



National Center and State Collaborative

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Alternate Assessment Based on Alternate Achievement Standards (NCSC AA-AAS)

Pilot 1 Test

Test Administration Manual

April 14 – May 16, 2014

April 14 – May 23, 2014 (CA and RI)

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National Center and State Collaborative

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

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

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



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This document is available in alternative formats upon request.

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

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NCSC AA-AAS Pilot 1 Test Administration Technical Support

NCSC Alternate Assessment based on Alternate Achievement Standards (AA-AAS) Test Administration Portal (TAP) at teacher-ncscpartners.ctb.com is the home for all NCSC AA-AAS administration information. This NCSC AA-AAS Pilot 1 Test Administration Manual (TAM), student sample items, rosters, the User Guide for the Learning Management System for the NCSC Online Test Administration Training, the Test Administration Portal (TAP) User Manual, and Directions for Test Administration (DTA) are available in the TAP. Please consult the User Guide for the Learning Management System or visit <https://lms.ncscpartners.org> for details on how to get help with access to the NCSC Online Test Administration Training.

The NCSC Pilot 1 Test Help Desk is available to Test Administrators and Test Coordinators to provide support in the following situations:

1. NCSC AA-AAS TAP is down or unavailable
2. User accounts are not available or users are not able to administer tests
3. Student information is incorrect or missing

When contacting the Help Desk, please provide as much detail as possible about issues encountered and the system on which it occurred. Include the following:

1. Any error messages that appeared
2. Operating system and browser information
3. Information about network configuration

Please contact the NCSC Pilot 1 Test Help Desk at:

NCSC Pilot 1 Test Help Desk Contact Information	
Phone:	888-630-9145
E-mail:	NCSC_helpdesk@ctb.com

Monday, March 17, 2014, through Friday, May 30, 2014, the Help Desk is open:

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

Part 1

Overview of NCSC AA-AAS

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

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

The NCSC AA-AAS is designed to meet the AA-AAS requirements of the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA). These laws mandate that all students participate in an assessment that is a measure of what they know and can do in relation to the grade-level Common Core State Standards (CCSS).

Purpose of NCSC AA-AAS Pilot 1 Test

The purpose of the NCSC Pilot 1 Test is to try out the items that will be included in the NCSC 2015 Operational Assessment. Therefore, it is important that all items, across the full range of difficulty, are experienced by all students in each grade level assessed. That means that some items will be "too hard" or "too easy" for students, but having information for each item on how all students perform – whether they get the items correct or not - will help us finalize our final test design to better match student ability. Test Administrators (TA) will actively encourage student access and participation in the NCSC AA-AAS Pilot 1 Test in order to gather information about how the items function, to examine test administration conditions, and to review item scoring processes and procedures. TAs and students are encouraged to complete all items on the student test form. All student responses, information about the accommodations a student uses, and TA observations contribute to future development and revision of the NCSC AA-AAS.

Terms and Acronyms

Table 1 "NCSC AA-AAS Terms and Acronyms" provides a summary of the frequently used acronyms and the terms to which they refer that are used in the TAM.

Table 1. NCSC AA-AAS Terms and Acronyms

Term	Acronym
Common Core State Standards	CCSS
Constructed -response	CR
Core Content Connectors	CCC
Directions for Test Administration	DTA
District Test Coordinator	DTC
English Language Arts	ELA
Individualized Education Program	IEP
Learner Characteristic Inventory	LCI
National Center and State Collaborative	NCSC
National Center and State Collaborative Alternate Assessment Based on Alternate Achievement Standards	NCSC AA-AAS
Open-response	OR
School Test Coordinator	STC
Selected -response	SR
Student Administration Record	SAR
Test Administration Manual	TAM
Test Administration Portal	TAP
Test Administrator	TA

Calendar

The following table identifies the activities for the Pilot 1 Test.

Table 2. Calendar of Pilot 1 Test Activities

Pilot 1 Test	Schedule
<i>NCSC Online Test Administration Training</i> For TAs and District and School TCs	March 17 – May 20, 2014
Mathematics Administration	April 14, 2014–May 16, 2014 (RI and CA: April 14, 2014 – May 23, 2014)
ELA (reading only) Administration	April 14, 2014–May 16, 2014 (RI and CA: April 14, 2014 – May 23, 2014)

Overview of Test Administration Manual

The TAM is organized in three parts.

- Part 1 provides an overview and purpose of the NCSC AA-AAS Pilot 1 Test.
- Part 2 provides information for Test Administrators and Test Coordinators before the administration of the NCSC AA-AAS Pilot 1 Test.
- Part 3 provides information about administering the NCSC AA-AAS Pilot Test.

The purpose of this Test Administration Manual is to guide (1) TAs as they prepare for and administer the NCSC AA-AAS Pilot 1 Test and (2) TCs as they prepare for the administration of this test. The TAM is to be used in conjunction with the documents described in Table 3 below.

Pilot 1 Test Documents Needed for Test Administration

Table 3. Pilot 1 Test Documents Needed for Test Administration

Documents	Purpose	Location	User
Test Administration Manual (TAM)	Guide TAs and TCs as they prepare for and administer the NCSC AA-AAS Pilot 1 Test	teacher-ncscpartners.ctb.com	TA District and School TCs Administrators
Directions for Test Administration (DTA) Note: These are secure documents	Provides specific teacher script and instruction to administer the NCSC AA-AAS Pilot 1 Test	teacher-ncscpartners.ctb.com	TA
User Guide for Learning Management System	Provides instructions to access and complete the NCSC Online Test Administration Training	https://lms.ncscpartners.org	TA District and School TCs Administrators
Test Administration Portal (TAP) User Manual	Provides guidelines and instruction to access and use the TAP for test administration	teacher-ncscpartners.ctb.com	TA District and School TCs Administrators

Part 2

Roles and Responsibilities for Test Administrators and District and School Test Coordinators

A certified and licensed educator who is familiar with the student, typically the student’s teacher, and who has completed the required NCSC Online Test Administration Training and quizzes with 80% score for each, may administer the Pilot 1 Test to a student. If a student’s teacher has a long term substitute who is a certified and licensed educator and has completed the required training and quizzes, the long term substitute may administer the NCSC Pilot 1 Test. It is NCSC policy that paraprofessionals, teachers’ aides, and other support staff, or student teachers may not administer the NCSC AA-AAS.

All persons associated with the NCSC AA-AAS Pilot 1 Test have assigned responsibilities. In some schools and districts, the District TC and the School TC may share the duties or even be the same person. The roles and responsibilities of each member of the NCSC AA-AAS school and district teams must be completed, regardless of the number of individuals who perform the duties. There are essential tasks required before, during, and after testing for Pilot 1 Test. A list of these tasks is provided for the District TC, School TC, and TAs in Table 4.

Table 4. Required Tasks for the District and School Test Coordinators and Test Administrators

	District TC (DTC)	School TC (STC)	Test Administrator (TA)
Qualifications	<ul style="list-style-type: none"> • Completes NCSC Online Test Administration Training • Reads the NCSC AA-AAS Test Administration Manual and other material for the NCSC AA-AAS • Signs appropriate state-specific test security and confidentiality agreements • Obtains the NCSC Professional Development LMS and TAP user names and passwords 	<ul style="list-style-type: none"> • Completes NCSC Online Test Administration Training • Reads the NCSC AA-AAS Test Administration Manual and other material for the NCSC AA-AAS • Signs appropriate state-specific test security and confidentiality agreements • Obtains the NCSC Professional Development LMS and 	<ul style="list-style-type: none"> • Has a valid state professional educator certification • Is familiar with the student • Completes NCSC Online Test Administration Training and completes quizzes successfully • Reads the NCSC AA-AAS Test Administration Manual and other material for the NCSC AA-AAS • Signs appropriate state-specific test security and

	<ul style="list-style-type: none"> Fulfills STC duties if no STC exists 	<p>TAP user names and passwords</p> <ul style="list-style-type: none"> Fulfills DTC duties if no DTC exists 	<p>confidentiality agreements</p> <ul style="list-style-type: none"> Obtains the NCSC Professional Development LMS and TAP user name and password from the STC
Before Testing	<ul style="list-style-type: none"> Ensure TAs and STCs have received the required training Communicate all information about the NCSC AA-AAS to and from the State Coordinator for NCSC Ensure technology capacity is met 	<ul style="list-style-type: none"> Identify TAs and ensure that they are properly credentialed and have received the required training for the NCSC AA-AAS administration Login into NCSC PD LMS and create Test Administrators Create Test Administrators in the TAP and provide user names and passwords to the TAs who have successfully completed NCSC Online Test Administration Training Communicate with District TC concerning preparations for the NCSC AA-AAS Respond to questions/concerns from parents and stakeholders (an informational letter for parents/ guardians of students participating in Pilot 1 Test as well as a FAQ document are available from the State Coordinator for NCSC) Work with district/school IT personnel to ensure 	<ul style="list-style-type: none"> Enter all required student information into the NCSC assessment system: Student Demographics Information, Learner Characteristics Inventory (LCI), Student Administration Record (SAR), and complete the required Response Check with each tested student Download and read all instructions in the Directions for Test Administration for the NSCS AA-AAS form/s being administered Complete the sample items with the student Prepare adequate test materials for each student to be tested as specified in the Directions for Test Administration Ensure authorized accommodations are prepared and available Establish an appropriate setting for test administration (location, equipment,

		<p>that the secure online assessment software/browser (if necessary) is downloaded and assessment platform is functional on every computer that will be used for testing</p> <ul style="list-style-type: none"> • Ensure that the online session is adequately supervised • Create or approve testing schedules and procedures for the school • Arrange classroom support for TAs when engaged in testing students 	<p>schedule, etc.)</p> <ul style="list-style-type: none"> • Ensure the student is taking the appropriate grade level test for the grade enrolled • Ensure that all students have an adequate and comfortable workspace • Schedule a reasonable amount of time to complete each test section
During Testing	<ul style="list-style-type: none"> • Monitor assessment process to ensure appropriate test practices and scheduling • Ensure students and TAs have the materials and resources needed to complete the assessment 	<ul style="list-style-type: none"> • Monitor assessment process to ensure appropriate test practices and scheduling • Monitor testing progress during the testing window and ensure that all students participate as appropriate • Address testing problems as needed • Maintain security during testing by ensuring all student test materials are secure when testing is not in progress • Report all inappropriate test practices and potential test 	<ul style="list-style-type: none"> • Ensure test materials for the students are available and easily accessible • Follow exactly the Directions for Test Administration provided with each test form, when administering the Pilot 1 Test • Ensure authorized accommodations are provided • Report inappropriate test practices to the STC

		irregularities to the DTC immediately	
After Testing	<ul style="list-style-type: none"> Investigate and report any inappropriate test practices and suspected irregularities 	<ul style="list-style-type: none"> Investigate and report any inappropriate test practices and suspected irregularities to DTC Collect all printed copies of the test, Directions for Test Administration, scoring rubrics, etc., from the TAs and ensure secure shredding 	<ul style="list-style-type: none"> Complete End of Test Surveys Give all printed copies of the test, Directions for Test Administration, scoring rubrics, student log in information, scratch paper, etc., to the STC for secure shredding Report inappropriate test practices to STC or DTC.

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

To ensure fidelity of implementation and the validity of assessment results, it is essential that the NCSC Pilot 1 Test be administered in a standardized manner. To ensure this, TAs and District and School TCs are required to participate in NCSC Online Test Administration Training. Modules in the Test Administration Training elaborate on the information in the Test Administration Manual and Directions for Test Administration. The NCSC Online Test Administration Training is comprised of eight modules that are self-paced, narrated, and closed captioned. TAs will take quizzes after each module and a quiz after completing all modules, each with an 80% score. After meeting this requirement, the TA may administer the NCSC AA-AAS Pilot 1 Test.

To access the NCSC Online Test Administration Training, log into: <https://lms.ncscpartners.org>

Users will see a log-in screen requiring user name and password

- STCs will be preregistered in the NCSC Learning Management System (LMS) for Pilot I Test by the NCSC LMS Administrator. Registered TCs will receive an email from a NCSC LMS Administrator that contains user name and password for logging into the NCSC LMS. These credentials can be used to activate a user account in the NCSC LMS. Credentials will expire after 72 hours. Registered TCs will have access to the NCSC Online Test Administration Training and a control panel for registering their TAs.

- TAs will be registered by their STC and will access the training using user name and password provided also in an email sent from an LMS Administrator.

A User Guide for the Learning Management System with more details and illustrations is available in the TAP as well as on the Resources page in the Learning Management System.

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

Title of the Module	Required for Test Administrator (TA)	Required for District and School Test Coordinator (DTC and STC)
Module 1: NCSC AA-AAS Program Overview	✓	✓
Module 2: Roles and Responsibilities, Test Security & Participation	✓	✓
Module 3: Navigate the Educator Test Platform System	✓	✓
Module 4: Accessibility and Accommodations	✓	✓
Module 5: Required Platform Steps for Educators (New users/LCI/SAR)	✓	✓
Module 6: Navigate the Student Online Test	✓	✓
Module 7: Steps to Administer the Test	✓	✓
Module 8: Score Constructed Response Items & Final Procedures	✓	✓

Reporting and Monitoring Test Administration Training

Upon completion of the modules and all quizzes successfully, the LMS will provide the TAs and TCs a printable Record of Completion. The DTC and STC will be able to generate status reports within the LMS. Directions for generating these reports can be found in the User Guide for the Learning Management System, available in the Resources section of the LMS.

The DTC, or the STC if designated by the DTC, will then create Test Administrators' login credentials (user name and password) within the TAP and distribute to the TAs for access to the Pilot 1 Test on the TAP.

Student Participation Criteria

NCSC AA-AAS Pilot 1 Test 2014

Students who have been determined eligible by their IEP team for participation in their state's AA-AAS are eligible to participate in the NCSC AA-AAS Pilot 1 Test.

Operational Test Spring 2015

The NCSC AA-AAS participation criteria are described in detail in the *Guidance for IEP Teams on Participation Decisions for the NCSC Alternate Assessment*, and can be found at the following link: www.ncscpartners.org/Media/Default/PDFs/Resources/NCSC_Participation_Guidance-Nov-2013.pdf.

The criteria for student participation in the NCSC AA-AAS reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. A student who participates in NCSC AA-AAS participates in both mathematics **and** ELA. However, for the purposes of NCSC AA-AAS Pilot 1 Test, students may participate in only mathematics or ELA. The table below shows the participation criteria and descriptors used to determine eligibility for participation for each student.

Table 6. Participation Criteria

Participation Criteria	Participation Criteria Descriptors
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>
2. The student is	Goals and instruction listed in the IEP for this student are linked to the

learning content linked to (derived from) the Common Core State Standards (CCSS)	enrolled grade-level CCSS and address knowledge and skills that are appropriate and challenging for this student.
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade- and age-appropriate curriculum	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Parent/Guardian Involvement

Parents/guardians are partners in IEP team meetings and engaged in the assessment participation decisions. Thus, they need to be provided accurate information about the NCSC AA-AAS. NCSC has a resource library for parents at: www.ncscpartners.org/resources. This resource library should be made available to parents well before the participation decision is made for school year 2014-2015 and subsequent school years. Additional resources for use with parents may be available from the State Coordinator for NCSC.

Providing Student Accessibility and Accommodations for NCSC AA-AAS Pilot 1 Test

TAs will ensure that students have access to items in the assessment by providing optimal testing conditions to all students and the assessment features and accommodations required by individual students.

Optimal Testing Conditions

Optimal testing conditions must be provided to every student. Optimal Testing Conditions include:

- Reviewing the sample items with student before testing begins.
- Ensuring student familiarity with equipment and that the student has a response mode.

- Testing during the best time of day for the student.
- Allowing a flexible number of items in one sitting.
- Allowing extended time for testing, including over multiple days.
- Providing an appropriate setting, free of noise and distractions.
- Providing optimal student positioning, adaptive furniture, etc.
- Providing encouragement. TAs will attempt to keep students engaged with the test using phrases that in no way indicate the correct or incorrect response. Examples of acceptable encouragement include:
 - “I like the way you are listening and following directions”
 - “only one more to go”
 - “just five minutes until a break”
 - “keep working”
- Having all testing materials assembled at the testing location before beginning the assessment.
- Repeating test directions when necessary.
- Opportunity to review previous items. Students may review items within a test session UNLESS not permissible as indicated in the DTA for some ELA reading items.

Assessment Features

Assessment Features represent flexibility that is built into the assessment design. Assessment features are provided either through the technology platform or by the TA. Assessment features are available to all students. Assessment Features are either typically (1) available in the computer operating system, (2) built into the test delivery system that may be enabled by the student or TA at the time of testing, or (3) provided by the TA as part of the Directions for Test Administration.

Table 7 provides a list of assessment features, with description, that every student may use when taking the NCSC AA-AAS. However, not all assessment features included in Table 7 will be available during the Pilot 1 Test. The availability status of the assessment feature is indicated in the second column. All assessment features will be available during Pilot 2 Test in fall 2014 and the Operational Test in spring 2015. See Appendix A: Compatibility of NCSC Test Administration Portal with Operating System Accessibility Features and Appendix B: Compatibility of Test Administration Portal with Assistive Technology Devices.

Table 7. Assessment Features

Assessment Features	Available for Pilot 1 Test
<p>Concrete Objects As specified in Directions for Test Administration.</p>	<p>Delivered by TA as specified in Directions for Test Administration</p>
<p>Amplification A feature that allows sound to be adjusted.</p>	<p>Most computers allow the user to adjust the volume on its speakers. This feature will not be useful for Pilot 1 Test because the text to speech feature is not available for Pilot 1 Test.</p>
<p>Highlighting Tool used by TA/student to emphasize text or graphic element of an item.</p>	<p>Not available for Pilot 1 Test on the platform. TAs may provide highlighting as needed on printed materials.</p>
<p>Increase Size Text and graphics may be increased in size.</p>	<p>Many computer monitors provide a magnification or zoom function. Projection systems or video magnifiers may be used to increase size based on individual student needs.</p>
<p>Masking Answer choices for selected-response items are covered.</p>	<p>Not available through the assessment delivery system for Pilot 1 Test.</p>
<p>Read or Reread Item Directions, Response Options, or Passage Directions, response items, passages must be read to students exactly as written, i.e., no paraphrasing or variation of speed to emphasize words in ways that provide hints as to correct or incorrect responses.</p>	<p>Available for Pilot 1 Test. The TA may reread the directions, response options, or passage as often as is reasonable to obtain a student’s response to an item.</p>
<p>Scratch Paper Paper and pencil provided by TA so student can take notes (note that the TA must submit used scratch paper to the STC for secure shredding).</p>	<p>Available for Pilot 1 Test.</p>

Accommodations

Accommodations are changes in the materials or procedures of the assessment that do not alter the item and what is being measured. For Pilot 1 Test, accommodations that are included in a student's Individualized Education Program (IEP) must be provided.

For students participating in NCSC AA-AAS, accommodations that the student will need in school year 2014-2015 and in subsequent years must be documented in the student's Individualized Education Program IEP.

For TAs of students who have hearing/vision/sensory-motor disabilities that make access to some Pilot 1 Test items especially challenging, additional information is available to guide administration of Pilot 1, e.g., suggestions related to tactile symbols, object replacement, and interpreting guidelines. Please contact your State Coordinator for NCSC AA-AAS to receive this additional information. At the completion of each student's assessment, you will be directed to click on a survey link, where you can respond to specific questions related to design features that may increase accessibility, e.g., tactile graphics, Braille, expanded protocols. Your responses will inform revisions for our Pilot 2 Test. The survey also provides an opportunity to volunteer to be part of focus groups or small try-outs. If you are exited from the system before completing the survey, you can access the survey from the TAP. If you access the survey in this way please remember that a survey is specific to a particular student. Once you enter the survey, please provide the student information requested and answer the items in regard to that particular student.

Table 8 provides a list of accommodations, with descriptions, that are permitted on the NCSC AA-AAS. Not all accommodations included in Table 8 will be available during the Pilot 1 Test. The status of availability of each accommodation is indicated in the second column. Additional accommodations will be available through the platform delivery system during the Pilot 2 Test in fall 2014 and the Operational Test in spring 2015.

Table 8. Accommodations

Accommodations	Pilot 1 Test Availability
Braille Form Although not available for Pilot 1 Test, additional guidance will be provided for the Pilot 2 Test and Operational Assessment.	Not available for Pilot 1 Test.
Large Print Form	Not available for Pilot 1 Test.
Paper Version of Item/s	Available for Pilot

Item is printed to paper for presentation to the student	1 Test.
Assistive Technology Student's own assistive technology device for viewing or interacting with the presentation of the item	Available for Pilot 1 Test.
Text to Speech	Not Available in Test Administration Portal for Pilot 1 Test. However, TA may read passages, items, and response options to students.
Scribe <u>Selected-response Item:</u> TA enters the student's response to a selected response item into the Test Administration Portal exactly as indicated by the student. If the student is using a paper version of the item, the TA marks the student's response to the selected-response item on the paper copy of the item exactly as indicated by the student. <u>Writing Test Constructed-response Item:</u> TA enters the student's response into the test delivery system exactly as the student dictates by speaking, using an assistive communication device, pointing, or signing. The TA may not edit or alter student response in any way and must record word for word exactly what the student has dictated. The student must be permitted to edit what the scribe has written.	Available for Pilot 1 Test. (See Appendix C for Scribe Protocol.) Not applicable for Pilot 1 Test since ELA writing will not be assessed.
Speech to Text	Not Available for Pilot 1 Test.
Sign Interpretation (e.g., ASL, SEE)	Not available through the Test Administration Portal but may be provided by the TA.

Test Administrator Modifications or Changes to Directions for Test Administration

Test Administrators (TA) must administer the test items according to the Directions for Test Administration.

- For Pilot 1 Test, providing assistance beyond what is described in the approved accommodations may result in the invalidation of the student's results. If the student is provided assistance beyond what is described in the approved accommodations, the TA MUST document the use of these for the NCSC AA-AAS Pilot 1 Test, to ensure appropriate analyses of the item statistics.
- The TA's documentation of assistance provided beyond what is in the approved accommodations will be taken into consideration during item analysis because these may have an effect on item performance and decisions made for future use of these items.
- If a student needs an accommodation that is not listed in the TAM, please use the state-specific procedures to request the use of such an accommodation.
- During Pilot 2 Test in fall 2014 and the Operational Test in 2014-2015, Test Administrator changes to Directions for Test Administration are not permitted, and, if used, each state, based on state-specific policies/procedures will determine the implications of such use for reporting and accountability.

If the TA changes the administration of the test items, the TA must document changes in the SAR after testing.

Examples of modifications or changes to the NCSC AA-AAS Directions for Test Administration include, but are not limited to

- Non-prescribed manipulatives or substitute objects, graphic organizers or mnemonic aids
- Changes in the wording of test directions, items/questions, response options, or any text as it is written in the Directions for Test Administration

Testing Integrity, Appropriate, and Inappropriate Test Practices

NCSC policies related to testing integrity and appropriate and inappropriate test practices are described in this section. TAs and TCs will comply with their state's test security protocols and procedures and will sign and submit their state-specific required test security agreements as outlined in state law and policy.

Testing Integrity and Appropriate Test Practices

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

Items created for the NCSC AA-AAS will be visible to TAs prior to testing so that they may prepare for any accommodations needed for the student and to facilitate a smooth administration. TAs are entrusted with access to the items with the understanding that all aspects of the Pilot 1 Test will be maintained in a secure manner. Items are for the exclusive use of testing—not instruction, and are not to be shared.

The validity of information gleaned from the Pilot 1 Test is compromised if students respond to items that are no longer secure. Security breaches can reduce the item pool to such a degree that an insufficient number of items remain available. A particular item serves several specific purposes and its loss can have a broader impact on testing content than is readily apparent. Failure to follow the policies outlined in this section will result in a breach of security, and is subject to state law.

Handling Test Materials in a Secure Manner

The NCSC AA-AAS is an online test; all test forms and materials are available through the secure Test Administration Portal. Secure handling protects the integrity, validity, and confidentiality of test items, prompts, and student results. It is essential that unauthorized persons are prevented from accessing or viewing Pilot 1 Test content on the platform.

For printed test materials including, but not limited to, Directions for Test Administration, test-specific printouts, rubrics, and test forms printed out for students unable to engage online, TAs must:

- Maintain such printed materials in a secure, locked location.
- Protect secure materials from view by other students, teachers, parents, school staff members, or individuals who may enter or work in the school building.
- Ensure secure transport of testing material from building to building.
- Not duplicate, reproduce, or share items.
- Give any printed test forms or other printed material to the STC who will arrange for it to be securely shredded.

Preparing a Secure Testing Environment

The NCSC AA-AAS anticipates that students will be administered the AA-AAS in a one-on-one setting, most likely in their classroom or a similar environment familiar to the student. A secure test environment includes, but is not limited to, the following:

- Administering the test only through the password-protected testing environment.
- Restricting student access to resources that are explicitly identified in the Directions for Test Administration.
- Viewing of test items only by the student taking the Pilot 1 Test and the certified, licensed, and trained TA administering the Pilot 1 Test.
- Removing electronic devices and photography technology that could jeopardize test content in the test-taking environment.
- Ensuring a quiet test-taking condition, void of talking or other distractions.

Inappropriate Test Practices

Inappropriate test practices are any actions that violate the directions for test administration. Inappropriate test practices, include, but are not limited to

- Providing students a preview of the Pilot 1 Test prior to administration.
- Providing answers to students in advance of or during test administration.
- Providing students clues or supports not authorized for this Pilot 1 Test.
- Manipulation of testing materials in a way that hints at a correct or incorrect answer.
- Changing a student answer.
- Reminding the student of previously used materials or experiences directly related to concepts in an item.
- Pre-teaching immediately before the test or the administration of an item.
- Sharing items and/or test forms, both written and verbally, with colleagues, parents, or other staff members.
- Transporting printed test materials in a non-secure manner.
- Leaving unattended secure printed test materials including, but not limited to Directions for Test Administration and scoring rubrics.
- Leaving test platform unattended while test is active online.
- Administration of the Pilot 1 Test by a staff member not trained in the test administration procedures.
- Administration of the Pilot 1 Test by a paraprofessional, aide, or student teacher
- Allowing the use of electronic devices and photography technology that could jeopardize test content in the test-taking environment.

- Sharing of Pilot 1 Test items through photography, phone cameras, recording devices, note taking, or any other manner with colleagues, students, teachers, parents, media, or any person.

Monitoring and Reporting Inappropriate Test Practices

Monitoring testing procedures and reporting inappropriate test practices or irregularities are outlined in state law and policy. Each person participating in the state assessment program is directly responsible for immediately reporting any violation or suspected violation of test security or confidentiality. TAs and other staff must notify their DTC and STC if they witness an inappropriate test practice, or suspect one has occurred, and DTCs and STCs must follow their state procedures. Any incidents involving alleged or suspected violations that fall under the category of a serious irregularity must be reported as soon as the TC is made aware of the situation. State professional codes of ethics and state law provide the guidelines for determining the consequences for any irregularity.

Part 3

Accessing the NCSC AA-AAS Test Administration Portal (TAP)

Log In

- Go to: teacher-ncscpartners.ctb.com

The screenshot shows the 'User login' page of the TAP portal. The page has a dark header with 'TAP' on the left and 'Dashboard' on the right. The main content area is white and contains the following elements:

- User login** title
- E-mail *** field with the text 'katy_teacher@breaktech.org' entered.
- Password *** field with a masked password (dots).
- A link: [Request new password](#)
- A **Log In** button.

Two blue callout boxes with red arrows provide instructions:

- 1. Enter in Email and Password**: Two arrows point from this box to the E-mail and Password input fields.
- 2. Click Log In**: One arrow points from this box to the Log In button.

At the bottom of the page, there is a dark footer with 'TAP' on the left and a blue **Contact us** button on the right.

Once you receive your log in user name and password, open up a web browser and type in: teacher-nscspartners.ctb.com. Enter in your email address (please check with your school/district/state policies to determine which email addresses were used). Enter in your password as provided to you by STC. Click “Log In.”

Information for Test Administrator to Complete Before Administering Pilot 1 Test

Upon successful completion of the NCSC Online Test Administration Training, TAs will be provided login in information to access the NCSC AA-AAS delivery system. Before administering the Pilot 1 Test to a student, the TA will complete several forms and processes in the delivery system, to include:

1. Student Demographics
2. Learner Characteristics Inventory (LCI)
3. Student Administration Record (SAR): Before the Pilot 1 Test
4. Guidelines for the Response Check to Observe Student Response Mode
5. Student Administration Record: After the Pilot 1 Test (SAR)

1. Student Demographics

TAs will review and confirm the demographic information provided for each student. Any additional information or changes in student demographic information must be provided prior to administering the test to the student.

The Student Demographic Information (see screenshot below) provides text boxes and drop down menus for ease of use. Prior to completing the Student Demographic Information, the TA should preview the fields and obtain the required information so that it can be entered accurately and efficiently before administering the test.

NCSC Assessment System

← → × 🏠 🔍

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Sam Smith (00123)

Student Demographics Information

Demographics

- LCI
- SAR - Before Test
- SAR - After Test

Student ID*

First Name*

Middle Name

Last Name*

Gender ▼

Date of Birth 📅

Ethnicity Not Hispanic / Latino
(Select one) Hispanic / Latino

Race Indian or Alaska Native Hawaiian or Pacific
(Select one or more) Asian White
 African American

Grade* ▼

State* ▼

District* ▼

School* ▼

[Cancel](#)

Prepared

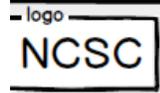
2. Learner Characteristics Inventory (LCI)

Next, the TA will complete the LCI, which includes 16 learner characteristics as seen on the screenshot below. Information from The Learner Characteristics Inventory describes the characteristics of the students participating in the NCSC AA-AAS Pilot 1 Test.

Drop down menus including descriptions of each characteristic and radial buttons are provided for ease of use. The TA should preview the fields and obtain the required information so that it can be entered accurately and efficiently before administering the test.

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Sam Smith (00123)

Demographics

LCI

SAR - Before Test

SAR - After Test

Learner Characteristics Inventory (LCI)

Student's primary IDEA disability

Select a disability Category

EL Status

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

- Yes Primary Language
- No

Classroom Setting

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

Expressive Communication

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

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

- Yes
- No

Receptive Language

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

Vision

Vision within normal limits. ▼

Hearing

Hearing within normal limits. ▼

Motor

No significant motor dysfunction that requires adaptations. ▼

Engagement

Initiates and sustains social interactions. ▼

Health Issues / Attendance

Attends at least 90% of school days. ▼

Reading

- Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc).
- Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.
- Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.
- Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that
- No observable awareness of print or Braille.

Mathematics

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

Save

[Cancel](#)

3. Student Administration Record (SAR): Before the Pilot 1 Test

The SAR contains data elements that are recorded prior to and following the completion of the Pilot 1 Test administration. The data elements collected before test administration are in two categories:

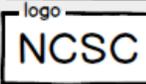
- Assessment Feature: Read/ReRead
- Accommodation documented in student's IEP

Following administration of the Pilot 1 Test, the TA records student use of the Assessment Features or Accommodations indicated in the SAR before the administration. In some cases, the TA indicated an Assessment Feature or Accommodation that was required by a student but the student did not use the Assessment Feature or Accommodation during test administration. The student record should reflect what actually was used by the student rather than the Assessment Features or Accommodations that were made available to the student.

Student Administration Record (SAR): Before Test

The SAR (see example below) is completed by the TA before test administration in order to identify the Assessment Feature or Accommodations the student requires.

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Sam Smith (00123)

Demographics

LCI

SAR - Before Test

SAR - After Test

Student Administration Record (SAR) - Before Test

This section contains *Student Needs* and should be filled out before and after the administration of the pilot. For Pilot 1, this information provided will be used to inform test development and professional development products. Indicate the Assessment Feature or Accommodations the student must receive during the Pilot 1 Test.

Assessment Feature

If the student needs this assessment feature, please select the box below.

Read or Reread Item, Response Options, or Passage

Accommodations

Not all accommodations will be available during the Pilot 1 Test. Refer to the [Test Administration Manual](#) for the availability/ status of each accommodation..

1. For the accommodations that are available for Pilot 1:

Before administering the test to a student, select the accommodations on the list below that the student must receive. If the student does not need any accommodations, please select the last box in the list below.
2. For the accommodations that are NOT available for Pilot 1:

Before administering the test to a student, select the accommodation the student needs.

- Assistive Technology for presentation of items to student
- Assistive Technology for student response to questions
- Braille Form
- Large Print Form
- Paper Version of Item:
- Text to Speech
- Scribe
- Speech to text
- Sign Interpretation (e.g., ASL, SEE)
- Check the box if the student does not need any accommodations.

4. Guidelines for the Response Check to Observe Student Response Mode

All students must have access to the presentation of the NCSC AA-AAS items as well as the opportunity to respond and show what they know and can do during the NCSC AA-AAS Pilot 1 Test. Students taking the pilot have unique abilities and vary in the ways in which they communicate their answer selections.

To ensure that students have an opportunity to demonstrate a consistent and observable response to the items on the Pilot 1 Test, the TA must provide the student the opportunity to engage in a Response Check. A consistent and observable response does not mean that the student must use the same response mode for every item. Examples of consistent and observable responses include the use of:

- A mouse with the computer
- Verbal response
- Assistive technologies
- Gesture/Pointing to response
- Eye gaze
- Circle response on paper/pencil version of test

Please note that the use of teacher-directed hand over hand is not considered to be a consistent and observable response on the part of the student.



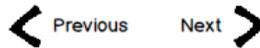
To: Test Administrator Welcome to Student Response Check

This section will help one evaluate the student response capabilities. The content-neutral assessment allows the observation of the student's mode of response. The response check has 3 items.

Please note:

- When working with students who will be interacting directly with the computer, the test administrator is permitted to assist the student with using the system. For example, the test administrator may point out to the student when scrolling may be necessary to see additional content or may show the student where to click to see the next page.
- For the response check, it is NOT important that the student responds correctly to any of the items. Rather, the purpose is simply to determine if the student can indicate a response using his or her preferred method of communication.

Click Next for the student to start.



SRC

Student Response Check / SRC

Student Response Check

This section will help one evaluate the student response capabilities. Please select [Start Computer Student Response Check](#) to open a content-neutral assessment that allows observation of the student's mode of response. The response check has 3 items.

Please note:

- When working with students who will be interacting directly with the computer, the test administrator is permitted to assist the student with using the system. For example, the test administrator may point out to the student when scrolling may be necessary to see additional content or may show the student where to click to see the next page.
- For the response check, it is NOT important that the student responds correctly to any of the items. Rather, the purpose is simply to determine if the student can indicate a response using his or her preferred method of communication.

Select Start Computer Student Response Check button to start the computer-based version, or select Paper & Pencil Student Response Check to download and print the PDF version .

[Start Computer Student Response](#)

[Download Student Response Check PDF](#)

Please indicate the student's primary mode(s) of communication that will be used to respond to the test items. Check all that apply. Once done, please fill out the following.

Student uses mouse and the computer

Was the student able to click on each radio button that appeared on the Response Demonstration?

Yes No

- Student will provide a verbal response to the test item
- Student will use a touch screen or gestures/pointing to select the item
- Student circles the correct response on the paper/pencil version of the test
- Student will use a clock scanner with a switch
- Student will use a scanning device
- Student will use eye-gaze
- Other, please specify

[Save](#)

[Cancel](#)

5. Student Administration Record (SAR): After the Pilot 1 Test

Upon completion of the test administration, TAs must complete the SAR: After Test (see example below). This information indicates the Assessment Features and Accommodations that the student used during the Pilot 1 Test.

NCSC Teacher Portal- Student Profile- SAR After Test

NCSC Assessment System

http://ncscportal.com

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Sam Smith (00123)

Demographics

LCI

SAR - Before Test

SAR - After Test

Student Administration Record (SAR)- After Test

In this section, indicate the assessment feature or accommodations the student used during Pilot 1 Test.

Assessment Feature

If the student used this assessment feature, please select the box below.

Read or Reread Item, Response Options, or Passage

Accommodations

Please select the accommodation(s) the student used during Pilot 1 Test. If the student did not receive an accommodation during Pilot 1 Test, check the last box in the list below.

- Assistive Technology for presentation of items to student
- Assistive Technology for student response to questions
- Braille Form
- Large Print Form
- Paper Version of Item:
- Text to Speech
- Scribe
- Speech to text
- Sign Interpretation (e.g., ASL, SEE)
- Check the box if the student did not need any accommodations.

Test Administrator Modifications or Changes to Directions for Test Administration

The TA must document in the text box below all modifications or changes to the Directions to Test Administration made during the administration of the Pilot 1 Test. The modifications or changes must be documented after the administration of the Pilot 1 Test. Examples of modifications or changes to the NCSC AA-AAS Directions for Test Administration include, but are not limited to:

- Non-prescribed manipulatives or substitute objects, graphic organizers or mnemonic aids
- Changes in the wording of test directions, items/questions, response options, or any text as it is written in the Directions for Test Administration

Refer to [Test Administration Manual](#) for additional information.

- There were no modifications or changes to the Directions for Test Administration.
- There were modifications or changes to the Directions for Test Administration. Please list below.

Save

[Cancel](#)

Directions for Test Administration (DTA) and Orientation to Content of Pilot Test for Mathematics and ELA

Directions for Test Administration (DTA) are provided for each grade-level test. Test Administrators must follow these directions as scripted when administering the Pilot 1 Test.

The Directions for Test Administration provide the test administrator scripts, a list of the allowable manipulative materials, and scoring rubrics needed to administer the items.

The contents of the Directions for Test Administration include:

- Specific directions for administering each item on the test.
- Guidelines regarding allowable methods for item presentation.

- Reference Sheets that include required graphics that are to be printed and presented to the student during the administration of items. Graphics are labeled and specifically referred to in the appropriate item directions.
- List of manipulatives that will be needed to administer the test (e.g., calculator, counting tiles, scratch paper).

Administering the NCSC AA-AAS Pilot 1 Test

The NCSC AA-AAS Pilot 1 Test is delivered via computer for each content area. A trained Test Administrator who is familiar to the student, typically the student’s teacher, administers the Pilot 1 Test. Directions for Test Administration are provided for each test form and are available through the secure Test Administration Portal. Students participating in the Pilot 1 Test will be assigned a test for either mathematics or ELA (reading only for Pilot 1 Test). In some cases, a student will participate in the Pilot 1 Test for both content areas. Administration of the Pilot 1 Test occurs during the assigned testing windows.

Guidelines for Pausing and Resuming the Administration of the Pilot 1 Test

All students must have access to the presentation of the NCSC AA-AAS Pilot 1 items as well as the opportunity to respond and show what they know and can do during the pilot. Students taking the NCSC AA-AAS Pilot 1 Test have unique needs that may require pausing and resuming the administration of the test as well as terminating the administration of the test.

If a student exhibits frustration, refuses to participate, or becomes sick while participating in the test, pause the administration of the test by clicking on the Save icon, and pause the test. A pause may consist of a few minutes to a few days, depending on the student’s needs. When the student is prepared to reengage with the test, resume and complete the test. Pause and resume as often as necessary. Be sure to complete all testing by the end of the testing window, May 16, 2014, except for CA and RI, which is May 23, 2014.

Description of NCSC AA-AAS Item Types

In both mathematics and ELA, students will be assessed using selected-response items. In mathematics, some grade levels include constructed-response items. In grades 3 and 4 of ELA reading, open-response items are used to assess foundational reading skills. A description of each item type follows. Before test administration, TAs and students may see sample items accessed via the TAP homepage.

The mathematics test will include approximately 25 items and the ELA test will include approximately 25–35 selected-response items. The ELA Pilot 1 Test will ONLY assess reading skills. Student writing skills will NOT be included on the ELA Pilot 1 Test. The items range in difficulty and will be administered in 2 sessions for ELA and 3 sessions for mathematics. It is anticipated that some items may be challenging for students while other items will be less challenging. It will take approximately 1.5-2 hours to complete each mathematics or ELA test. These estimates do not account for any time needed to start computers, load secure browsers, and log in students. The online tests are not timed.

The types of items in mathematics and ELA (reading only) are shown in the table below. Students take computer-administered items that include selected-response, constructed-response, and open-response items. Most NCSC AA-AAS items are selected-response items (i.e., multiple choice items). In these items students select a response from a list of available answer options. Some NCSC AA-AAS items require the student to demonstrate or perform a task (i.e., constructed-response items for mathematics and open-response items for reading in grades 3 and 4).

Table 9. Mathematics and English Language Arts Content and Item Type

MATHEMATICS				
Grades	Session	Item Delivery	Item Type	Time
3-8 and 11	I, II, & III	Computer-administered Items	Selected-Response and Constructed-Response	1.5-2 hours
ENGLISH LANGUAGE ARTS				
3 and 4	I & II	Computer-administered Items	Selected-Response and Open-Response	1.5-2 hours
5-8 and 11	I & II	Computer-administered Items	Selected-Response	

Selected-response Items

Selected-response items are presented to students in a standard format. Every item is presented in the following order:

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

Students independently select a response from the options. Being mindful that students will respond in a variety of ways (e.g., with words, gestures, eye gaze, communication devices, assistive technology, etc.), TAs may enter responses on behalf of the student. Ensure that Augmentative and Alternative Communication (AAC) and Assistive Technology (AT) used routinely for instruction are available to support the student in communicating responses. With the exception of No Calculator items as noted in the DTA, students may be provided with a calculator they typically use during instruction on the mathematics test.

In order to ensure that all students are tested under the same conditions, the TA must adhere strictly to the directions for administering each item provided in the DTA. Examples of these directions can be found in the boxes and arrows on the following pages. The TA will read aloud the text in black font exactly as written using a consistent rate of reading and tone of voice. The TA directions appear in grey italics. These directions include pointing and referring to specific aspects of the item during presentation.

Alternative Text, describing a graphic or associated with response options, is bracketed and written in italics. Two types of Alternative Text are provided in the DTA:

- Alternative Text for students who are blind or have a visual impairment that requires that graphics be described. This Alternative Text includes descriptive statements for tables, charts, graphs, math flow, and any graphics necessary for appropriate interaction with the items to be described.
- Additional Alternative Text includes standardized descriptive statements for tables, charts, graphs, timelines and math flow that is to be read aloud to ALL students.

Mathematics Selected-response Item Example

The NCSC AA-AAS test items reflect grade-level content presented at varying degrees of complexity. The following item example illustrates a selected-response item and components which support the ways that students with a wide range of learner characteristics are presented with assessment tasks. The following item example does not reflect ALL content that is assessed in each grade-level content area and not every degree of complexity is represented.

The following mathematics item example identifies the components of a selected-response item.

This item is about finding the mean of a set of data. ← TA reads item direction to the student.

The mean is the average of the numbers in a set of data. ← TA reads item direction to the student.

This data table shows the number of algebra problems Chris did for homework each of 4 days last week.

Point to and read the data table to the student. ← Directions for TA to point to and read the data table.

TA reads the alternative text to the student to describe the chart.

[For all students, read "This is a data table titled Number of Algebra Problems. It shows the number of problems Chris completed for each day for homework. Five problems were completed on Monday, four problems were completed on Tuesday, five problems were completed on Wednesday, and six problems were completed on Thursday."]

Number of Algebra Problems

Day	Number of Problems
Monday	5
Tuesday	4
Wednesday	5
Thursday	6

To find the mean, add all of the values in the list and divide the sum by the number of values.

To find the mean number of problems, first add all of the values.

Point to and read the equation to the student. ← Direction for TA to point to and read the equation.

[For all students, read "Five plus four plus five plus six equals twenty."]

TA reads the alternative text to the student to describe the equation.

TA reads item text to the student. → $5 + 4 + 5 + 6 = 20$

Then divided the sum by the number of values. There are 4 values, so divide 20 by 4.

Point to and read the equation to the student. ← Direction for TA to point to and read the equation.

[For all students, read "Twenty divided by four equals five."]

TA reads the alternative text to the student to describe the equation.

$20 \div 4 = 5$

The mean number of problems is 5.

This is another data table.

TA reads item text to the student.

This data table shows the number of magazine articles Jan read 4 days last week.

Point to and read the data table to the student. ← Direction for TA to point to and read the data table.

TA reads the alternative text to the student to describe the chart.

[For all students, read "This is a data table titled Number of Magazine Articles. It shows the number of articles Jan read for four days last week. Four articles were read on Monday, two articles were read on Tuesday, four articles were read on Wednesday, and six articles were read on Thursday."]

Number of Magazine Articles

Day	Number of Articles
Monday	4
Tuesday	2
Wednesday	4
Thursday	6

TA reads item text to the student.

What is the mean number of articles Jan read each day last week?

Point to and read each option to the student. ← Direction for TA to point to and read each answer option.

- A. 4 articles
- B. 6 articles
- C. 16 articles

TA reads answer options to the student.

Procedures for Constructed-Response (CR) Items (Mathematics Only)

The CR tasks require students to construct an answer rather than select an answer from predetermined multiple-choice options. The TA must enter the student constructed-response score into the online testing platform. All directions and materials needed for administering constructed-response items are in the Directions for Test Administration that accompanies each test form. The constructed-response items are presented in novel tasks, using materials and content presented in an on-demand test format. Each item is presented to the student in a standardized, scripted sequence of steps; culminating in a Test Administrator's scoring of the student performance against the Mathematics Scoring Rubrics. The Mathematics Scoring Rubrics provide scoring standards that must be used to evaluate student responses. Not all grade levels include mathematics CR items.

Administration of Constructed Response Items

To administer the CR items, the TA will:

- Preview the item directions in the DTA, including any training notes. Become familiar with the test items and setup requirements.
- Rehearse administering each task before administering it to a student by reading the script for each task.
- Become familiar with the scoring rubric and directions for scoring the student response.
- Identify the test features and accommodations the student must receive. These are fully described on pages 17-20 of this manual.
- Prepare the test setting:
 - Assemble any needed manipulatives (pencils, markers, counters, etc.), as described in the DTA
 - Have a calculator available for the math test
 - Provide materials required for student accommodations
 - It is important to eliminate noise and visual distractions that may divert the student's attention. Position the student such that he or she will have the optimal vantage to view and manipulate materials in order to facilitate sustained attention.
- Print all materials that the student will need. Procedures are covered in the DTA: The printed manipulatives consist of graphs, geometric shapes, and other stimuli.
 - Enlarge any stimulus materials, using the zoom feature (e.g., number sentences), if needed.

- A reference to the specific stimulus material is made at the item level in the DTA. The card is identified by name on the front of each for ease of handling before, during, and after test administration. Cut the stimulus materials apart (if applicable). Please note that you only need to cut between each strip, not around the graphics.
- Ensure that Augmentative and Alternative Communication (AAC) and Assistive Technology (AT) that is used routinely for instruction are available to support the student in communicating answer responses. Allow students to complete the tasks using their preferred method of communication (e.g., pointing, eye gaze, assistive technology, oral response, sign language).
- Guide the student through the item or task using the information provided in the DTA. Read aloud the directions and item exactly as written.
- Do not cue correct answers with your intonation, body language, or in any other manner.

After a CR item has been administered and answered, the student's answer is considered final and the student may not retake the item.

Scoring the Mathematics CR Items

Training on the CR Mathematics Scoring Rubrics is available in the Module 8 in the NCSC Online Test Administration Training.

Instructions for CR items are included in the DTA and must be followed exactly. TA directions will not be displayed on the student-view screen.

In order to have consistent and reliable CR scoring, TAs must understand and apply the Mathematics Scoring Rubrics in the same way to every student's response.

Independently score a student's performance on the CR items. Being mindful that students will respond in a variety of ways (e.g., with words, gestures, eye gaze, communication devices, assistive technology, etc.), careful and meticulous observation will enable the TA to accurately assign the appropriate score point based on the Mathematics Scoring Rubrics in the DTA.

Score mathematics CR items based on the Mathematics Scoring Rubrics and the exemplar.

Training notes within the rubric take into account special considerations and should be used for scoring.

Procedures for entering the student score on CR items:

Record the student response on the Test Administration Portal (TAP). Answer options will be: “student responded correctly” or “student did not correctly respond.” After recording the student response, continue to the next item.

Assemble and return all printed test materials to the School Test Coordinator.

ELA Open-response Items

Open-response items are included on the ELA Pilot 1 Test, Session I in grades 3 and 4 only. The final five items of Session I are word identification tasks. Students are requested to read aloud five words as each is individually presented. All student open-response answers, as well as selected-response answers, must be entered into the Test Administration Portal by the Test Administrator.

Procedures for Open-response (OR) ELA Reading Foundational Items (Grades 3 and 4 Only)

Students with clear and consistent oral speech are administered the open-response (OR) Reading Foundational Items. Students using means of communication other than oral speech, such as an Augmentative and Alternative Communication (AAC) device, American Sign Language or eye gaze, are administered the selected-response (SR) Reading Foundational Items included on the ELA Pilot 1 Test, final five items of Session II in grades 3 and 4 only.

The OR items require students to read aloud a set of five words presented in the online testing platform rather than select an answer from predetermined multiple-choice options. Each item/word is presented to the student in a standardized, scripted sequence of steps. All directions for administering the open-response items are in the Directions for Test Administration that accompanies each test form. The TA will enter a student’s score after each student response into the Test Administration Portal.

To administer the OR items, the TA will:

- Preview the item directions in the DTA, including any training notes.
- Become familiar with the test items and setup requirements.
- Rehearse administering each task before administering it to a student by reading the script for each task.
- Become familiar with the directions for scoring the student response.
- Identify the assessment features and accommodations the student must receive. These are fully described in the section “Providing Student Accessibility and Accommodations for NCSC AA-AAS Pilot 1 Test” in this manual.
- Guide the student through the items using the information provided in the DTA. Read aloud the directions and items exactly as written.
- Do not cue correct answers with your intonation, body language, or in any other manner.
- After an OR item has been administered and answered, the student’s answer is considered final and the student may not retake the item.

Scoring and Entering Open-Response Items

- Independently score a student’s performance on the OR items.
- Record student response in the TAP
- Answer options will be: “student responded correctly” or “student did not correctly respond.”
- After recording the student response for all five words, the ELA reading session is ended.

Guidelines for Student Access to Sample Items

Students and TAs have access to sample items for both ELA and Mathematics. Each content area will have three grades of sample tests. Sample tests will be located on the TAP homepage at teacher-ncscpartners.ctb.com.

End of Test Survey

A short survey has been developed to learn from each TA’s experience administering this test to students. At the completion of each student’s test the TA will click on a survey link provided on the TAP homepage at teacher-ncscpartners.ctb.com and complete the questions on the survey. The survey is intended to provide additional data about how the test functions for students

with unique and varying needs, student engagement with the test, and opportunity to learn the content represented by the Common Core State Standards. Complete responses will support revisions and refinements to the Operational Test. In order for TAs to provide complete information on the End of Test survey, TAs may consider keeping a log to note the TA's and each student's Pilot 1 Test experience.

Appendix A

Compatibility of NCSC Test Administration Portal with Operating System Accessibility Features

	Source/operating system (OS)	Feature	Chrome	Internet Explorer	Firefox	Notes
1	Windows OS 7/8	High Contrast	N	Y	Y	When this feature was enabled and tested in Chrome, it did not work on the NCSC test screen. When this feature was enabled and tested in Internet Explorer and Firefox, all four high contrast themes worked. However, they made the radio buttons difficult to locate, which in turn made it challenging to choose a response option.
2	Windows OS 7/8	Increase size: Magnifier	Y	Y	Y	When this feature was enabled, it worked on the NCSC test screen within all three browsers. User can zoom in to 1600% and zoom out to 100%.
3	Windows OS 7/8	Increase Size: Change size of text and icons	N	Y	Y	When this feature was enabled and tested in Chrome, it did not work on the NCSC test. When this feature was enabled and tested in Internet Explorer and Firefox, it worked. Text size could be changed from 100% (Default) to 125% (Medium) or 150% (Large). The 150% (Large) option can only be chosen when using a desktop.
4	Windows OS 7/8	Increase Size: Change the color and size	N	Y	Y	When this feature was enabled and tested, it worked on the NCSC test within all

		of mouse pointers				three browsers. Available options for size are Regular, Large, and Extra Large. Options for color are White, Black, and Inverting.
5	Windows OS 7/8	Contrast: Set thickness of the blinking cursor	Y	Y	N	When this feature was enabled and tested in Internet Explorer, it manifested itself in the text boxes provided for username and password on the TAO Test Taker Login page. However, this feature cannot be further tested as the ELA writing portion is not functional. This feature did not work when tested in Chrome and Firefox.
6	Mac OS X	Increase size: Zoom	Y	Y	Y	When this feature was enabled and tested, it worked on the NCSC test within all three browsers.
7	Mac OS X	Contrast: Invert Colors	Y	Y	Y	When this feature was enabled and tested, it worked on the NCSC test within all three browsers.
8	Mac OS X	Increase Size: Cursor size	Y	Y	Y	When this feature was enabled and tested, it worked on the NCSC test within all three browsers.
9	Mac OS X	Text to Speech	Y	Y	Y	When this feature was enabled and tested, it worked on the NCSC test within all three browsers on MAC computers
10	Browser	Increase Size: Magnification	Y	Y	Y	Browser magnification worked on the NCSC test within all three browsers.

Appendix B

Compatibility of NCSC Test Administration Portal with Assistive Technology Devices

	Source	Chrome	Internet Explorer	Firefox	Notes
1	Origins Headmouse Extreme	Y	Y	Y	This device worked without any issues.
2	Switch Interface Pro 6.0	Y	Y	Y	This device allowed navigation within the NCSC test, but did not allow user to choose a response option.

Appendix C

Scribe Protocol

The TA will use this scribe protocol if a student has an accommodation for using a scribe.

A scribe enters into the test platform exactly what a student dictates by speech or an assistive communication device. For ELA writing, a scribe will also be used when students are completing the graphic organizers, writing a rough draft, and writing the final product. The guiding principle in scribing is to assist the student in accessing and responding to test content.

Qualifications for Scribes

- The scribe is the trained TA for the NCSC AA-AAS, is familiar with the student and all the accommodations that the student needs.

Preparation

- Scribes are expected to familiarize themselves with the test format in advance of the scribing session.
- Scribes are expected to be knowledgeable of the assessment features that are embedded and non-embedded accessibility features and accommodation options that are available on the test.
- Scribes will know the specific embedded and non-embedded accessibility features and accommodations that the student must receive.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.

General Guidelines

- Scribes may not question or correct student choices, alert students to errors or mistakes, or prompt or influence students in any way that might compromise the integrity of student responses.
- If not in a separate setting, the scribe should be seated close to the student so that their conversations will not reach other students in the room.

- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the available embedded and non-embedded tools available for a given item and student.
- Scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may ask the student to repeat a response.

Post-Administration

The scribe will collect scratch paper, graphic organizers, rough drafts, and login information immediately at the end of the testing session and give to the school TC for secure shredding.