999999)
Accessibility Features and/or Accommodations*
ALL
Filtered Organization
SAMPLE SCHOOL (99999999)
Test
Grade 8 ELA

Exit Report ✕

Display Report   Download CSV

4 Results

Row	SASID	Student Name	Organization Name	Organization Code	Test Name	Test Format	Form Code	Session Name	Answer Masking	Color Contrast	ASL Video DVD Edition	Screen Reader Edition	Compatible Assistive Technology	Large Print Test Edition	Braille Test Edition	Human Scribe as a Standard Accommodation	Human Scribe as a Non-Standard Accommodation	Speech-to-Text as a Standard Accommodation	Speech-to-Text as a Non-Standard Accommodation
1	9999999999	LASTNAMEA, FIRSTNAMEA	SAMPLE SCHOOL	99999999	Grade 8 ELA (ELA08)	Online		SAMPLE SESSION											
2	8888888888	LASTNAMEB, FIRSTNAMEB	SAMPLE SCHOOL	99999999	Grade 8 ELA (ELA08)	Online		SAMPLE SESSION									Y		
3	7777777777	LASTNAMEC, FIRSTNAMEC	SAMPLE SCHOOL	99999999	Grade 8 ELA (ELA08)	Online		SAMPLE SESSION											
4	6666666666	LASTNAMED, FIRSTNAMED	SAMPLE SCHOOL	99999999	Grade 8 ELA (ELA08)	Online		SAMPLE SESSION									Y		

Appendix B—Sample Administration Forms and Materials for Testing

Sample Blank Form for Computer-Based Testing

Spring 2020 RICAS Administration
Test Materials Internal Tracking Form

Principals must account for all secure materials at all times.
Use this form to track the distribution and return of all secure materials.

Test Administrator's Name: _____ Room Number: _____

Grade: _____ Subject/Sessions: _____

Materials Moved from Locked Storage Area to Room #_____

Date: _____ Time: _____

	# of Student Testing Tickets	# of Proctor Testing Tickets for Certain Accommodations (See TCM for details.)
Principal's or Designee's Count		
Test Administrator's Count		

Principal's or Designee's Signature: Test Administrator's Signature:

_____   _____

Materials Moved from Room # _____ to Locked Storage Area

Date: _____ Time: _____

	# of Student Testing Tickets	# of Proctor Testing Tickets for Certain Accommodations	Scratch Paper Used? (no count needed)
Principal's or Designee's Count			❑ Yes ❑ No
Test Administrator's Count			❑ Yes ❑ No

Principal's or Designee's Signature: Test Administrator's Signature:

_____   _____

Date: _____

❑ Check this box to confirm that scratch paper and testing tickets have been securely destroyed at the school.

Retain this document in your school files for three years.

Sample Completed Form for Computer-Based Testing

Spring 2020 RICAS Administration
Test Materials Internal Tracking Form

Principals must account for all secure materials at all times.
Use this form to track the distribution and return of all secure materials.

Test Administrator's Name: __Alexander Smith__   Room Number: __250__

Grade: __3__   Subject/Sessions: __Mathematics__

Materials Moved from Locked Storage Area to Room # ___250___

Date: __5/2/20__   Time: __8:30 a.m.__

	# of Student Testing Tickets	# of Proctor Testing Tickets for Certain Accommodations (See TCM for details.)
Principal's or Designee's Count	15	15
Test Administrator's Count	15	15

Principal's or Designee's Signature: *Jennifer Brown*

Test Administrator's Signature: *Alexander Smith*

Materials Moved from Room # ___250___ to Locked Storage Area

Date: __5/2/20__   Time: __2:00 p.m.__

	# of Student Testing Tickets	# of Proctor Testing Tickets for Certain Accommodations	Scratch Paper Used? (no count needed)
Principal's or Designee's Count	15	15	☑ Yes ☐ No
Test Administrator's Count	15	15	☑ Yes ☐ No

Principal's or Designee's Signature: *Jennifer Brown*

Test Administrator's Signature: *Alexander Smith*

Date: __5/2/20__

☐ Check this box to confirm that scratch paper and testing tickets have been securely destroyed at the school.

Retain this document in your school files for three years.

Appendix B—Sample Administration Forms and Materials for Testing

RIDE Rhode Island Department of Education

**Principal's Certification of Proper Test Administration
Spring 2020 RICAS**

I certify that the information provided on this form is correct to the best of my knowledge. I, as principal, certify that the Rhode Island Comprehensive Assessment System (RICAS) tests were administered according to the test administration procedures outlined in the RICAS Test Coordinator's Manual and the Test Administrator's Manuals posted at www.ride.ri.gov/ricas.

Principal's Signature:

Password (same password used to log in):

Date: Monday, October 15, 2019

Information entered on this form will **not** be saved until you click **Submit this form** below.

Submit this form

Sample Blank Internal Form

Spring 2020 RICAS Administration

Confirmation of Training Participation and Receipt of *Test Administrator's Manuals* (TAMs) and Test Security Requirements

Test administrators must sign below to indicate they have attended their school's RICAS training session and have received a copy of the RICAS TAM for the test they will be administering.

Other school personnel who have access to secure materials must sign below to indicate they have attended their school's RICAS training session and have received a copy of the RICAS test security requirements in this manual.

Test coordinators should retain this document in their school files for three years.

Date of Training	Time	Printed Name of Individual	Individual's Role (e.g., Test Administrator, Test Coordinator, Hallway Monitor)	Signature of Individual *By signing below, I acknowledge that* 1. *I am documenting my attendance at my school's RICAS training session in proper test administration protocols and procedures.* 2. *I am receiving the RICAS TAM for the test I will administer or the RICAS test security requirements. I will read and understand the protocols in it, and I will abide by the terms specified within.*

RICAS TESTING

DO NOT

DISTURB

Examples of
Prohibited Materials
During RICAS Testing
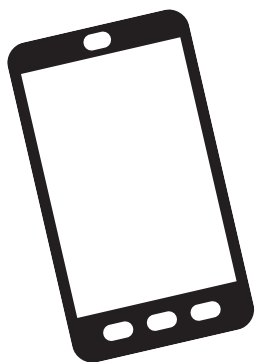
Cell phones

**Smart watches
and fitness bands**

**Music players
and headphones**
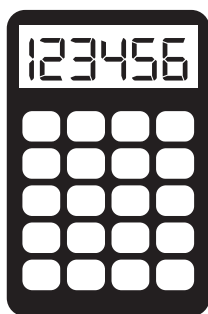
Calculators
(unless your test administrator
says you may use one)

A–Z

Dictionaries
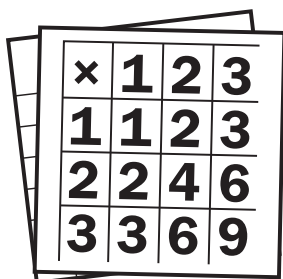
**Notes and
extra reference sheets**

**Books in the
subject area being tested**
(You may read a book after testing
when your test administrator says it's ok.)

RICAS Seating Chart

Test Administrator's Name: _____ Date:_____

Room Number: _____ Grade: _____ Subject/Session: _____

Students Seated in Every Other Row
Add student names in the spaces provided.

RICAS Seating Chart

Test Administrator's Name: _____ Date:_____

Room Number: _____ Grade: _____ Subject/Session: _____

Students Seated with Monitors Back-to-Back
Add student names in the spaces provided.
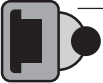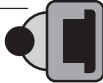
RICAS Seating Chart

Test Administrator's Name: _____ Date: _____

Room Number: _____ Grade: _____ Subject/Session: _____

Students Seated in a Semicircle
Add student names in the spaces provided.
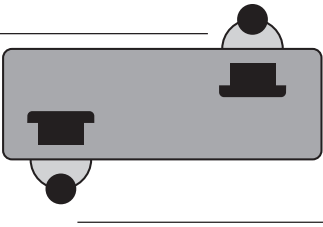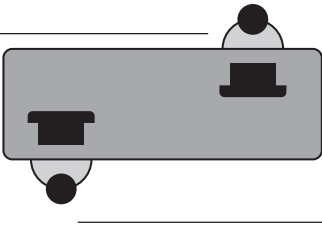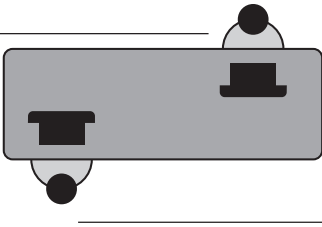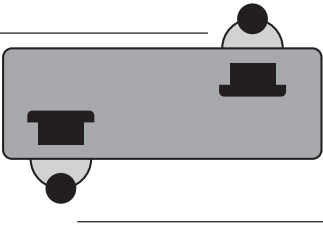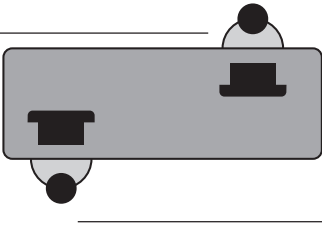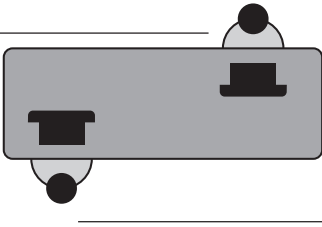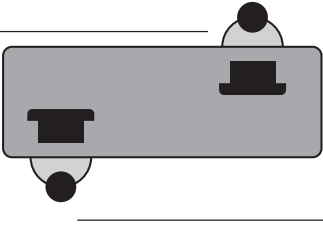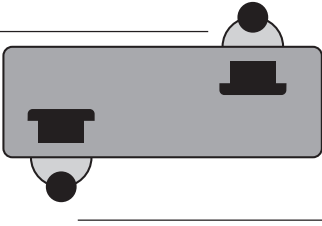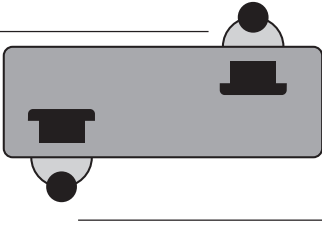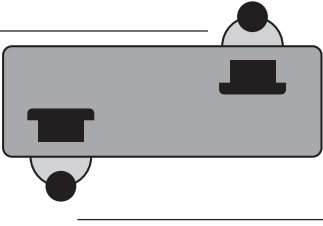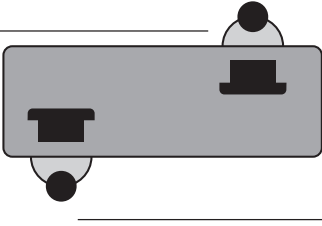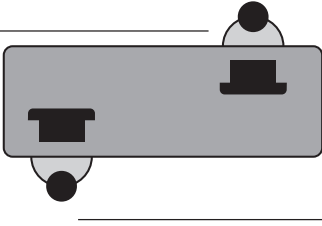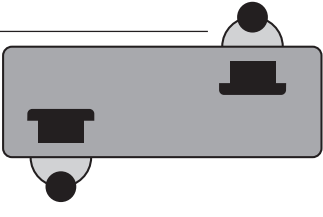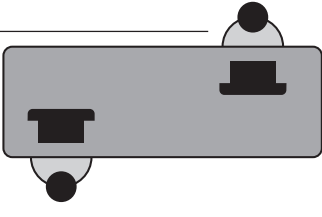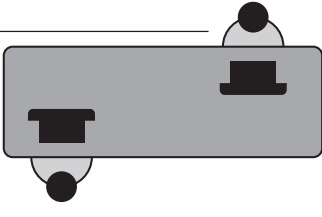
RICAS Seating Chart

Test Administrator's Name: _____ Date: _____

Room Number: _____ Grade: _____ Subject/Session: _____

Students Seated at a Lab Table
Add student names in the spaces provided.

RICAS Seating Chart

Test Administrator's Name: _____   Date:_____

Room Number: _____   Grade: _____   Subject/Session: _____

PBT Students Seated in Every Other Row
Add student names in the spaces provided.
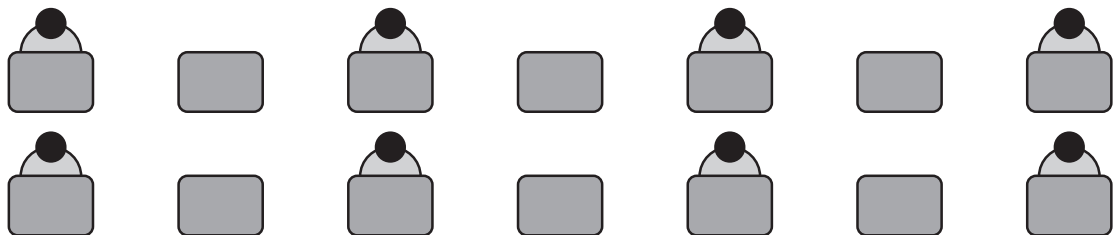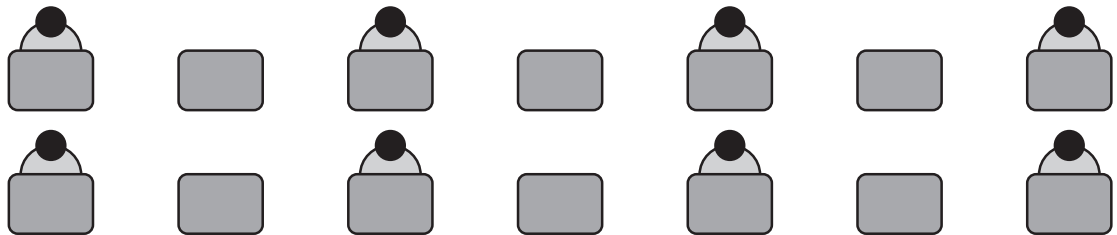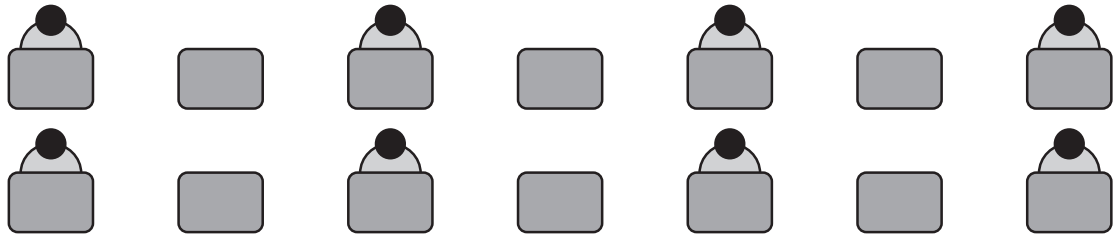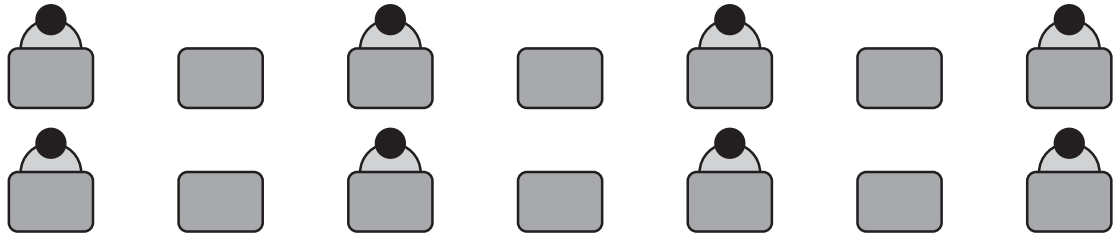
_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

Appendix C

Additional Instructions for Computer-Based Testing and Troubleshooting Steps

Appendix C—Troubleshooting Steps

Ⓐ Background and Overview

Principals, test coordinators, and technology coordinators should become familiar with the terminology describing the components of computer-based testing:

- **PearsonAccess^next (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. (See ricas.pearsonsupport.com/technology-setup for specific ProctorCache recommendations based on school bandwidth.)

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^next 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 will be updated until the issue has been resolved. A second email will be sent to schools and districts when service is restored.

Ⓑ 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.)

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[next]:

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/DAACAQ). Test administrators may want to contact their technology staff person for support.

3. SITUATION: TestNav does not appear to be working properly.

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.

  Note: This is not true for iPads.

- 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.

Appendix C—Troubleshooting Steps

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/DAACAQ 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/DAACAQ).

      • 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.

7. **SITUATION: A student accidentally clicked "submit" but did not actually finish a test session.**

   RESOLUTION:

   1. In PAN, from **Testing**, select **Students in Sessions**.
   2. Click on **Add a Session**.
   3. Type a session name into the search field and click on the checkbox next to the session.
   4. Click on **Add Selected**.
   5. Type a student name into the search field and click on the checkbox next to the student test.
   6. Click on **Select Tasks**, select **Undo Student Tests Submissions**, and click on **Start**.
   7. Select the checkbox next to the student test or unit of a test to confirm your selection.
   8. Click on **Undo Submissions**.
   9. Resume the student's test in PAN.

C Resolving Situations that Involve Accommodations

1. **SITUATION: A student has the wrong accommodation assigned and the student has <u>not</u> 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 the appropriate PAN Session and place a checkmark next to it.
   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 C.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**.

Appendix C—Troubleshooting Steps

2. **SITUATION: A student has the wrong accommodation assigned, and the student has <u>already</u> 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 (<u>Incorrect Accommodation</u>), and click **Mark Complete**.
     8. On the **Manage Student Tests** tab, check the box "<u>Void Test Score Code</u>," select "Wrong Accommodation" from the <u>Void Test Score Reason</u> 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**.

   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 checkmark next to **Text-to-Speech**, or the checkmark next to **Human Read-Aloud** or **Human Signer**. Click **Save**.

Appendix C—Troubleshooting Steps

D 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/DwACAQ. 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.	Confirm that the student sees the correct TestNav login page ("Rhode Island" should appear above the sign-in box).
		If the correct page does not appear, click the **User** icon in the top right corner, and select "Choose a different customer." Then, select "Rhode Island" from the list.
		Ensure the student is on the correct login page in TestNav ("Rhode Island" should appear above the sign-in box).
1001	Your test has been saved. Please notify your test administrator.	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.
		More information on resolving EWS issues can be found at support.assessment.pearson.com/x/DgACAQ.
1008	Unable to send final responses.	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.
		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: • the error code • the number of students testing • the device type • the session name
1009	Unable to download test content	There is a network connection issue between the testing device and the testing subcontractor's (Pearson's) servers.
		Contact your technology staff person to verify the local Internet connection and/or connection to the ProctorCache server is functioning as expected.
		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: • the error code • the number of students testing • the device type • the session name

Rhode Island Comprehensive Assessment System:
TCM · Grades 3–8 · Spring 2020

Error Code Number	Error Code Description	Instructions to Resolve the Issue
1017, 1018	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.	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[next] and edit the TestNav configuration. A valid SRF path is required for testing. Technology staff should contact the RICAS Service Center. The technology staff should be prepared to provide the following information: • the error code • the number of students testing • the device type • the PAN Session name
3005	TestNav has detected that another application attempted to become the active window.	This could be caused by one of the following issues: • pop-ups in the background • power saving features • system key combinations such as ctrl+alt+del • the student is attempting to switch to a browser or other application (e.g., to look up information for a question) 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.
3016	Your login information is no longer valid. This may have occurred if you are returning to a test in the same session, or if your login has been used to access this test from another computer. Your test assignment must be resumed before you can log back in.	A student is logged in to the test on a different computer, and cannot log back in until logged out of current session. The test administrator must resume the student's test.
3020	TestNav has detected that Command+Option+Esc has been typed. TestNav has been shut down. You may need assistance from your test monitor to restart the test.	TestNav exits the test and displays this error when a student types Command+Option+Esc while testing. The proctor must resume the test before the student can sign in to TestNav again.
3055	The TestNav app needs to be restarted. Please close and relaunch to continue testing.	TestNav has automatically downloaded and installed a TestNav patch update. Restart TestNav to continue testing.

Appendix C—Troubleshooting Steps

Error Code Number	Error Code Description	Instructions to Resolve the Issue
8026	Unable to connect to the proctor caching computer. Please contact your administrator.	There is a network connection issue between the testing device and the local ProctorCache device. Contact your technology staff to verify whether the local Internet connection and/or connection to the ProctorCache server is functioning as expected. 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: • the error code • the number of students testing at the time
8029	The installed app is out of date and needs to be updated in order to use TestNav on this device.	Download and install the latest version of the app.

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."	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. 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. Reprint the correct test ticket for the test the student is trying to access.
Start Button Gray (not blue)	A student logs into TestNav and sees a gray start bar instead of a blue one.	Ensure the student is using a device with a supported OS version. Verify the test has been started in PAN, and the test is unlocked. 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.)