Appendices

Appendix A1: School Administrator's Checklist for PBT ..................................................... A-1
Appendix A2: School Administrator's Checklist for CBT ..................................................... A-3
Appendix B: Test Storage Certificate .............................................................................. A-4
Appendix C: Secure Materials Tracking Log ..................................................................... A-5
Appendix D: Deputy and Proctor Certificate ..................................................................... A-6
Appendix E: Mathematics Tools ...................................................................................... A-8
Appendix F: Testing Accommodations for English Language Learners ......................... A-9
Appendix G: Testing Accommodations for Students with Disabilities ............................... A-11
Appendix H: Specific Testing Accommodations ............................................................... A-13
Appendix I: Information on Ungraded Students .............................................................. A-18
Appendix J: School/Group List ....................................................................................... A-19
Appendix K: Box Labels for Submission of Paper-Based Test Books to Scoring Center .............................................................................. A-20
Appendix L1: PBT Scoring Site Organization .................................................................. A-21
Appendix L2: CBT Scoring Site Organization .................................................................. A-22
Appendix M: Exam Scoring Confidentiality Agreement .................................................. A-23
Appendix N: Guidelines for Including Special Education Teachers in Scoring Committees .............................................................................. A-24
Appendix O: Scoring Operations Certificate .................................................................. A-26
Appendix P: Rules to Determine Whether a Student Receives a Valid Score .................. A-27
Appendix Q: Regional Information Centers and Large-City Scanning Centers ............... A-28
Appendix R: New York City Department of Education 2016–17 Borough Assessment Implementation Directors .............................................................................. A-31
Appendix S: Pausing and Reactivating a Computer-Based Test in Nextera® Test Delivery System .............................................................................. A-33
Appendix T: Nextera® Test Delivery System Computer-Based Testing Accommodations .............................................................................. A-34
Appendix U: Roles and Permissions ............................................................................. A-38
Appendix V: District and School Test Coordinator Checklist for Computer-Based Testing .............................................................................. A-41
Appendix W: Suggestions for Creating a Secure Computer-Based Testing Environment .............................................................................. A-42
Appendix X: Glossary of Computer-Based Testing Terminology .................................. A-43
Appendix Y: Nextera® Administration System ................................................................. A-44
  Overview..................................................................................................................A-44
  Login / Sign Out ..................................................................................................A-45
  The Home Page....................................................................................................A-50
  School Test Coordinator (STC) ..........................................................................A-55
  Teacher ....................................................................................................................A-56
  Students Tab.........................................................................................................A-57
  To View Students and Class Lists ......................................................................A-57
  To Add or Edit a Student (STCs and DTCs only) ...............................................A-59
  Multi-Student Edit ...............................................................................................A-65
  Classes Tab............................................................................................................A-67
  To View and Edit a Class .....................................................................................A-67
  To Add a Class .......................................................................................................A-69
  Tests Tab...............................................................................................................A-71
  To View Tests, Access Codes, and to Designate Students Not Testing .............A-71
  Examiner View ....................................................................................................A-74
  To Print Student Login Credentials (Labels)......................................................A-75
  District Review (DTCs only) ..............................................................................A-78
  Testing Status Details ........................................................................................A-79
  Accounts Tab .......................................................................................................A-80
  To Edit an Account .............................................................................................A-80
  To Add an Account .............................................................................................A-82
  Help Tab...............................................................................................................A-85
Appendix A1: School Administrator’s Checklist for PBT

Test Administration

Before Testing:

☑ Announce testing dates and scoring schedules in advance.

☑ Inventory the materials when received. If items are missing, follow the directions on page 18 in Volume 1. Boxes used for delivering materials to your school should be kept for storing and sending completed paper and pencil test books and answer sheets to scoring sites.

☑ Secure all test materials in an appropriate safe or vault.

☑ Familiarize yourself with all test materials, including this manual and the Teacher’s Directions. Provide copies of the Teacher’s Directions prior to the first day of testing to all teachers who will be administering the tests. Teacher’s Directions are not secure, and may be distributed.

☑ Brief all teachers on their responsibilities and roles in testing, and remind teachers about preparation of the classroom for testing.

☑ Arrange to obtain secure test materials, if needed, from a Regional Center.

☑ Obtain secure test materials from the safe or vault on the days they will be administered.

☑ Prepare class materials early in the morning of each test.

☑ Ensure a secure and efficient method for distributing and collecting the secure test materials (test books, answer sheets, etc.) each day. Provide additional test books as needed.

☑ Keep test materials secure throughout the testing and scoring processes.

☑ Ensure that students with disabilities are provided the allowable testing accommodations as indicated in their IEP/504 Plans.

☑ Ensure that English Language Learners and eligible former English Language Learners are provided with the testing accommodations that the principal has determined will be provided for them.
After Testing:

- Collect and verify the return of all test books and answer sheets at the conclusion of testing each day. Use Appendix C to track the return of materials to secure storage. No one should review test books prior to scoring.
- Make sure used English Language Arts Test Book 1s are separated from used Book 2s and Book 3s and that used Mathematics Test Book 1s and Book 2s are separated from used Book 3s.
- Make sure students’ English Language Arts Test Answer Sheet 1s are placed inside the front covers of their English Language Arts Test Book 1s and students’ English Language Arts Test Answer Sheet 2s are placed inside the front covers of their English Language Arts Test Book 2s.
- Make sure students’ Mathematics Test Answer Sheet 1s are placed inside the front covers of their Mathematics Test Book 1s and students’ Mathematics Test Answer Sheet 2s have been removed from their Mathematics Test Book 2s and placed inside the front covers of their Mathematics Test Book 3s.
- Check the condition of the answer sheets to ensure that:
  - Absences, refusals, and exempt status have been recorded.
  - Student information is correct and matches student labels on the backs of all test books.
  - Selected score circles have been darkened completely.
  - No stray marks appear on the answer sheet.
- Securely store all test material.
Appendix A2: School Administrator’s Checklist for CBT

Test Administration

Before Testing:

☐ Announce testing dates and scoring schedules in advance.

☐ Familiarize yourself with all test materials, including this manual and the appropriate *Teacher’s Directions*. Provide copies of the *Teacher’s Directions* prior to the first day of testing to all teachers who will be administering the tests. *Teacher’s Directions* are not secure, and may be distributed.

☐ Familiarize students with the general types of questions on the tests and the procedures that they should follow when recording the answers to the test questions. All students should have at least one opportunity to practice with the practice test for either English language arts or mathematics in the Nextera® Test Delivery System.

☐ Each student will need his or her own device that has been configured for testing. Please work with your School or District IT Coordinator to verify the devices are ready for testing. The Setup and Installation Guide has detailed instructions for setting up devices for testing, which can be found at https://cbtsupport.nysed.gov/hc/en-us/articles/208474306.

☐ Ensure applicable accommodation features are set in the Nextera® administration system for each student requiring such accommodations.

☐ Ensure that teachers have printed student login credentials, Session Access Codes, and proctor PINs prior to testing. For information on how to print student login credentials and where to find the Session Access Code, see the section on the Tests Tab that begins on page A-71 of this manual.

After Testing:

☐ Collect and securely destroy all used scratch paper, student login credentials, Session Access Codes, and proctor PINs.

☐ Verify absences, refusals, and exempt status have been indicated in the Nextera administration system, as applicable.
Appendix B: Test Storage Certificate

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

SECURE PRINTED TEST MATERIALS STORAGE CERTIFICATE

☐ Grades 3–8 Common Core English Language Arts Tests
or
☐ Grades 3–8 Common Core Mathematics Tests

School Name: _________________________________________________________________

Test Period: ___________________________________________________________________

(Month/Year)

I, the undersigned principal of the school named above, do hereby declare that each of the security procedures listed below was fully and faithfully observed for the current administration of the 2017 Grades 3–8 Common Core English Language Arts and Mathematics Tests.

1. The shrink-wrapped packages of secure test materials were stored in a safe or vault at the location indicated on the Test Storage Plan submitted to the Department for the above test period.

2. The safe or vault was maintained under strict security conditions.

3. An inventory of the test materials was conducted as soon after delivery as was practical. The Department was notified in writing if any of the packages of secure test materials were not properly shrink-wrapped when received. The shrink-wrapped packages of secure test materials were replaced inside the safe or vault immediately after the inventory was completed.

4. The shrink-wrapped packages of secure materials were not removed from the safe or vault, except for the inventory of test materials shipped to the school, until the day on which each test book was scheduled to be administered.

5. The shrink-wrapped packages of secure test materials were not opened until the days on which the tests were scheduled to be administered.

6. Following each day of testing, test books and answer sheets were collected and stored in a secure location.

Name of Principal (print or type): ______________________________________________

Signature of Principal: ________________________________________ Date: ____/____/____

After completion, retain in school files for one year.
Appendix C: Secure Materials Tracking Log

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

Proctor's Name: ___________________________ Room Number: ______________
Grade: ____________________ Subject/Sessions: ___________________________________

<table>
<thead>
<tr>
<th>Principal's or Designee's Signature</th>
<th>Proctor's Signature</th>
<th>Room #</th>
<th># of Regular Edition Test Books</th>
<th># of Answer Sheets</th>
<th># and Type of Accommodated Test Books</th>
<th>Tracking #s for ELA Book 1s and Math Book 1s &amp; 2s</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
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Materials Moved from Room to Secure Storage Location

Materials Moved from Secure Storage Location to Scoring Site

Materials Moved from Scoring Site to Secure Storage Location
Appendix D: Deputy and Proctor Certificate

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

☐ Grades 3–8 Common Core English Language Arts Tests

or

☐ Grades 3–8 Common Core Mathematics Tests

School Name: _________________________________________________________________

Test Period: ___________________________________________________________________

(Month/Year)

We, the undersigned deputies and proctors who assisted in the administration of the 2017 Grades 3–8 Common Core English Language Arts and Mathematics Tests, hereby declare our belief in the correctness of the following:

- The rules and regulations for administering the tests were fully and faithfully observed, and in particular:
  - The rules for administering the tests were read to or read by each person who assisted in administering the tests.
  - The tests were administered within the assigned dates.
  - Secure PBT materials were kept in the shrink-wrapped packages until the administration dates.
  - The students were given appropriate instructions and orientation before beginning the tests.
  - The students were so seated as to prevent collusion.
  - Adequate supervision was maintained throughout the administration of each test.
  - All test books and answer sheets were collected from the students immediately at the close of the tests for paper and pencil administrations.
  - PBT books and answer sheets were collected and returned to the principal for storage in a secure location after each day of testing.
  - For CBT administration, all used scratch paper, student login credentials, Session Access Codes, and proctor PINs were collected and returned to the principal for storage in a secure location after each day of testing.
  - For CBT administration, all used scratch paper, student login credentials, Session Access Codes, and proctor PINs were collected and securely destroyed at the conclusion of testing.
<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Test Proctored</th>
<th>Test Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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(Make additional copies as necessary.)

*After completion, retain in school files for one year.*
Appendix E: Mathematics Tools

Rulers and Protractors
For PBT, schools must provide the mathematics tools that students will use with the 2017 Grades 3–8 Common Core Mathematics Tests. Students may use the same rulers and protractors that they use every day in the classroom provided that the tools do not have pertinent information, such as mathematics formulas, written on them and that they meet the specifications provided below. Rulers will be used with all of the 2017 Grades 3–8 Common Core Mathematics Tests; protractors will be used only with the 2017 Grades 4–8 Common Core Mathematics Tests.

2017 Grades 3–8 Common Core Mathematics Tests—Specifications for Rulers:

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

2017 Grades 4–8 Common Core Mathematics Tests—Specifications for Protractors:

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

For CBT, rulers and protractors are available to students in the Nextera® Test Delivery System, as needed for their specific grade level Mathematics Test.

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

2017 Grades 6–8 Common Core Mathematics Tests—Specifications for Calculators (calculators are not allowed on any part of the Grades 3–5 Common Core Mathematics Tests):

- Session 1: The use of a calculator or mathematics tables is not allowed.
- Session 2 and Session 3: For Grade 6, the use of a four-function calculator with a square root key or a scientific calculator is required. For Grades 7 and 8, the use of a scientific calculator is required. **Graphing calculators are not permitted.** The use of mathematics tables is permitted for Session 2 and Session 3 only if specified in a student’s IEP or 504 Plan.

When students enter the testing room, clear, reset, or disable the memory of any calculator with programming capability. If the memory of a student’s calculator is password-protected and cannot be cleared, the calculator must not be used. Students may not use calculators that are capable of symbol manipulation or that can communicate with other calculators through infrared sensors, nor may students use operating manuals, instruction or formula cards, or other information concerning the operation of calculators during the tests.
Appendix F: Testing Accommodations for English Language Learners

For English Language Learners, schools may provide the following testing accommodations:

- **Separate Location**—Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer the Grades 3–8 Common Core English Language Arts and Mathematics Tests to English Language Learners individually or in small groups in a separate location.

- **Translated Editions**—English Language Learners may be provided with a translated edition of the 2017 Grades 3–8 Common Core Mathematics Tests. These tests are available in Chinese (traditional), Haitian Creole, Korean, Russian, and Spanish. In addition, English Language Learners may use an English and translated edition of the 2017 Grades 3–8 Common Core Mathematics Tests simultaneously. However, they should be instructed to record all of their responses in only one of the two editions. The translated edition used by the student should be indicated on the student’s answer sheet.

- **Bilingual Dictionaries and Glossaries**—English Language Learners may use bilingual dictionaries and glossaries when taking the 2017 Grades 3–8 Common Core English Language Arts and Mathematics Tests. These bilingual dictionaries and glossaries may provide only direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations of words, and electronic dictionaries or glossaries with Internet access, are not permitted.

- **Oral Translation for Lower-Incidence Languages**—Schools may provide English Language Learners with oral translations of the 2017 Grades 3–8 Common Core Mathematics Tests when there is no translated written edition provided by the Department. This accommodation is not permitted for the 2017 Grades 3–8 Common Core English Language Arts Tests. All translations of the 2017 Grades 3–8 Common Core Mathematics Tests must be oral, direct translations of the English editions when there is no translated edition provided by the Department. Written translations are not allowed. No clarifications or explanations can be provided. Translators should receive copies of the English edition of the tests one hour prior to administration. The Department’s Office of Bilingual Education and Foreign Language Studies (518-474-8775) and the Regional Bilingual Education Resource Networks (RBE-RNs) can assist schools in locating suitable translators. A list of RBE-RNs can be found at [http://www.p12.nysed.gov/biling/bilinged/betac.html](http://www.p12.nysed.gov/biling/bilinged/betac.html).

- **Writing Responses in Native Language**—English Language Learners making use of translated editions or of oral translations of the 2017 Grades 3–8 Common Core Mathematics Tests may write their responses to the open-ended questions in their native language. This accommodation is not permitted for the 2017 Grades 3–8 Common Core English Language Arts Tests. Scoring the responses to open-ended questions on the 2017 Grades 3–8 Common Core Mathematics Tests written in the student’s native language is the responsibility of the school. However, the Department’s Office of Bilingual Education and Foreign Language Studies and the RBE-RNs can assist schools in locating persons who can translate the students’ responses into English to facilitate scoring of the tests.

For each English Language Learner, darken the circles indicating the testing accommodations provided on the answer sheet under the heading “ELL Accommodations.”
**Former English Language Learners**

Schools may provide the testing accommodations listed on the previous page to Former English Language Learners who met the exiting criteria specified in Part 154-2 of the Regulations of the Commissioner of Education and were exited from English Language Learner status following their participation in one of the two most recent administrations (Spring 2015 or Spring 2016) of the New York State English as a Second Language Achievement Test (NYSESLAT). Such students either achieved an overall level of proficient on the NYSESLAT or achieved an overall level of Advanced on the most recent administration of the NYSESLAT and scored at Level 3 or higher on the New York State Common Core Grades 3–8 English Language Arts Test.

These accommodations may not be provided to Former English Language Learners who were identified as English language proficient prior to the 2015 NYSESLAT administration. For each eligible Former English Language Learner, darken the circles indicating the testing accommodations provided on the answer sheet under the heading “ELL Accommodations.”
Appendix G: Testing Accommodations for Students with Disabilities

Students Who Incur Disabilities Shortly Before Test Administration

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

- Administering the test in a special location,
- Recording the student’s answers in any manner (see Accommodations Specific to the 2017 Grades 3–8 Common Core English Language Arts Tests or Accommodations Specific to the 2017 Grades 3–8 Common Core Mathematics Tests in Appendix H), and
- Reading the test to the student. This accommodation is allowed only for students whose vision is impaired.

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

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

If the student is expected to continue to need testing accommodations, the principal must immediately make the appropriate referral for the consideration of an IEP or a 504 Plan.

Students with IEPs or 504 Plans

In general, students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans when taking these tests. It is the principal’s responsibility to ensure that students receive their testing accommodations and that those staff who will be providing them are appropriately trained. Teachers are advised to become familiar with the accommodations specific to the particular test being administered. For information on assigning testing accommodations in the Nextera® Test Delivery System for CBT, refer to the section in the manual for the Students Tab in Appendix Y, Nextera® Administration System.
Large Type or Braille Editions

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

Format Changes

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

In order for the Department to process requests for reformatting by the school, requests for approval should be submitted to OSA at least one week before the first scheduled date of the test administration. Requests should include a cover letter from the school signed by the school principal. Requests may be faxed to 518-474-1989. Department approvals will be provided by fax. However, regardless of approval, under no circumstances may the shrink-wrapped packages of paper-based tests be opened prior to the day that the test is to be administered in the school.
Appendix H: Specific Testing Accommodations

Testing Accommodations Categories

The types of testing accommodations that a student may receive are listed in the Department publication Test Access and Accommodations for Students with Disabilities, Policy and Tools to Guide Decision-Making and Implementation, published by the Department’s Office of Special Education. To access the complete online publication, see the Office of Special Education web page at http://www.p12.nysed.gov/specialed/. For information on assigning testing accommodations in the Nextera® Test Delivery System for CBT, refer to the section “Students Tab” in Appendix Y of this manual.

Please note that not all accommodations defined in that publication and reproduced here are permitted on all parts of the 2017 Grades 3–8 Common Core English Language Arts and Mathematics Tests.

Flexibility in Scheduling:

- Administer tests with frequent breaks

Flexibility in Setting:

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

Method of Presentation:

Revised Test Format1

- Braille editions of tests
- Large type editions of tests
- Increased spacing between test questions
- Increased size of answer blocks/circles
- Reduced number of test questions per page
- Multiple-choice questions in vertical format with answer circles to right of response choices
- Reading passages with one complete sentence per line
- Test read

---

1 For State tests, any reproduction and/or reformatting of the printed test books by the school requires the advance written permission of OSA, and, even with such permission, may not occur until the day that the test book will be administered.
Revised Test Directions 2

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

Use of Aids/Assistive Technology:

- Audio tape
- Tape recorder
- Computer (including talking word processor)
- Masks or markers to maintain place
- Papers secured to work area with tape/magnets
- Questions and multiple-choice responses read to student
- Questions and multiple-choice responses signed to student
- Magnification devices (specify type)
- Amplification devices (specify type)

Method of Response:

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

Use of Aids/Assistive Technology:

- Amanuensis (scribe)
- Tape recorder
- Word processor

Other:

- On-task focusing prompts

---

2 Revision of test directions is an accommodation that is limited to oral or written instructions provided to all students that explain where and how responses must be recorded, how to proceed in taking the test upon completion of sections, and what steps are required upon completion of the test. The term “test directions” does not refer to any part of a question or passage that appears solely on a student’s test book.
Accommodations Specific to the 2017 Grades 3–8 Common Core English Language Arts Tests

Teacher Reading to Student
For the 2017 Grades 3–8 Common Core English Language Arts Tests, students with disabilities whose IEPs/504 Plans recommend this accommodation must have tests read to them in accordance with the testing conditions and implementation recommendations specified on the student’s IEP/504 Plan. When reading a test to a student with a disability, the test should be read in its entirety, which includes directions, passages, test items, questions, and answer choices. The test must be read in a neutral manner, without intonation or emphasis, and without otherwise drawing attention to key words or phrases. Passages and questions must be read word for word, without any clarification or explanation. Unless the IEP/504 Plan indicates otherwise, passages, parts of passages, questions, and answer choices may be reread to the student upon the student’s request.

Use of Spell-Checking and/or Grammar-Checking Devices
Because the tests measure writing skills, students are not allowed to use spell-checking and/or grammar-checking devices during any part of the 2017 Grades 3–8 Common Core English Language Arts Tests.

Scoring Student Writing
Students may not have requirements for use of correct spelling, grammar, capitalization, and punctuation of complete sentences waived for any part of the 2017 Grades 3–8 Common Core English Language Arts Tests.

Use of Scribes
The use of scribes is an allowable accommodation for the paper-based 2017 Grades 3–8 Common Core English Language Arts Tests. However, the Department encourages the use of a word processor (with thesaurus, spell-checking, and grammar-checking applications disabled) in place of a scribe. Most students have some experience with computers, and word processing allows the student more control over his or her environment, fosters independence, and is less labor intensive than using a scribe. If using a computer or word processor, be sure to delete the student’s work after it has been printed.

When taking the paper-based 2017 Grades 3–8 Common Core English Language Arts Tests, students using scribes must provide all information—including spelling of difficult words, grammar, capitalization, and punctuation—for the writing sections of the tests.

Scribes must use the following procedures:

- When “use of a scribe” is indicated as a testing accommodation on an IEP/504 Plan, the student may dictate responses directly to the scribe or into a recording device which may be played back by a scribe for transcription. If a recording device is recommended to implement this testing accommodation, this should be indicated accordingly as an implementation specification on the student’s IEP/504 Plan.
- Scribes must record word-for-word what the student dictates or records. Scribes may capitalize the first letter of each sentence and provide punctuation at the end of a sentence. Scribes must leave out additional punctuation (e.g., commas or quotation marks) and capitalization of proper nouns.
- A word processor may be used by a scribe to type a student’s dictation, and scribes should write/type a student’s dictation on every other line.
• When the student’s dictation is complete, the scribe shows the student the written response and asks him or her to indicate where capitalization of proper nouns, additional punctuation, and paragraphing should be used.

• The student reads the completed dictation/transcription and indicates if there are any further changes to be scribed on the skipped lines.

• The scribe must then transfer the student’s completed response into the paper test booklet, and staple the student’s dictation to the paper test booklet. If the student is participating in computer-based testing, the student’s transcribed response would need to be entered into the computer-based test platform to submit.

Use of Tablets
In order for students to use school-provided tablets during any part of the paper-based 2017 English Language Arts Test, schools must receive prior written approval from the Department. No personal tablets are allowed.

Accommodations Specific to the 2017 Grades 3–8 Common Core Mathematics Tests

Teacher Reading to Student
Testing accommodations in students’ IEPs or 504 Plans that are reading-related—for example, reading the test to the student—are permitted for the 2017 Grades 3–8 Common Core Mathematics Tests. Unless the IEP or 504 Plan specifically disallows it, when reading a mathematics test question to a student who has this accommodation, all numbers and mathematics symbols, along with words, should be spoken by the teacher to the student. For example, the symbol < should be read as “less than,” and 1,211 should be read as “one thousand, two hundred, eleven.” However, test questions may never be modified or simplified, nor may teachers provide additional examples.

Use of Scribes
The following procedures should be used to implement the testing accommodation, “use of scribe,” specific to the administration of paper-based 2017 Grades 3–8 Common Core Mathematics Tests.

• The scribe must record what the student dictates on a separate sheet of paper.

• The scribe must ask the student to indicate exactly where the numbers need to be placed and lined up.

• The scribe must record the operational sign as dictated by the student (e.g., addition sign, subtraction sign).

• When dictating numbers, the student must indicate how the number is written and indicate place value. For example, if the student says “one thousand thirty-eight,” the student should specify how that is written (e.g., one, zero, three, eight).

• When computing a problem, students must indicate to the scribe how they are making the computation and should be specific in terms of what numbers to write down, including how to record carrying. For example, when adding 23 and 9, the student should indicate the following: “9 plus 3 is 12; put down the 2 and carry the 1 above the 2.”

• The scribe shows the student the written response and asks him or her to indicate if there are any further changes to be made.
• The student does not have to provide spelling, capitalization, and punctuation in word responses. Therefore, it is not necessary for the scribe to leave out capitalization and punctuation or to circle words difficult to spell.

• The scribe must then transfer the student’s completed response into the test book exactly as dictated or recorded and should attach the lined paper with the student’s dictation to the back of the test book, preferably by stapling, to ensure against the student’s response being lost.

Use of Tablets

In order for students to use school-provided tablets during any part of the paper-based 2017 Mathematics Test, schools must receive prior written approval from the Department. **No personal tablets are allowed.**

Use of Manipulative Devices

Students whose IEPs or 504 Plans specify the use of manipulative devices, such as counting blocks, counters, or an abacus are permitted to use such devices with all books associated with the 2017 Grades 3–8 Common Core Mathematics Tests.

Use of Mathematics Spatial Boards with Large Type or Braille Editions

Students whose IEPs or 504 Plans specify the use of mathematics spatial boards are permitted to use these devices with the large type and braille editions of the 2017 Grades 3–8 Common Core Mathematics Tests.

Use of Calculators and Mathematics Tables

Grades 3–5

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

Grades 6–8

• Session 1: The use of a calculator or mathematics tables is not allowed for Session 1.

• Session 2 and Session 3: For Grade 6, the use of a four-function calculator with a square root key or a scientific calculator is required. For Grades 7 and 8, the use of a scientific calculator is required. Graphing calculators are **not** permitted. The use of mathematics tables is permitted for Session 2 and Session 3 only if specified in a student’s IEP or 504 Plan.
Appendix I: Information on Ungraded Students

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

Age Ranges for Testing on the NYSSAA and General Tests for Ungraded Students with Disabilities at the Elementary and Middle Levels in the 2016–2017 School Year

<table>
<thead>
<tr>
<th></th>
<th>Birth Date</th>
<th>Reaches Age Given Between September 1, 2016, and August 31, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 3</strong></td>
<td>English Language Arts, Mathematics</td>
<td>September 1, 2007–August 31, 2008</td>
</tr>
<tr>
<td><strong>Grade 4</strong></td>
<td>English Language Arts, Mathematics</td>
<td>September 1, 2006–August 31, 2007</td>
</tr>
<tr>
<td><strong>Grade 5</strong></td>
<td>English Language Arts, Mathematics</td>
<td>September 1, 2005–August 31, 2006</td>
</tr>
<tr>
<td><strong>Grade 6</strong></td>
<td>English Language Arts, Mathematics</td>
<td>September 1, 2004–August 31, 2005</td>
</tr>
<tr>
<td><strong>Grade 7</strong></td>
<td>English Language Arts, Mathematics</td>
<td>September 1, 2003–August 31, 2004</td>
</tr>
<tr>
<td><strong>Grade 8</strong></td>
<td>English Language Arts, Mathematics</td>
<td>September 1, 2002–August 31, 2003</td>
</tr>
</tbody>
</table>
Appendix J: School/Group List

School/Group List

☐ Grades 3–8 Common Core English Language Arts Tests
or
☐ Grades 3–8 Common Core Mathematics Tests

School Name:______________________________________________________________
District Name:__________________________  Contact Name:______________________
BEDS Code:____________________________  Phone Number:______________________

<table>
<thead>
<tr>
<th>Classroom Number</th>
<th>Grade</th>
<th>Number Tested</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix K: Box Labels for Submission of Paper-Based Test Books to Scoring Center

English Language Arts Test Books for Scoring

Send to: ____________________________________________

Scoring Site

From: ____________________________________________

School Name

BEDS Code: ____________________________________________

BEDS Code Number

English Language Arts Test (Check One)

☐ Gr 3 Book 2s & Book 3s
☐ Gr 4 Book 2s & Book 3s
☐ Gr 5 Book 2s & Book 3s
☐ Gr 6 Book 2s & Book 3s
☐ Gr 7 Book 2s & Book 3s
☐ Gr 8 Book 2s & Book 3s

Box ____________________________ of _______________________

Contains _________________________________ Books for Scoring

Quantity

Mathematics Test Books for Scoring

Send to: ____________________________________________

Scoring Site

From: ____________________________________________

School Name

BEDS Code: ____________________________________________

BEDS Code Number

Mathematics Test (Check One)

☐ Gr 3 Book 3s
☐ Gr 4 Book 3s
☐ Gr 5 Book 3s
☐ Gr 6 Book 3s
☐ Gr 7 Book 3s
☐ Gr 8 Book 3s

Box ____________________________ of _______________________

Contains _________________________________ Books for Scoring

Quantity
Appendix L1: PBT Scoring Site Organization

SCORING OPERATIONS

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

Operations
Scoring Site Assistants

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

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

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

Scorers
- Score student responses
Appendix L2: CBT Scoring Site Organization

The following table shows the roles for the Paper Based Testing (PBT) scoring organization as they equate to Computer-Based Testing (CBT) scoring roles in the ScorePoint application:

<table>
<thead>
<tr>
<th>PBT Scoring Organization Role</th>
<th>CBT Scoring Role in ScorePoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scorer</td>
<td>=</td>
</tr>
<tr>
<td>Table Facilitator</td>
<td>=</td>
</tr>
<tr>
<td>Scoring Leader &amp; Scoring Site Coordinator</td>
<td>=</td>
</tr>
</tbody>
</table>

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

**Reader**
- Score student responses

**Team Leader**
- Monitor progress of scoring for Readers and items assigned to their scoring group
- Perform “read behind” for Readers and items assigned to their scoring group
- Handle alerts for Readers and items assigned to their scoring group

**Scoring Director**
- Request NY Logins
- Setup days and times for scoring
- Monitor progress of scoring for all Readers and all items assigned to their consortium
- Monitor “read behind” for all Readers and all items assigned to their consortium
- Handle alerts for all Readers and all items assigned to their consortium
- Generate reports
Appendix M: Exam Scoring Confidentiality Agreement

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

EXAM SCORING CONFIDENTIALITY AGREEMENT

☐ Grades 3–8 Common Core English Language Arts Tests
   or
☐ Grades 3–8 Common Core Mathematics Tests

Scoring Site ___________________________ Date(s) of Scoring _____________________

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

Secure Test Materials

The test materials that you are scoring are “secure test materials” and are subject to certain security restrictions, including those listed below. “Secure test materials” include, but are not limited to, all student responses, test books, answer sheets, scoring guides, and any other information, whether printed or electronic, relating to the scoring of the open-ended questions on the 2017 Grades 3–8 Common Core English Language Arts and Mathematics Tests. Secure test materials also include any notes you take during your participation in the scoring of secure test materials and confidential student information.

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

1) I agree not to disclose any secure test materials, including test questions and answers, other than while participating in the scoring activity described above. In the event that the State Education Department publicly releases any secure test materials subject to this agreement, including test questions and answers, the provisions of this agreement shall no longer apply to those materials upon such release.

2) Upon completion of the work described above, I agree to return to the scoring site coordinator all secure test materials provided to or prepared by me, including all copies thereof and all notes taken or otherwise prepared by me.

3) I understand that I may not retain any copies of any secure test materials, including scoring materials and any notes pertaining to their contents.

4) I agree that I will not use or discuss the content of secure test materials, including test questions and answers, in any classroom or other activities, prior to any public release of any such materials by the State Education Department as described in paragraph (1) herein.

5) I understand that teachers and administrators who engage in inappropriate conduct with respect to State assessments may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law and/or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education. I also understand that §225 of the Education Law makes fraud in exams a misdemeanor.

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

Signature: __________________________________________________ Date: _______________________

School (Print): __________________________________________________________________________
Appendix N: Guidelines for Including Special Education Teachers in Scoring Committees

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

### Special Education Teaching Titles Awarded
Prior to February 2, 2004

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

**On or After February 2, 2004**

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

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

SCORING OPERATIONS CERTIFICATE

☐ Grades 3–8 Common Core English Language Arts Tests
   or
☐ Grades 3–8 Common Core Mathematics Tests

School Name: ___________________________________________________________

District/BOCES Name: _____________________________  Test Period ________________
   (Month/Year)

☐ Grade 3 Common Core English Language Arts Test
☐ Grade 4 Common Core English Language Arts Test
☐ Grade 5 Common Core English Language Arts Test
☐ Grade 6 Common Core English Language Arts Test
☐ Grade 7 Common Core English Language Arts Test
☐ Grade 8 Common Core English Language Arts Test
☐ Grade 3 Common Core Mathematics Test
☐ Grade 4 Common Core Mathematics Test
☐ Grade 5 Common Core Mathematics Test
☐ Grade 6 Common Core Mathematics Test
☐ Grade 7 Common Core Mathematics Test
☐ Grade 8 Common Core Mathematics Test

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

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

Name: ___________________________________________________ Title: __________________

Signature: _________________________________________________ Date: ____/____/____

After completion, retain in school files for one year.
Appendix P: Rules to Determine Whether a Student Receives a Valid Score

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

- Students who were present for the administration, including make-ups, of any session of the test and who responded to at least one question on the test will receive valid scores and be counted as tested in calculating a school’s participation rate.

- Students will be considered to have been present for a session unless they are marked as absent from school for the entire test or for one or more of the test sessions. A student must not be marked absent for a test session if he or she was present in the school while the test session was being administered unless the student became ill during the test session or earlier that day.

- Students will be counted as not tested in calculating a school’s participation rate only if one of the following occurred:
  - The student’s SIRS record shows him or her as enrolled for the entire test administration period but includes no appropriate test record,
  - The student was absent from school for one or more of the test sessions and the missed session(s) were not completed during the makeup period,
  - The student was present for one or more test sessions but did not respond to even one question on the test,
  - The student refused all of the test sessions, or
  - The student’s results were invalidated due to an administrative error.

- In the case where a student leaves the test administration in the middle of a session and is not able to make-up that part of the test (see “Illness” on page 30 of Volume 1), school officials must decide whether to mark the student as absent for that session.
  - If any circle denoting absent from school for any session is darkened, the student will not receive a valid score.
  - If the circle denoting absent is not darkened for any session, the student will receive a score based on the questions completed. Any missing constructed responses will receive a condition code of “A,” indicating no response, and the response will receive a score of zero. The final raw score will be the sum of the number of multiple-choice questions answered correctly and the scores assigned to constructed-response questions.

If the circle denoting Medically Excused is darkened, the student will receive no score and will not be counted in calculating the school’s participation rate.

For additional information on rules to determine a valid score and on reporting scores, please visit the Student Information and Repository Services Guidance web site at: http://www.p12.nysed.gov/irs/sirs/home.html.
Appendix Q: Regional Information Centers and Large-City Scanning Centers

<table>
<thead>
<tr>
<th>Location</th>
<th>Primary Contacts</th>
<th>Secondary Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Buffalo Public Schools</strong></td>
<td>Answer Sheets &amp; Scanning</td>
<td>Answer Sheets &amp; Scanning</td>
</tr>
<tr>
<td>Office of Shared Accountability</td>
<td>Edward Kuzan</td>
<td>Dr. Genelle Morris</td>
</tr>
<tr>
<td>808 City Hall</td>
<td>716-816-3035</td>
<td>716-816-3035</td>
</tr>
<tr>
<td>Buffalo, New York 14202</td>
<td>716-851-3044 (fax)</td>
<td>716-851-3044 (fax)</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:ekuzan@buffaloschools.org">ekuzan@buffaloschools.org</a></td>
<td><a href="mailto:gmorris@buffaloschools.org">gmorris@buffaloschools.org</a></td>
</tr>
<tr>
<td><strong>CNYRIC</strong></td>
<td>Answer Sheets &amp; Scanning</td>
<td>Answer Sheets &amp; Scanning</td>
</tr>
<tr>
<td>Central New York</td>
<td>Noelle Hickok</td>
<td>Michele Rourke</td>
</tr>
<tr>
<td>Regional Information Center</td>
<td>315-433-8327</td>
<td>315-433-8359</td>
</tr>
<tr>
<td>OCM BOCES</td>
<td>315-433-2221 (fax)</td>
<td>315-433-2221 (fax)</td>
</tr>
<tr>
<td>6075 East Molloy Rd.</td>
<td><a href="mailto:nhickok@cnyric.org">nhickok@cnyric.org</a></td>
<td><a href="mailto:mrouckie@cnyric.org">mrouckie@cnyric.org</a></td>
</tr>
<tr>
<td>P.O. Box 4866</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syracuse, New York 13221</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GST BOCES</strong></td>
<td>Answer Sheets &amp; Scanning</td>
<td>Answer Sheets</td>
</tr>
<tr>
<td>Greater Southern Tier</td>
<td>Melissa Zelko Wood</td>
<td>Steve Updike</td>
</tr>
<tr>
<td>Regional Information Center</td>
<td>607-795-5342</td>
<td>607-795-5338</td>
</tr>
<tr>
<td>Computer Services Center</td>
<td>607-795-5307 (fax)</td>
<td>607-795-5307 (fax)</td>
</tr>
<tr>
<td>459 Philo Road</td>
<td><a href="mailto:mzelko@gstboces.org">mzelko@gstboces.org</a></td>
<td><a href="mailto:supdike@gstboces.org">supdike@gstboces.org</a></td>
</tr>
<tr>
<td>Elmira, New York 14903</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LHRIC</strong></td>
<td>Answer Sheets &amp; Scanning</td>
<td>Answer Sheets</td>
</tr>
<tr>
<td>Lower Hudson Regional Information Center</td>
<td>Todd Moore</td>
<td>Mark Samis</td>
</tr>
<tr>
<td>Southern Westchester BOCES</td>
<td>914-592-4203 x3279</td>
<td>914-592-4203 x3259</td>
</tr>
<tr>
<td>450 Mamaroneck Ave.</td>
<td>914-345-3719 (fax)</td>
<td><a href="mailto:msamis@lhric.org">msamis@lhric.org</a></td>
</tr>
<tr>
<td>Harrison, New York 10528</td>
<td><a href="mailto:tmoore@lhric.org">tmoore@lhric.org</a></td>
<td></td>
</tr>
<tr>
<td><strong>MHRIC</strong></td>
<td>Answer Sheets &amp; Scanning</td>
<td>Answer Sheets</td>
</tr>
<tr>
<td>Mid-Hudson Regional Information Center</td>
<td>Mariah Adin</td>
<td>Loretta Zaoutis</td>
</tr>
<tr>
<td>Ulster BOCES</td>
<td>845-255-1450 x1246</td>
<td>845-255-1450 x1212</td>
</tr>
<tr>
<td>175 Route 32 North</td>
<td><a href="mailto:madin@mhric.org">madin@mhric.org</a></td>
<td>845-255-9587 (fax)</td>
</tr>
<tr>
<td>New Paltz, New York 12561</td>
<td></td>
<td><a href="mailto:lzaoutis@mhric.org">lzaoutis@mhric.org</a></td>
</tr>
</tbody>
</table>
## Scanning Centers (continued)

<table>
<thead>
<tr>
<th>Location</th>
<th>Primary Contacts</th>
<th>Secondary Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monroe RIC</strong>&lt;br&gt;Regional Information Center&lt;br&gt;BOCES MAARS&lt;br&gt;(Monroe/Orleans Accountability, Assessment and Reporting Svcs.)&lt;br&gt;3625 Buffalo Road&lt;br&gt;Rochester, New York 14624</td>
<td><strong>Answer Sheets &amp; Scanning</strong>&lt;br&gt;Mari-Ellen Maloney&lt;br&gt;585-349-9025&lt;br&gt;585-349-9090 (fax)&lt;br&gt;<a href="mailto:mmaloney@bocesmaars.org">mmaloney@bocesmaars.org</a></td>
<td><strong>Answer Sheets &amp; Scanning</strong>&lt;br&gt;Brenda Fagan&lt;br&gt;585-349-9022&lt;br&gt;585-349-9090 (fax)&lt;br&gt;<a href="mailto:bfgan@bocesmaars.org">bfgan@bocesmaars.org</a></td>
</tr>
<tr>
<td><strong>MORIC</strong>&lt;br&gt;Mohawk Regional Information Center&lt;br&gt;Madison Oneida BOCES&lt;br&gt;4937 Spring Road&lt;br&gt;Verona, New York 13478</td>
<td><strong>Answer Sheets &amp; Scanning</strong>&lt;br&gt;Data Readiness Team&lt;br&gt;315-361-2700 or&lt;br&gt;866-986-6742&lt;br&gt;315-361-5845 (fax)&lt;br&gt;<a href="mailto:datareadiness@moric.org">datareadiness@moric.org</a></td>
<td><strong>Answer Sheets &amp; Scanning</strong>&lt;br&gt;Valerie D’Aguanno&lt;br&gt;516-832-2530&lt;br&gt;516-608-6616 (fax)&lt;br&gt;<a href="mailto:vdaguanno@nasboces.org">vdaguanno@nasboces.org</a></td>
</tr>
<tr>
<td><strong>Nassau BOCES</strong>&lt;br&gt;Regional Information Center&lt;br&gt;Robert E. Lupinskie Center for&lt;br&gt;Curriculum, Instruction and Technology&lt;br&gt;1 Merrick Avenue&lt;br&gt;Westbury, New York 11590</td>
<td><strong>Answer Sheets &amp; Scanning</strong>&lt;br&gt;Jane Boyd&lt;br&gt;516-832-2744&lt;br&gt;516-608-6616 (fax)&lt;br&gt;<a href="mailto:jboyd@nasboces.org">jboyd@nasboces.org</a></td>
<td><strong>Answer Sheets &amp; Scanning</strong>&lt;br&gt;Valerie D’Aguanno&lt;br&gt;516-832-2530&lt;br&gt;516-608-6616 (fax)&lt;br&gt;<a href="mailto:vdaguanno@nasboces.org">vdaguanno@nasboces.org</a></td>
</tr>
<tr>
<td><strong>NERIC</strong>&lt;br&gt;Northeastern Regional Information Center&lt;br&gt;900 Watervliet-Shaker Road&lt;br&gt;Albany, New York 12205</td>
<td><strong>Answer Sheets</strong>&lt;br&gt;NERIC Testing Team&lt;br&gt;518-862-5314&lt;br&gt;518-862-5378 (fax)&lt;br&gt;<a href="mailto:testing@neric.org">testing@neric.org</a>&lt;br&gt;&lt;br&gt;<strong>Scanning</strong>&lt;br&gt;Anne Bertram&lt;br&gt;518-862-5333&lt;br&gt;<a href="mailto:annemarie.bertram@neric.org">annemarie.bertram@neric.org</a></td>
<td><strong>Answer Sheets</strong>&lt;br&gt;NERIC Testing Team&lt;br&gt;518-862-5314&lt;br&gt;518-862-5378 (fax)&lt;br&gt;<a href="mailto:testing@neric.org">testing@neric.org</a>&lt;br&gt;&lt;br&gt;<strong>Scanning</strong>&lt;br&gt;Anne Bertram&lt;br&gt;518-862-5333&lt;br&gt;<a href="mailto:annemarie.bertram@neric.org">annemarie.bertram@neric.org</a></td>
</tr>
<tr>
<td><strong>New York City Department of Education</strong>&lt;br&gt;Office of Assessment Operations and Scan Center (for Public Schools)&lt;br&gt;44–36 Vernon Blvd.&lt;br&gt;Room 207&lt;br&gt;Long Island City, New York 11101</td>
<td><strong>Answer Sheets &amp; Scanning</strong>&lt;br&gt;NYC DOE Service Center&lt;br&gt;212-374-6646&lt;br&gt;<a href="mailto:servicecenter@schools.nyc.gov">servicecenter@schools.nyc.gov</a></td>
<td><strong>NYC DOE Charter School Office</strong>&lt;br&gt;<a href="mailto:charterschools@schools.nyc.gov">charterschools@schools.nyc.gov</a></td>
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<tr>
<td>Location</td>
<td>Primary Contacts</td>
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<td>Rochester City School District</td>
<td>Answer Sheets &amp; Scanning Nancy Eichner</td>
<td>Answer Sheets &amp; Scanning Bob Lau</td>
</tr>
<tr>
<td>131 West Broad Street</td>
<td>585-262-8328</td>
<td>585-262-8556</td>
</tr>
<tr>
<td>Rochester, New York 14614</td>
<td><a href="mailto:nancy.eichner@rcsdk12.org">nancy.eichner@rcsdk12.org</a></td>
<td><a href="mailto:robert.lau@rcsdk12.org">robert.lau@rcsdk12.org</a></td>
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<tr>
<td>SCRIC South Central Regional Information</td>
<td>Answer Sheets &amp; Scanning Bob Wickman</td>
<td>Answer Sheets &amp; Scanning Lisa Callahan</td>
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<tr>
<td>Center</td>
<td>607-763-3592</td>
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<tr>
<td>SCRIC South Central Regional Information</td>
<td>607-757-3000 (fax)</td>
<td>607-757-3000 (fax)</td>
</tr>
<tr>
<td>Center</td>
<td><a href="mailto:SIRSHELP@btboces.org">SIRSHELP@btboces.org</a></td>
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<td><a href="http://www.southcentralric.org/DDC.aspx">http://www.southcentralric.org/DDC.aspx</a></td>
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<td>Answer Sheets &amp; Scanning Margaret Leuzze</td>
<td>Answer Sheets &amp; Scanning Lisa Zwerling</td>
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<tr>
<td>Regional Information Center</td>
<td>631-419-1678</td>
<td>631-218-4103</td>
</tr>
<tr>
<td>Eastern Suffolk BOCES</td>
<td>631-218-4117 (fax)</td>
<td>631-218-4117 (fax)</td>
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<tr>
<td>Student Data Services</td>
<td><a href="mailto:mleuzze@esboces.org">mleuzze@esboces.org</a></td>
<td><a href="mailto:lzwerlin@esboces.org">lzwerlin@esboces.org</a></td>
</tr>
<tr>
<td>15 Andrea Road</td>
<td></td>
<td></td>
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<tr>
<td>Holbrook, New York 11741</td>
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<td>Syracuse City School District</td>
<td>Answer Sheets &amp; Scanning Margaret Bailey</td>
<td>Answer Sheets &amp; Scanning Sheila Davidson</td>
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<tr>
<td>Office of Shared Accountability</td>
<td>315-435-4486</td>
<td>315-435-4978 (fax)</td>
</tr>
<tr>
<td>258 E. Adams Street</td>
<td>315-435-4978 (fax)</td>
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<tr>
<td>Syracuse, New York 13202</td>
<td><a href="mailto:mbailey@sccsd.us">mbailey@sccsd.us</a></td>
<td>s <a href="mailto:davidson@sccsd.us">davidson@sccsd.us</a></td>
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<td>Answer Sheets &amp; Scanning Camille Sorenson</td>
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<tr>
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<td>315-332-7244</td>
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<tr>
<td>131 Drumlin Ct.</td>
<td>315-332-7473 (fax)</td>
<td>315-332-7459 (fax)</td>
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<tr>
<td>Newark, New York 14513</td>
<td><a href="mailto:ksimpson@edutech.org">ksimpson@edutech.org</a></td>
<td><a href="mailto:csorenson@edutech.org">csorenson@edutech.org</a></td>
</tr>
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<td>WNYRIC Western New York Regional Information</td>
<td>Answer Sheets &amp; Scanning Karen Halbert</td>
<td>Answer Sheets &amp; Scanning Dennis Atkinson</td>
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<td>716-821-7088</td>
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<tr>
<td>Erie 1 BOCES</td>
<td>716-821-7432 (fax)</td>
<td>716-821-7432 (fax)</td>
</tr>
<tr>
<td>355 Harlem Road</td>
<td><a href="mailto:khalbert@e1b.org">khalbert@e1b.org</a></td>
<td><a href="mailto:datkinson@e1b.org">datkinson@e1b.org</a></td>
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<tr>
<td>Yonkers City School District</td>
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<td>Answer Sheets &amp; Scanning David Beaver</td>
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<tr>
<td>1 Larkin Center</td>
<td>914-376-8234</td>
<td>914-376-8234</td>
</tr>
<tr>
<td>Yonkers, New York 10701</td>
<td>914-376-9144 (fax)</td>
<td>914-376-9144 (fax)</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:ccollins@yonkerspublicschools.org">ccollins@yonkerspublicschools.org</a></td>
<td><a href="mailto:dbeaver@yonkerspublicschools.org">dbeaver@yonkerspublicschools.org</a></td>
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Appendix R: New York City Department of Education
2016–17 Borough Assessment
Implementation Directors

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<tr>
<th>Borough Assessment Office</th>
<th>Borough Assessment Implementation Director</th>
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<tr>
<td><strong>Manhattan</strong></td>
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<tr>
<td>Comprising Districts:</td>
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</tr>
<tr>
<td>1, 2, 3, 4, 5 &amp; 6</td>
<td>Louise Smith</td>
</tr>
<tr>
<td>333 Seventh Avenue</td>
<td>212-356-3784</td>
</tr>
<tr>
<td>7th Floor</td>
<td>212-356-7523 (fax)</td>
</tr>
<tr>
<td>New York, New York 10001</td>
<td><a href="mailto:lsmith2@schools.nyc.gov">lsmith2@schools.nyc.gov</a></td>
</tr>
<tr>
<td><strong>Bronx</strong></td>
<td></td>
</tr>
<tr>
<td>Comprising Districts:</td>
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</tr>
<tr>
<td>7, 8, 9, 10, 11 &amp; 12</td>
<td>Sharon Cahr</td>
</tr>
<tr>
<td>1 Fordham Plaza</td>
<td>718-741-5559</td>
</tr>
<tr>
<td>7th Floor</td>
<td>718-741-7971 (fax)</td>
</tr>
<tr>
<td>Bronx, New York 10458</td>
<td><a href="mailto:scahr@schools.nyc.gov">scahr@schools.nyc.gov</a></td>
</tr>
<tr>
<td><strong>Brooklyn</strong></td>
<td></td>
</tr>
<tr>
<td>Comprising Districts:</td>
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</tr>
<tr>
<td>13, 14, 15, 16, 19, 23 &amp; 32</td>
<td>Laura Dalla Betta</td>
</tr>
<tr>
<td>131 Livingston Street</td>
<td>718-935-5795</td>
</tr>
<tr>
<td>Room 505</td>
<td>718-935-2104 (fax)</td>
</tr>
<tr>
<td>Brooklyn, New York 11201</td>
<td><a href="mailto:ldallabetta@schools.nyc.gov">ldallabetta@schools.nyc.gov</a></td>
</tr>
<tr>
<td><strong>Queens</strong></td>
<td></td>
</tr>
<tr>
<td>Comprising Districts:</td>
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<tr>
<td>24, 25, 26, 27, 28, 29 &amp; 30</td>
<td>Barbara Marcisak</td>
</tr>
<tr>
<td>28-11 Queens Plaza North</td>
<td>718-391-8352</td>
</tr>
<tr>
<td>Room 304</td>
<td>718-391-6088 (fax)</td>
</tr>
<tr>
<td>Long Island City, New York 11101</td>
<td><a href="mailto:bmarcis@schools.nyc.gov">bmarcis@schools.nyc.gov</a></td>
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<tr>
<td><strong>Staten Island</strong></td>
<td></td>
</tr>
<tr>
<td>Comprising Districts:</td>
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</tr>
<tr>
<td>17, 18, 20, 21, 22 &amp; 31</td>
<td>José Garcia</td>
</tr>
<tr>
<td>715 Ocean Terrace</td>
<td>718-390-1579</td>
</tr>
<tr>
<td>Building A</td>
<td>718-420-5665 (fax)</td>
</tr>
<tr>
<td>Staten Island, New York 10301</td>
<td><a href="mailto:jgarcia17@schools.nyc.gov">jgarcia17@schools.nyc.gov</a></td>
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</tbody>
</table>
## New York City Department of Education (continued)

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<tr>
<th>Borough Assessment Office</th>
<th>Borough Assessment Implementation Director</th>
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<tbody>
<tr>
<td><strong>Special Education</strong> D75</td>
<td>Mary Margaret Little</td>
</tr>
<tr>
<td>400 First Avenue</td>
<td>212-802-1560</td>
</tr>
<tr>
<td>Room 662C</td>
<td>917-256-4245 (fax)</td>
</tr>
<tr>
<td>New York, New York 10010</td>
<td><a href="mailto:mlittle3@schools.nyc.gov">mlittle3@schools.nyc.gov</a></td>
</tr>
<tr>
<td><strong>Alternate Schools &amp; Programs</strong> D79</td>
<td>Joanne Mitchell</td>
</tr>
<tr>
<td>4360 Broadway</td>
<td>917-521-3635</td>
</tr>
<tr>
<td>Room 428</td>
<td>917-521-3649 (fax)</td>
</tr>
<tr>
<td>New York, New York 10033</td>
<td><a href="mailto:jmitchell5@schools.nyc.gov">jmitchell5@schools.nyc.gov</a></td>
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<tr>
<td><strong>Charter Schools</strong></td>
<td>Rosanna Castro</td>
</tr>
<tr>
<td>52 Chambers Street</td>
<td>212 374-2315</td>
</tr>
<tr>
<td>New York, New York 10008</td>
<td>212 374-2324 (fax)</td>
</tr>
<tr>
<td><strong>Homebound Instruction</strong></td>
<td>Angela Velez</td>
</tr>
<tr>
<td>3450 East Tremont Avenue</td>
<td>718-794-7236</td>
</tr>
<tr>
<td>Bronx, New York 10033</td>
<td>718-794-7237 (fax)</td>
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<tr>
<td><strong>Hospital Instruction</strong></td>
<td>Keri Kaufmann</td>
</tr>
<tr>
<td>3450 East Tremont Avenue</td>
<td>718-794-7266</td>
</tr>
<tr>
<td>Bronx, New York 10033</td>
<td>718-794-7263 (fax)</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:kkaufmann@schools.nyc.gov">kkaufmann@schools.nyc.gov</a></td>
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</table>
Appendix S: Pausing and Reactivating a Computer-Based Test in Nextera® Test Delivery System

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

The student then selects **Pause test** to validate his or her request to pause.

Any test that is paused will require a **proctor PIN** for the student(s) to log back into the test. Teachers will need to contact their DTC or STC to obtain the proctor PIN, if needed. Note that the proctor PIN will be the same for all teachers within a school, but each school will have a unique proctor PIN.
Appendix T: Nextera® Test Delivery System
Computer-Based Testing Accommodations

The Nextera® Test Delivery System includes the following online testing accommodations:

- Answer Masking Tool
- Reverse Contrast
- Background Color
- Initial Page Zoom
- Text-to-Speech

Students with learning needs as documented in an IEP or 504 Plan may require online accommodation tools. Refer to the following information on online testing accommodations when considering the accommodations your student(s) may need. These options need to be identified and coded in Nextera® administration system prior to testing.
Classroom Accommodations

After testing, please select the testing accommodations that your student used outside of the testing platform.

**Answer Masking**

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

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

The blue eye indicates response options that have been selected to view.

- The gray, crossed-out eye indicate which response options are masked.
- Examples:

```
In paragraph 17, Andrew turns the lights off in the house because he

- [ ] is worried that the bat may be dangerous
```
Reverse Contrast

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

Example:

Animals need to play just like humans. Through play, both humans and animals can learn about the dangers in our world.

Why Do Animals Play?
by Kathleen Weidner Zoehfeld

1. Puppies love to run and tumble. They chase each other around the yard. They wrestle and nip each other gently. A kitten will pounce on a toy mouse or leap high for a piece of yarn.

2. Why do animals play? For the same reason YOU play—because it’s FUN! But there is more to animal play than just fun. For animals in the wild, play is important to their very survival. Young animals have to learn about their world. They have to exercise their muscles and practice all the skills they will need to be successful adults.

Background Color

The background color option is an embedded accommodation that allows the color of the background to be changed as needed in order to make the text easier for the student to read. There are multiple color options available.
If this option is selected, the test will automatically appear in the selected mode and the student does not have to take any action.

Example:

There are 5,280 feet in a mile. What is the total number of feet in 6 miles?

- A 31,280
- B 31,680
- C 33,680
- D 35,280

**Initial Page Zoom**

The initial page zoom is an embedded accommodation that enlarges the text and images on the screen so the student can view or read the text more easily.

Example:

Text-to-Speech

Text-to-Speech (TTS) is an accommodation that indicates that the student will take the test online, but that all or part of the test will be read aloud by the computer. See the *Teacher’s Directions for Computer-Based Testing* for additional information regarding the TTS accommodation. Permissible portions of the test to be read aloud vary by subject.
Appendix U: Roles and Permissions

- **NYC Region Level User (NYCRIC)**
  - Point of contact for all District Test Coordinators (DTCs) in NYC
  - Edits teacher and student data as necessary
  - Visibility to all NYC district and school level information

- **District Test Coordinator (DTC)**
  - Main point of contact at the district for Questar
  - Ensures accuracy of all student data in the system
  - Manages district-level accounts and sets up primary school-level users, including the School Test Coordinator and School Information Technology Coordinator
  - There is only one District Test Coordinator per district

- **District Level User (DLU)**
  - Receives the same permissions in the system as the District Test Coordinator
  - Has access to all district schools, users, and students
  - Can assist in managing district-level users and students, and in scheduling tests

- **District Information Technology Coordinator (DITC)**
  - Information technology point of contact for all schools in the district
  - May help district and school staff troubleshoot technology issues

- **Superintendent (SUP)**
  - Provides guidance to the DTC
  - Ensures all student data is correct and in the system
  - Visibility to their own district and school level information

- **Principal (PRN)**
  - Responsible for Tech Readiness
  - Visibility to their own school level information

- **School Test Coordinator (STC)**
  - Handles test coordinator responsibilities at the school level
  - Responsible for managing users and students, and schedules tests at the school level
  - There is only one School Test Coordinator per school
• **Building Level User (BLU)**
  - Receives the same permissions in the system as the School Test Coordinator
  - Can assist in managing school level users and students, and in scheduling tests

• **School Information Technology Coordinator (SITC)**
  - Information technology point of contact for the school
  - Can download the secure test browser on all devices used for testing
  - May help district and school staff troubleshoot technology issues

• **Teacher (TA)**
  - Responsible for leading test administration
  - There is only one teacher per class
Nextera® User Roles By Functionality

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

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<td>Accounts</td>
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<td></td>
<td>Add New Test Administrators</td>
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<tr>
<td></td>
<td>View/Edit Contact Information, Addresses, School Registration Information</td>
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<td></td>
<td>View and Complete Registration</td>
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<td>Merge Accounts</td>
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<td>Help</td>
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<td></td>
<td>View Downloads Page, Download Secure Browsers</td>
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</tbody>
</table>
Appendix V: District and School Test Coordinator Checklist for Computer-Based Testing

Activities PRIOR to and DURING Test Administration

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

The following seating arrangements are suggestions for creating a secure test environment for students who are taking the computer-based tests.

- Seat students in every other seat.
- Arrange monitors back-to-back.
- Seat students back-to-back.
- Seat students in a semicircle.
- Seat students in widely spaced rows or in every other row.

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

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nextera® Administration System</td>
<td>System used by teachers, school, and district representatives to verify student registration, assign accessibility/accommodation features, print student login credentials, and other administrative duties</td>
</tr>
<tr>
<td>Nextera® Test Delivery System</td>
<td>System that delivers tests to students and receives responses</td>
</tr>
<tr>
<td>Secure Browser</td>
<td>Application that protects the security of the test and student responses</td>
</tr>
<tr>
<td>Access Code</td>
<td>Four-digit code announced or displayed for all students in a session when the teacher has ensured all students have successfully logged in and are ready to begin testing: also called a Session PIN in Nextera® administration system</td>
</tr>
<tr>
<td>Student Login Credentials (Student Labels)</td>
<td>Login credentials students use to initiate a test session in the Nextera® Test Delivery System</td>
</tr>
<tr>
<td>Test Administrator/Proctor</td>
<td>Individual(s) at the school ultimately responsible for administering the assessment</td>
</tr>
</tbody>
</table>
Appendix Y: Nextera® Administration System

Overview

This section provides guidance for administering computer-based tests using the Nextera® administration system, including the login process, navigating, and managing student data.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Login/Sign Out</td>
<td>The Login/Sign Out section has instructions and screen prints to guide users through Nextera® administration system’s login and sign out processes.</td>
</tr>
<tr>
<td>2. Home Page</td>
<td>The Home Page has the general information users will need for testing. Information available to users on the home page is based on role.</td>
</tr>
<tr>
<td>3. Students</td>
<td>The Students tab allows users to view students in Nextera® administration system. Some roles can make changes (e.g., updating online testing accommodations), download class lists, and add students.</td>
</tr>
<tr>
<td>4. Classes</td>
<td>The Classes tab allows users to view, edit, and create classes.</td>
</tr>
<tr>
<td>5. Tests</td>
<td>Based on the user’s role, the Tests tab allows users to view important dates and test administration details, print student login credentials as labels, designate students not taking the test, and track student progress while taking the test.</td>
</tr>
<tr>
<td>6. Accounts</td>
<td>The Accounts tab allows some roles to view, activate, and add test administrators, such as Teachers. DTCs can also edit contact information, addresses, school registration information, and complete registration.</td>
</tr>
<tr>
<td>7. Help</td>
<td>The Help tab offers resources for support, such as customer support contact details, FAQ, and support documentation.</td>
</tr>
</tbody>
</table>
Login/Sign Out

Enter this web site address in your browser window: https://ny.nextera.questarai.com/Admin/

Enter your User ID and Password, then select Sign In.

1. Forgot your password? Complete steps 2 and 3.

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

Continue to Step 3.
2. If you have forgotten your password:
   
   • Select **Forgot your password?**

   ![New York State Grades 3-8 Testing Program]

   • Enter your email address and select **Submit**.

   ![Reset a forgotten password]

   • You will receive an email asking you to confirm you want to reset your password. Select **Yes** to continue the password reset process.
• You will receive another email that provides you with a **Single-Use Password**. Select the **Go to this Internet Site** link.

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

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

To Sign Out of Nextera® administration system, select Sign out from the upper right corner of the screen.
The Home Page

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

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

- Administration Quick Links
- DTC Important Information
- School Test Coordinator Checklist
- Teacher Checklist
- What's New
- School Information, including the Proctor PIN, which is required when a student needs to reactivate a paused test
- Functionality to send mass welcome emails to all District accounts
- Testing Status Dashboard
When testing is in progress, for certain roles, the Home Page will also include a Testing Status Dashboard. The Testing Status Dashboard is updated every 15 minutes to reflect current data. Please reference Appendix U to determine which roles will have access to the functionality.

The Testing Status Dashboard provides the following information:

- Number of students registered to test
- Number of students with a test in progress
- Number of students who have completed testing
- Average time spent testing
- System Response Time
- System Maintenance

- Testing data will change dynamically as users drill down from the district to a school

Since certain roles have access to multiple schools' details, it is important to ensure they are looking at the applicable school's page when searching for data, such as the proctor PIN, which is necessary when a student needs to reactivate a paused test. See Appendix S: Pausing and Reactivating a Computer-Based Test in Nextera® Test Delivery System for more details.
When viewing Nextera® administration system, DTCs should verify they are viewing information for the appropriate school by looking in the **Schools** field on the Home Page.
If it is not the desired school:

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

2. Use the **drop-down menu** to select the correct school and select **Change**.
3. The applicable school’s page displays.
School Test Coordinator (STC)

The School Test Coordinator's (STC) Home Page includes:

- Your Profile
- Administration Quick Links
- School Test Coordinator Checklist
- Teacher Checklist
- What’s New
- School Information, including the Proctor PIN, which is required when a student needs to reactivate a paused test
Teacher

The Teacher’s Home Page includes

- Your Profile
- Administration Quick Links
- Teacher Checklist
- What’s New
Students Tab

Based on the user’s role, the Students tab allows users to view, make changes, and add students in Nextera® administration system. STCs, DTCs, and Teachers can make changes (e.g., updating accommodation options) and add students in Nextera® administration system.

To View Students and Class Lists

1. Select the Students tab. The Class List displays for the selected Class and Test type.

2. To download the class list, select the Download Class List (Excel) link in the lower right corner of the screen.

3. To view the details of a particular student, select View for the applicable student. Information displayed includes the student’s name, grade, date of birth, class name, accessibility and accommodation options, etc.
4. To return to the Class List, select **Back to students list** in the upper left corner of the screen.
To Add or Edit a Student (*STCs and DTCs only*)

1. Select the **Students** tab.

2. To add a student:
   - Select **New Student**.
3. To edit a student:
   - Locate the student’s name and select **View**.
- Select **Edit**.
• To update the student's general information, edit the applicable field(s) and select **Save**.
To update the student's online testing accommodations, scroll to the bottom of the Edit Student Record page and select Modify under the Accessibility and Accommodation Options.

For a description of the options available in Nextera® administration system, see Appendix T: Nextera® Test Delivery System Computer-Based Testing Accommodations.
• Update the **Computer-Based Testing Accommodations** tab for accommodations and supports that are embedded within the test engine. Once all selections have been made, select **Save**.
Multi-Student Edit

This function allows you to edit accommodations for a group of students who have the same accommodations. Changes made using this function will affect all students selected.

1. Select Multi-Student Edit from the Students Tab.

2. Locate the students you would like to edit using either the search bar or scrolling through search results.
3. Check the boxes on the left, next to the students in the list you would like to edit.

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

Based on the user's role, the Classes tab allows users to view, make changes, and create classes in the Nextera® administration system.

To View and Edit a Class

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

2. Information displayed includes the class name, teacher, test window, proctor, content area, and students in the class. To edit a class, select Edit.
3. To change general class information (teacher, class name, proctor, etc.), update the applicable field(s) and select **Save**.

4. To add students to the class
   - Select the **check box(es)** on the left to select the student(s) from the left column
   - Select the **right arrow** to move the student(s) to the class
   - Select **Save**

5. To remove students from the class
Select the **check box(es)** for the applicable student(s) in the right column.

Select the **left arrow** to remove the student(s) from the class.

Select **Save**.

---

**To Add a Class**

1. Select the **Classes** tab. Select **New Class**.
2. Enter the class details, including the teacher, class name, and proctor information. Add students by selecting the check box(es) on the left to select the student(s) from the left column and selecting the right arrow to move the student(s) to the class. Select Save.
Tests Tab

Based on the user’s role, the Tests tab allows users to view important dates and test administration details, print student login credentials, designate students not taking the test, and track student progress while taking the test.

To view important dates, select Important Dates from the Tests tab. The test dates are displayed.

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

1. Select Tests from the Tests tab. Information displayed includes the teacher, class, content area, test name, and testing status.
2. To view test details, select **View**.

3. The **View Test** screen displays test details, including the test progress, student status, and Access Code. The teacher will provide the Access Code to students to allow them to start the test in the Nextera® Test Delivery System.
4. To indicate that a student is not testing, locate the student that is not testing and select **Set** in the Status Codes column.

5. Designate the applicable **Scoring Option** and **Reason**. Select **Submit**.
Examiner View

The Examiner View feature is helpful when you have an educator supporting testing who does not have access to the Nextera® administration system. If you would like another educator to have access to individual student passwords and progress during the assessment, use this feature by completing the following steps:

To set up Examiner View:

1. On the other educator’s computer, log in to Nextera® administration system.
2. Select Tests from the Tests tab.
3. Locate the applicable class and select View.
4. Locate and select the blue Examiner View button.
5. This opens a new tab on the web browser containing the Access Code, student passwords, and student progress. This tab will automatically refresh and display updated student progress information. Keep this tab open. On the first tab, sign out of Nextera® administration system. Now the other educator will have access to student progress during the assessment.

To Print Student Login Credentials (Labels)

Each student in class will need student login credentials to log in to the test session. Teachers may print student login credentials as labels.

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

1. Login to Nextera® administration system.
2. Select Tests from the Tests tab.
3. Select View for the applicable test.
4. Select **Print Labels**.

![Print Labels Image]

5. Select the **applicable form**.

![Applicable Form Image]
6. Select OK.

7. The student login credential labels display. Use the Print function to print the labels. Each label includes a student’s name, test name, user ID, and password.
District Review *(DTCs only)*

To perform District Review:

1. To review the status of tests in your district, select **Testing** from the **Tests** tab.

   ![Screen Shot](image-url)

   2. The Testing screen displays test details, such as the class name, number of students not started, in progress, and finished. The results also display the overall session status.

      - You can download the data into a spreadsheet by selecting **Download a copy (Excel)**.
      - To filter the information, use the **drop down arrows** to designate search criteria, such as School Name, Content Area, Session, or Class.

   ![Screen Shot](image-url)
Testing Status Details
To review testing status details:

1. To review the status of tests in your district or school, select Testing Status Details from the Tests tab.

2. The Testing Status Details screen displays test details, such as the school or class name, number of subjects in the school and overall status.
   - You can download the data into a spreadsheet by selecting Export.
   - To view more detailed information for a specific school, select View for the applicable school.
Accounts Tab

The options on the **Accounts** tab vary by role.

Multiple user levels exist within Nextera® administration system. DTCs and STCs can add or edit users at or below their level as needed to allow specific individuals the rights they need for accessing their student information.

**To Edit an Account**

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

1. Select **Accounts** from the **Accounts** tab, locate the user and select **View**.
2. Select **Edit**.

3. Make the applicable changes and select **Save**.
   - Be sure to select the **check box** “This account is currently active.”
To Add an Account

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

2. Select **New Account**.
3. Select the appropriate Role Type from the drop-down menu, then select Add Role.
   - In this example, we will select School Test Coordinator.
   - For a description of the different user account roles, see Appendix U: Roles and Permissions.
4. Enter the new user’s information and select **Create New Account**. Be sure to select the **check box** “This account is currently active.”
Help Tab

Customer Support contact details, Commonly Asked Support Questions, and Support Documentation are available on Nextera® administration system’s Help tab.

To access this information:

1. Select Help from the Help tab.

   • “Contact Support” details include a telephone number, email address, and chat feature,
   • “Commonly Asked Support Questions” provides answers to commonly asked questions, and
   • “Support Documentation” will includes links to reference materials, such as the Teacher’s Directions. To open a document, simply click on the document title.
All users can access Downloads from the Help tab. Download the Questar Secure Browser using the links on the Downloads page.

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

To perform the System Scan:

1. Select System Scan from the Help tab.
2. Select **Scan Now**.

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

4. To view Questar’s system requirements, select the **View Questar system requirements** option.
5. To view the requirements, select the plus sign next to Desktop Requirements or Mobile/Tablet Requirements.
6. The requirements display and include physical requirements (e.g., screen resolution) and system/network requirements (e.g., Internet speed).