

Tennessee Comprehensive Assessment Program

TCAP

ACH Building Testing Coordinator (BTC) Guide

TCAP Assessments

Spring 2025

CONTAINS: Test Policies, Security Information, Calendars, and Accommodation Information Required to Prepare for Testing.





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Update:
page 7 - English CBT
page 52 - the final date to return ELA paper materials - consumable test books and answer documents
page 53 - ELA color label

More guidance and information can be found on LiveBinders, a website primarily for district testing coordinators (DTCs) with resources for TCAP information, forms and policies at <https://www.livebinders.com/play/play/2244559#anchor>.

Building Testing Coordinator Guide

HOW TO USE THIS DOCUMENT

Building testing coordinators (BTCs) should use this document in conjunction with the **Test Administration Manual** (TAM), which is published separately and posted on the Assessment Logistics LiveBinders site. BTCs are required to read both manuals **thoroughly** in order to be able to supervise the TCAP assessment program at school sites. In addition to providing guidance to BTCs, this manual covers important information intended for district coordinators and test administrators.

This guide is intended for BTCs who may help administer tests that are computer-based or paper-based. Content that is specific to one mode of testing will be indicated with the following icons.



The computer icon indicates the content is specific to computer-based testing (CBT).



The paper icon indicates the content is specific to paper-based testing (PBT).

What's New for the Spring 2025 BTC Guide

- PBT ELA, all subparts, must be completed the first week of the testing window, April 14 – 23, 2025, with return of the scorables on or before April 23.
- CBT ELA, Subpart 1 , must be completed the first week of the testing window, April 14 – 23, 2025.
- PearsonAccess^{next} documentation has been updated.

Important Dates

2024-25 TCAP Calendar

Assessment Name	Administration	Administration Window	Raw Scores Available By
TCAP End-of-Course (EOC)	Fall	December 2 - 19, 2024	January 2, 2025
TCAP Achievement (ACH) Grades 3-5 (Paper-Based)	Spring	April 14 - May 2, 2025	May 20, 2025
TCAP ACH Grades 6-8 and TCAP EOC (Computer-Based)	Spring	April 14 - May 6, 2025	May 20, 2025
TCAP-Alternate Science & Social Studies (Alt) Grades 3-8 and EOC	Spring	March 10 - April 25, 2025	
TCAP-ALT ELA & Math	Fall	September 9 - December 20, 2024	
TCAP-ALT ELA & Math	Spring	February 3 - May 16, 2025	
TCAP Grade 2 (Optional)*	Spring	April 14 - May 2, 2025	May 20, 2025
TCAP Grade 2-Alt (Optional)*	Spring	March 10 - April 25, 2025	

* Participation in the Grade 2 assessment is a district option and includes both the general education and alternate assessments.

TCAP Time Limits (2025)

2024–25 TCAP Grade 2 Testing Times (Optional)

Subpart	English Language Arts (ELA)	Total Time
Subpart 1	Section 1a: 13 minutes* (5 minutes) Section 1b: 15 minutes (5 minutes) Section 1c: 13 minutes* (5 minutes) Section 1d: 15 minutes (5 minutes)	56 minutes (76 minutes)
Subpart 2*	Section 2a: 25 minutes (5 minutes) Section 2b: 13 minutes (5 minutes)	38 minutes (48 minutes)
Subpart 3*	Section 3a: 25 minutes (5 minutes) Section 3b: 13 minutes (5 minutes)	38 minutes (48 minutes)
Subpart	Math	Total Time
Subpart 1	Section 1a: 35 minutes (7 minutes) Section 1b: 25 minutes* (5 minutes)	60 minutes (72 minutes)
Subpart 2	Section 2a: 30 minutes (6 minutes) Section 2b: 10 minutes* (5 minutes)	40 minutes (51 minutes)

* This portion of each subpart **must not be read aloud** to students. Students **must work independently** on these subparts and sections to maintain the structure, accurate measurement, and validity of the test.

According to [Public Chapter 978](#) passed by the Tennessee 112th General Assembly, if requested by a parent or student, a test administrator (TA) may allow a student an additional optional time period (calculated above), to ensure students are able to finish the assessments completely. The required times posted above represent testing time appropriate for 95% of students. TAs may add the optional additional time, up to the amount listed in parenthesis, as requested while adhering to all test security measures and test procedures. Additional optional requested time allowed by PC978 does not supersede a Local Education Agency (LEA) or public charter school's obligation to comply with the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.), or Section 504 of the Rehabilitation Act (29 U.S.C. § 794). Additional time requested, therefore, **should NOT** take the place of extra time accommodations outlined in a student's individual educational plan (IEP), individual learning plan (ILP), and/or Section 504 plan.

2024–25 TCAP Achievement Testing Times

Grade	English Language Arts (ELA)	Math	Science	Social Studies
Grade 3	Subpart 1: 80 min. Section 1a: 15 min.* (5 min.) Section 1b: 25 min. (5 min.) Section 1c: 15 min.* (5 min.) Section 1d: 25 min. (5 min.) Subpart 2: 30 min. (6 min.) Subpart 3: 40 min. (8 min.) Subpart 4: 30 min. (6 min.) Total: 180 min. (220 min.)	Subpart 1: 50 min. (10 min.) Subpart 2: 30 min. (6 min.) Subpart 3: 30 min. (6 min.) Total: 110 min. (132 min.)	Subpart 1: 50 min. (10 min.) Total: 50 min. (60 min.)	N/A

TCAP Time Limits (2025)

Grade	English Language Arts (ELA)	Math	Science	Social Studies
Grade 4	Subpart 1: 80 min. (16 min.) Subpart 2: 30 min. (6 min.) Subpart 3: 40 min. (8 min.) Subpart 4: 30 min. (6 min.) Total: 180 min. (216 min.)	Subpart 1: 50 min. (10 min.) Subpart 2: 30 min. (6 min.) Subpart 3: 30 min. (6 min.) Total: 110 min. (132 min.)	Subpart 1: 50 min. (10 min.) Total: 50 min. (60 min.)	N/A
Grade 5	Subpart 1: 80 min. (16 min.) Subpart 2: 40 min. (8 min.) Subpart 3: 40 min. (8 min.) Subpart 4: 40 min. (8 min.) Total: 200 min. (240 min.)	Subpart 1: 50 min. (10 min.) Subpart 2: 30 min. (6 min.) Subpart 3: 30 min. (6 min.) Total: 110 min. (132 min.)	Subpart 1: 45 min. (9 min.) Subpart 2: 45 min. (9 min.) Total: 90 min. (108 min.)	N/A
Grade 6	Subpart 1: 85 min. (17 min.) Subpart 2: 50 min. (10 min.) Subpart 3: 50 min. (10 min.) Subpart 4: 45 min. (9 min.) Total: 230 min. (276 min.)	Subpart 1: 40 min. (8 min.) Subpart 2: 35 min. (7 min.) Subpart 3: 40 min. (8 min.) Total: 115 min. (138 min.)	Subpart 1: 45 min. (9 min.) Subpart 2: 45 min. (9 min.) Total: 90 min. (108 min.)	Subpart 1: 50 min. (10 min.) Subpart 2: 50 min. (10 min.) Total: 100 min. (120 min.)
Grade 7	Subpart 1: 85 min. (17 min.) Subpart 2: 50 min. (10 min.) Subpart 3: 50 min. (10 min.) Subpart 4: 45 min. (9 min.) Total: 230 min. (276 min.)	Subpart 1: 40 min. (8 min.) Subpart 2: 35 min. (7 min.) Subpart 3: 40 min. (8 min.) Total: 115 min. (138 min.)	Subpart 1: 45 min. (9 min.) Subpart 2: 45 min. (9 min.) Total: 90 min. (108 min.)	Subpart 1: 50 min. (10 min.) Subpart 2: 50 min. (10 min.) Total: 100 min. (120 min.)
Grade 8	Subpart 1: 85 min. (17 min.) Subpart 2: 50 min. (10 min.) Subpart 3: 50 min. (10 min.) Subpart 4: 45 min. (9 min.) Total: 230 min. (276 min.)	Subpart 1: 40 min. (8 min.) Subpart 2: 35 min. (7 min.) Subpart 3: 40 min. (8 min.) Total: 115 min. (138 min.)	Subpart 1: 45 min. (9 min.) Subpart 2: 45 min. (9 min.) Total: 90 min. (108 min.)	Subpart 1: 50 min. (10 min.) Subpart 2: 50 min. (10 min.) Total: 100 min. (120 min.)

According to [Public Chapter 978](#) passed by the Tennessee 112th General Assembly, if requested by a parent or student, a test administrator (TA) may allow a student an additional optional time period (calculated above), to ensure students are able to finish the assessments completely. The required times posted above represent testing time appropriate for 95% of students. TAs may add the optional additional time, up to the amount listed in parenthesis, as requested while adhering to all test security measures and test procedures. Additional optional requested time allowed by PC978 does not supersede a Local Education Agency (LEA) or public charter school's obligation to comply with the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.), or Section 504 of the Rehabilitation Act (29 U.S.C. § 794). Additional time requested, therefore, **should NOT** take the place of extra time accommodations outlined in a student's individual educational plan (IEP), individual learning plan (ILP), and/or Section 504 plan.

Section 1: BTC Roles and Responsibilities

STUDENT PARTICIPATION IN ALL TCAP ASSESSMENTS

Federal and state law require all public-school students in Tennessee, regardless of background, to be included in annual summative assessments. All students have the right to meaningful access and opportunities for participation in instruction. The strategies, accessibility, and accommodations used during instruction need to also be available to the greatest extent possible for assessments. Students with disabilities and/or English Learners who need accommodations to access the assessment should receive them in accordance with applicable laws and policies. For more information, please see the Tennessee Comprehensive Accessibility and Accommodations Manual located on LiveBinders. Schools and districts must make every effort possible to ensure all students participate in annual summative assessments.

Note: It is imperative that all district and school personnel familiarize themselves thoroughly with all the test administration and security policies and procedures described in the **Test Administration Manual** and the **Test Security Manual** to ensure a secure test administration with valid and reliable results.

STATE OF TENNESSEE TEST SECURITY LAW

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process, shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

[Acts 1992, Ch. 535, 4.]

STATE TEST SECURITY GUIDELINES

The **BTC Testing Code of Ethics and Security Procedures** documents (Appendix B, pages 63–64) outline appropriate procedures that must be followed by all building testing coordinators (BTCs). Review carefully, sign, and date the **Testing Code of Ethics and Security Procedures** document and the **Test Administration and Security Agreement**, and give the signed copies to your district testing coordinator (DTC).

RESOURCES

Several resources are available for BTCs in this document as well as through other resources.

LiveBinders

The Assessment Logistics LiveBinders site contains test information for DTCs. However, the site also has pertinent information for BTC and Technology staff. It is located at <https://www.livebinders.com/play/play/2244559>.

Section 1: BTC Roles and Responsibilities

The site contains resources about the TCAP test administration, including but not limited to: TAM, Test Security Manual, accommodation manual, Scheduling for Assessment Provisioning guide, how to documents, technology information, test calendars, and times.

Online Training Courses

An online training course for the role of BTC is available now. These trainings will include how to train test administrators, how to preserve test security, considerations for test scheduling, and how to handle paper-based materials. The trainings can be accessed through the links provided on LiveBinders at <https://livebinders.com/play/play?id=2244559#anchor>. If you have trouble accessing the training courses, reach out to your DTC for assistance.

PearsonAccess^{next} Online Support

PearsonAccess^{next} Online Support can be found at <https://support.assessment.pearson.com/PASup>. This website explains how to access key functions related to system setup, testing, and reporting. Tasks are explained step by step in text or video. Please share this link with your Tech Director.

RESPONSIBILITIES OF BUILDING TESTING COORDINATORS

The BTC has very important training and test security responsibilities to ensure the success of the TCAP administration. This section covers each of those responsibilities.

Training

The BTC is responsible for training all test administrators and proctors, as well as any other school faculty members who have access to secure testing materials or who will be present during the testing environment, such as school administrators. This training may be conducted in person or may be fulfilled by completion of the online test administrator training. If the online course is used, the BTC must collect a certificate of course completion from each participant (the course contains directions on how to print). If the training is conducted in person, the BTC must have a sign-in sheet to document training completion for each participant. Your DTC will provide direction on whether they will collect test administrator training materials or if you will store that documentation on-site at your school.

It is a necessity that Test Administrators (TAs) read the entire TAPS including the front material prior to administering the ACH tests. All Non-Secure TAPS with front material are available on LiveBinders prior to the administration window.

Inventory Test Materials

BTCs will receive paper materials for their students according to Table 1 on page 15 and are responsible for secure handling and processing of these materials.

Upon receiving shipments of materials from the DTC, BTCs must verify the materials received within 24 hours. If any documents listed on the shipping manifest(s) are missing, the BTC must immediately notify the DTC and provide the following information: grade, content area, bar code, type of document, and number of documents.

BTCs should not assume that packages of shrink-wrapped documents have the expected number of items. Instead, the contents of each package should be confirmed. All boxes and documents

must be accounted for at this time. If the shipment contains more documents than are listed on the manifest(s), add those documents and bar codes to the manifest. Then notify the DTC with the information.

Chain of Custody Form

The **Test Materials Chain of Custody** form (found in Appendix B or on LiveBinders, keyword: *chain of custody*) must be completed by BTCs as soon as materials are received onsite. This form must be turned in to the DTC when secure test materials are returned. Any discrepancies found during the inventory process must be noted immediately to the DTC. DTCs must keep a copy of the chain of custody form for one year after the end of the year in which the document was completed.

Guidelines for Secure Materials Storage

All assessment materials must be kept in a locked storage area that is only accessible to the BTC and designees at all times. Supervise materials closely. Secure materials include the following items:



For Paper-Based Testing

- test booklets
- Read Aloud Secure TAPS
- accommodated materials
- used answer documents
- used scratch/graph paper



For Computer-Based Testing

- Student Testing Ticket
- accommodated materials
- used scratch/graph paper

Restrict access to the storage area to authorized personnel only and ensure the assessment materials remain secure at all times.

Maintain a **Test Materials Chain of Custody** form (described above).

Section 1: BTC Roles and Responsibilities

Best Practices for Distribution of Secure Materials

The following are recommended best practices for distribution of secure testing materials:

Best Practice

- BTC receives materials from DTC, transfers to secure location immediately, inventories materials, and completes the **Chain of Custody** form located in the appendix.
- BTC reports any discrepancies in material inventory to DTC.
- Prior to each day of testing, BTC uses testing schedule and sets up one crate per test administrator (TA) that contains testing materials for **that day only**, as well as the TAPS, inventory sheet, blank seating chart, and security log.
- The **morning of testing**, the BTC distributes testing materials to the test administrators. Test administrators should inventory and sign that they have received the materials. Example:

Date	Test	# Answer Documents	# Test Booklets	Secure Read-Aloud TAPS	TA Sign Out (morning)	BTC Sign In (afternoon)
04/18/23	Science Grade 4	14	14	2	Jane Doe	Amanda Hayes
04/18/23	Science Grade 4	16	16	1	John Smith	Amanda Hayes

- Test administrators should count their materials with the BTC and return any testing materials for absent students before leaving for their rooms.
- **Each day**, after testing has concluded, the BTC should collect, count, and sign in secure testing materials using a checkmark by each number to ensure the number distributed is the number received.
- Secure materials should be locked up, with the TA crates set up again each afternoon with new materials as necessary (depending on the testing schedule).

Section 1: BTC Roles and Responsibilities

Table 1. Number of Materials Per Student				
	ELA	Math	Science	Social Studies
Grade 2	<ul style="list-style-type: none"> • 1 write-in test booklet 	<ul style="list-style-type: none"> • 1 write-in test booklet • ruler (provided in test book package) 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
Grade 3	<ul style="list-style-type: none"> • 1 write-in test booklet 	<ul style="list-style-type: none"> • 1 write-in test booklet • ruler (provided in test book package) 	<ul style="list-style-type: none"> • 1 write-in test booklet 	<ul style="list-style-type: none"> • N/A
Grade 4	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document 	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document 	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document 	<ul style="list-style-type: none"> • N/A
Grade 5	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document 	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document • Math Reference Sheet (inside the test booklet) 	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document 	<ul style="list-style-type: none"> • N/A
Grade 6	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document 	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document • Math Reference Sheet (inside the test booklet) 	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document 	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document
Grade 7	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document 	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document • Math Reference Sheet (inside the test booklet) 	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document • Periodic Table Reference Sheet (inside the test booklet) 	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document
Grade 8	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document 	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document • Math Reference Sheet (inside the test booklet) 	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document 	<ul style="list-style-type: none"> • 1 test booklet • 1 answer document

Section 1: BTC Roles and Responsibilities

Table 2. Number of Secure TCAP-Alt Materials Per Student

	ELA	Math	Science	Social Studies
Grade 2	<ul style="list-style-type: none"> 1 student test book 1 DTA (Directions for Test Administration) 1 answer document 1 pack of pre-cut answer choice cards 	<ul style="list-style-type: none"> 1 student test book 1 DTA (Directions for Test Administration) 1 answer document 1 pack of pre-cut answer choice cards 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A
Grade 3	<ul style="list-style-type: none"> Computer-based testing (DLM - no paper-based materials) 	<ul style="list-style-type: none"> Computer-based testing (DLM - no paper-based materials) 	<ul style="list-style-type: none"> 1 student test book 1 DTA (Directions for Test Administration) 1 answer document 1 pack of pre-cut answer choice cards 	<ul style="list-style-type: none"> N/A
Grade 4	<ul style="list-style-type: none"> Computer-based testing (DLM - no paper-based materials) 	<ul style="list-style-type: none"> Computer-based testing (DLM - no paper-based materials) 	<ul style="list-style-type: none"> 1 student test book 1 DTA (Directions for Test Administration) 1 answer document 1 pack of pre-cut answer choice cards 	<ul style="list-style-type: none"> N/A
Grade 5	<ul style="list-style-type: none"> Computer-based testing (DLM - no paper-based materials) 	<ul style="list-style-type: none"> Computer-based testing (DLM - no paper-based materials) 	<ul style="list-style-type: none"> 1 student test book 1 DTA (Directions for Test Administration) 1 answer document 1 pack of pre-cut answer choice cards 	<ul style="list-style-type: none"> N/A
Grade 6	<ul style="list-style-type: none"> Computer-based testing (DLM - no paper-based materials) 	<ul style="list-style-type: none"> Computer-based testing (DLM - no paper-based materials) 	<ul style="list-style-type: none"> 1 student test book 1 DTA (Directions for Test Administration) 1 answer document 1 pack of pre-cut answer choice cards 	<ul style="list-style-type: none"> 1 student test book 1 DTA (Directions for Test Administration) 1 answer document 1 pack of pre-cut answer choice cards

Table 2. Number of Secure TCAP-Alt Materials Per Student

	ELA	Math	Science	Social Studies
Grade 7	<ul style="list-style-type: none"> Computer-based testing (DLM - no paper-based materials) 	<ul style="list-style-type: none"> Computer-based testing (DLM - no paper-based materials) 	<ul style="list-style-type: none"> 1 student test book 1 DTA (Directions for Test Administration) 1 answer document 1 pack of pre-cut answer choice cards 	<ul style="list-style-type: none"> 1 student test book 1 DTA (Directions for Test Administration) 1 answer document 1 pack of pre-cut answer choice cards
Grade 8	<ul style="list-style-type: none"> Computer-based testing (DLM - no paper-based materials) 	<ul style="list-style-type: none"> Computer-based testing (DLM - no paper-based materials) 	<ul style="list-style-type: none"> 1 student test book 1 DTA (Directions for Test Administration) 1 answer document 1 pack of pre-cut answer choice cards 	<ul style="list-style-type: none"> 1 student test book 1 DTA (Directions for Test Administration) 1 answer document 1 pack of pre-cut answer choice cards
High School	<ul style="list-style-type: none"> Computer-based testing (DLM - no paper-based materials) 	<ul style="list-style-type: none"> Computer-based testing (DLM - no paper-based materials) 	<ul style="list-style-type: none"> 1 student test book 1 Directions for Test Administration (DTA) 1 answer document 1 pack of pre-cut answer choice cards 	<ul style="list-style-type: none"> N/A

BTC Documentation Responsibilities

The BTC is responsible for completing and/or collecting the documentation listed below. Your DTC will provide direction on whether they will collect test administrator training materials or if you will store that documentation onsite at your school.

- Test Administration and Security Agreement**—found in Appendix B, page 61
- Testing Code of Ethics and Security Procedures for Building Testing Coordinators**—found in Appendix B, pages 63–64
- Testing Code of Ethics and Security Procedures for Test Administrators**—one per teacher/ test administrator; must be completed before test administrator is given access to secure test materials or the testing environment; found in Appendix B, pages 65–66
- Testing Code of Ethics and Security Procedures for Proctors**—one per proctor; must be completed before given access to the testing environment; found in Appendix B, pages 67–68

Section 1: BTC Roles and Responsibilities

- ❑ **Documentation of training for all individuals with access to secure test materials or the test environment**—either certificate of online test administrator course completion or sign-in sheet for in-person training; must be completed before individuals are given access to secure test materials or the testing environment
- ❑ **Documentation of completion of online BTC course, if applicable**—Your DTC may request that you complete this online course in lieu of or in addition to an in-person training.

TESTING IRREGULARITY VS. BREACH OF SECURITY

Testing Irregularity

A testing irregularity is an unusual circumstance that impacts an individual or group of students **who are testing** and may potentially affect student performance on the test, test security, or test validity. These circumstances can be contained with the DTC. (Examples: Disruption during the test session, such as a fire drill or students passing notes during test administration). Testing irregularities will be addressed in the Reports of Irregularity section of this manual (found on pages 36–39).

Breach of Security

A breach of security is any test administration event that poses a threat to the validity of the test. Breaches require immediate attention and escalation to the DTC, then to the state agency. Examples may include such situations as exposure of secure materials or a repeatable security/system risk. These circumstances have external implications (for example, administrators modifying student answers or test items shared on social media). All breaches in test administration are handled by the DTC and must be reported immediately to the DTC.

The DTC will provide guidance on conducting an investigation. **Every breach of testing security necessitates an investigation by the DTC.** Directions and cover sheet for suspected breaches are available on LiveBinders (keyword: *breach*).

Adults and students shall not have access to any electronic devices and/or other websites during test administration and breaks. Student access may cause consideration of test invalidation by the DTC. Adult access may cause a potential breach of security.

Section 2: Preparation and Test Administration

SCHEDULING PARAMETERS

When building the testing schedule, consider both the TCAP testing calendar and the test subpart deadlines. Also, consider the needs for various accommodation groups—oral presentation, extended time, read aloud, small groups, etc. Testing times do not include preparation time for the test administrator handing out materials, reading of directions, or answering sample questions.

Test preparation with students will take approximately 10-20 minutes. This includes sharing test tickets, verifying students have the correct test ticket, and reading the TAPS.

When scheduling students for PBT or CBT, consideration is important as students cannot use dual modes of testing. Once CBT occurs, students cannot move to PBTs or vice versa. Also, PBT students cannot have two answer documents (ADs) for the same content areas. The ADs cannot be merged together at any point once shipped.

Testing Calendar

All testing must be scheduled within the allowable testing dates from the TCAP assessment calendar or the Assessment Milestones document found on LiveBinders (keyword: *calendar* or *milestones*).

Test Subpart Considerations

English Language Arts grade 3-5 and PBT 6-8 must be completed on or before April 23. All paper-based assessments must be returned by April 23. CBT English Language Arts grades 6-8 Subpart 1 only must be completed on or by the first week. These tests contain essay responses. Due to the time-sensitive nature of scoring student essays, delays in administration beyond week 1 will result in delayed score reports and, potentially, exclusion in reporting of raw scores.

It is best practice that all subparts are taken in order to ensure scoring validity; however, for make-up tests, students may take subparts out of order for scheduling convenience. Absent students may take ELA grades 2–8 outside of week 1. However, the English language arts test must be completed as soon as the student returns to school. The completed answer document or write-in test book must be returned to the DTC for immediate return shipment. Failure to return essays promptly upon make-up testing may result in student scores being delayed and not included in raw scores, along with potential other reporting dependent upon the delay. **Only one answer document can be scored for a test registration, so all responses for all subparts of a subject must be on a single answer document.**



TECHNOLOGY CONSIDERATIONS

Technology considerations impact scheduling for CBT. If students are testing on devices that access the network through Wi-Fi, it is important to work with the building technology contact and/or your tech director to identify appropriate locations for testing. These locations should have strong Wi-Fi signals and access points should not be overloaded.

Section 2: Preparation and Test Administration

It is also important to collaborate with the test administrators to ensure that all computers are turned on several days before testing begins and allowed to update. All computers should have the most recent version of the TestNav 8 Application installed. Additionally, all background applications should be turned off in advance of testing.

System requirements and additional information on installing and updating TestNav can be found on the Pearson TestNav support site: <https://support.assessment.pearson.com/TN>. TestNav can be downloaded at: <http://download.testnav.com/>.

DISTRIBUTION PROCEDURES

The Best Practices for Distribution of Secure Materials section found on page 14 describes best practices for material distribution. Each day, all secure materials must be counted and signed out and counted and signed in by the BTC and test administrator. All secure materials shall be returned immediately to the BTC after the final test session of the day. Secure materials include answer documents, test booklets, used scratch paper, student test tickets, and **Secure Read Aloud TAPS** (Test Administrator/Proctor Scripts) with secure content. The **Test Materials Chain of Custody** form must be completed by the BTC and returned to the DTC at the end of the testing window.

MISSING MATERIALS

Following the Best Practices for Distribution of Secure Materials should ensure that any missing materials are identified the same day. Upon discovering that materials are missing, the BTC must conduct an exhaustive search and communicate with the DTC immediately. The DTC will take appropriate steps, following guidance by the TDOE. Missing materials may lead to a security breach; therefore, all secure material must be carefully monitored.

TEST SUBPART COMPLETION

Once begun, a test subpart must be completed that **same day during a single session**. Students who become ill or who are checked out during a test subpart must be handled as a Report of Irregularity (see Table 3, pages 37–39). A student who has left the test session must have no access to any content materials, electronic devices, etc., in order to complete the subpart on the same day under supervision to ensure test security.

PEARSONACCESS^{next} TASKS FOR PAPER- AND COMPUTER-BASED ADMINISTRATIONS

BTCs are responsible for a variety of tasks within PearsonAccess^{next} related to both computer-based and paper-based test administration. These responsibilities include:

- matching information in TCAP Visibility Tool to PearsonAccess^{next},
- ensuring all students testing are in the PearsonAccess^{next} platform prior to administration. If students are missing from PearsonAccess^{next}, contact the DTC immediately,
- verifying student registration,
- verifying test assignments,
- verifying enrollment counts,

Section 2: Preparation and Test Administration

- working with your DTC to ensure new and transfer students are registered in PearsonAccess^{next},
- assigning accommodations to students, (For online testing, accommodations must be set within PearsonAccess^{next} **before preparing test sessions.**)
- accommodations for paper-based testing (PBT) **must be marked on answer documents** prior to return shipment,
- verifying all accommodations are marked on the answer document,
- printing Pre-ID labels,
- ensuring ADs for PBT have a Pre-ID label or bubbled demographic page and the information is correct,
- entering reports of irregularity,
- setting Student Not Tested (SNT) status,
- viewing reports, and
- if appropriate, receiving the DTC/Technology call-in line information from the DTC.

Instructions on how to complete these tasks are provided in the BTC training course. BTCs can register for the training course via the link provided on LiveBinders. They can also access the “How To” documents on LiveBinders (keyword *How To*).

BTCs should communicate to the DTC any issues or concerns and provide the DTC with corresponding documentation. BTCs should keep documentation of all absences, RIs, SNT, and potential breach of security issues submitted to the DTC.



PEARSONACCESS^{next} TASKS FOR COMPUTER-BASED ADMINISTRATIONS

BTCs are responsible for a variety of tasks related to CBT within PearsonAccess^{next}. These responsibilities include:

- Verifying creation of test sessions and assignments of students testing online and making updates if needed, at least two weeks before testing.
- Ensuring all accommodations are correctly marked for students requiring any accommodation or accessibility tools (e.g. text-to-speech, color contrast, extended time, etc.) **prior to preparing test sessions.**
- Preparing test sessions.
- Printing Student Testing Tickets for each subpart. Student Testing Tickets will need to be printed for the student to test. Note that these need to be treated as secure materials. All the test tickets must be returned to the BTC at check-in.

Section 2: Preparation and Test Administration

- Supervising make-up sessions as needed.
- Marking tests complete in PearsonAccess^{next} for incomplete student tests that were previously started. (“Marked Complete Reasons” do not invalidate tests. To invalidate tests that are marked complete, apply the appropriate SNT or RI code. See available codes starting on page 37.)

Instructions on how to complete these tasks are provided on the Pearson support site as well as in the BTC training course. BTCs can register for the training course via the link provided on LiveBinders. A How To document is available on LiveBinders for Marking Tests Complete.

During testing, BTCs are responsible for monitoring all test activity. Monitor TCAP sessions and test completion status across content areas to ensure all students complete testing by the administration end date.

TECHNOLOGY SETUP

TestNav

TestNav is the online assessment delivery system used for computer-based TCAP assessments. TestNav is accessed by students through the installed application. If students are able to access the login screen to enter their username and password, this means the most current version is installed. Users who receive an error message that the most current version is not installed should work with the technology director or may not be on the Tennessee application (see TAM – Computer-Based Testing page 24).

TestNav is available for laptop, desktop, iPad, and Chromebook devices with the following operating systems:

- Chrome
- iOS
- Linux
- macOS
- Windows

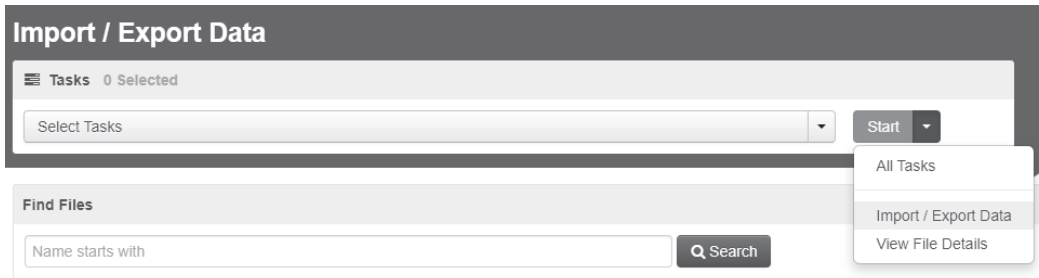
Coordinate with the technology coordinator to ensure that students can access TestNav on their devices. Districts and schools utilizing online assessments must determine how students will access TestNav prior to testing.

Create and Edit Test Sessions

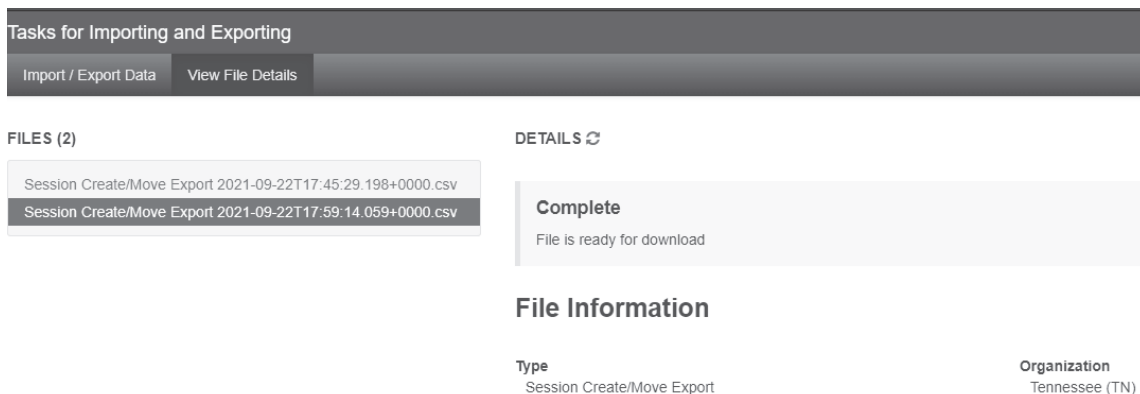
Pearson will automatically create test sessions for student data coming from the TCAP Visibility Tool. BTCs may create individual sessions, or custom sessions, as needed. Create and/or edit all sessions prior to when the testing window is scheduled to begin. You can create and edit sessions in bulk with the file export/import tool.

Section 2: Preparation and Test Administration

1. From **Setup**, select **Import/Export Data**.
2. Click the dropdown next to **Start** and select **Import/Export Data**.



3. Select **Session Create/Move Export** from the **Type** dropdown. Select the appropriate **Enrolled Grade** and **Subject**. Click **Process**.
4. You may click the refresh icon next to **Details** to check when your file is ready.



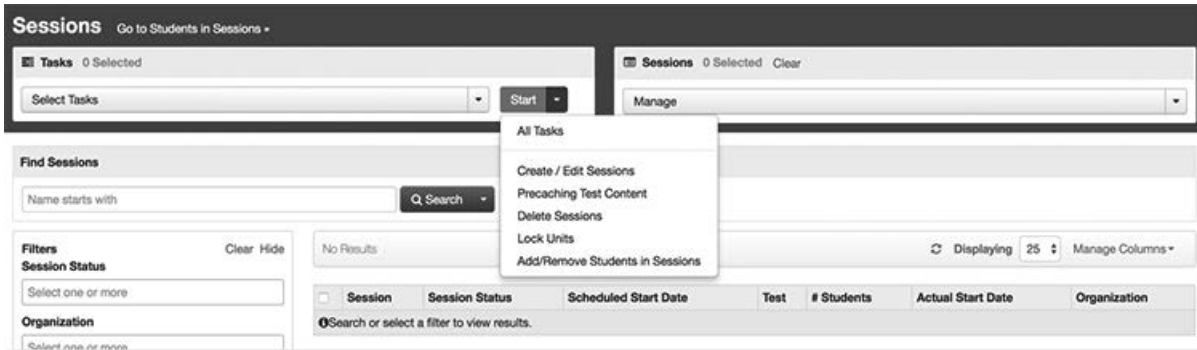
5. Click **Download File**.
6. Edit test session names as needed. Save the updated copy of the file to your computer. When your file is ready, click back to **Import/Export Data**.
7. This time, select **Session Create/Move Import** in the **Type** dropdown. Choose the file to upload as a .csv file type.
8. Click **Process**.

To create or edit individual sessions directly in the site, follow the steps below.

1. From **Testing**, select **Sessions**.

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- Click the dropdown next to **Start** and select **Create / Edit Test Sessions**.



- Type/select the required details. The date should be the day in which the session will be tested. The time should be the time that the BTC will want to start the session the morning of the test.
- Click **Create**.

Assign Accommodations for Online Tests

There are two ways accommodations can be assigned by a BTC or BLU. BTCs can enter accommodations for individual students (see instructions below or in the How To document on LiveBinders). Or, BTCs can use the Personal Needs Profile (PNP) export to appropriately assign students accommodations for their online testing sessions. It is recommended to assign accommodations individually on the Test Details page; however, you can also import this information through a PNP file upload. If using the file import method, make sure all information on the file is correct and marked appropriately for each individual student test. **All accommodations must be set prior to preparing sessions.**

Online testing accommodations can be applied directly in the PearsonAccess^{next} site or via the PNP import including text-to-speech and color contrast.

Marking Accommodations by Individual Student:

- From **Setup**, select **Students**.
- Search for students, select the checkbox next to the names.
- From the **Tasks** menu, click **Manage Student Tests**, then **Start**.
- Navigate to the appropriate student and test.

- On the Test Details page, scroll to the section labeled **Special Programs**.

Special Program

504

IEP

ILP

SPED Accommodation Codes

Adult Transcription (A) Oral Presentation/Signing (D) Visual Rest/Breaks (F)

Assistive Technology (B) Representations for Math (E) Unique Accommodations (G)

Extended Time (C)

EL Accommodation Codes

Extended Time (R) Rest/Breaks (T)

Word-to-Word Dictionary (S) Oral Presentation/Signing (U)

Online Accommodations

Text To Speech (V)

- Check the appropriate boxes for student accommodations. Oral Presentation cannot be marked for an online test. Text to Speech in the Online Accommodations box should be marked for any student who needs an online test read to them.
- Click **Save**.

Marking Accommodations with the PNP Import:

- From **Setup**, select **Import/Export Data**.
- From the **Tasks** menu, click **Import/Export Data**, then **Start**.
- Under the **Type** dropdown, select **Personal Needs Profile Export**. Apply filter criteria to the export file as needed. Click **Process**.
- Users may click the refresh icon next to Details at the top of the screen to refresh the status of the export. When the file is completed, select the link to **Download File**.
- This will download a .csv file to your computer, which can open in Excel. Open the file.
- Locate the necessary student records (accommodations must be applied for each student test, they do not automatically get applied to all tests for a student unless it is marked by the user).
- Place a 1 in the box for each accommodation the student needs. Leave the box blank if the student does not receive the accommodation. Oral Presentation should not be marked for any online test. Text to Speech should be marked instead.

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- When finished with edits, save the file to your computer.
- To import the file back into PearsonAccess^{next}, return to the **Import/Export Data** tab. From the **Type** dropdown, select **Personal Needs Profile Import**.
- Attach the file as a .csv file type and click **Process**.

Students who are taking Large Print must be marked in PearsonAccess^{next}. Students taking Braille need to have their AD marked Braille under the Special Programs section and in PearsonAccess^{next}.

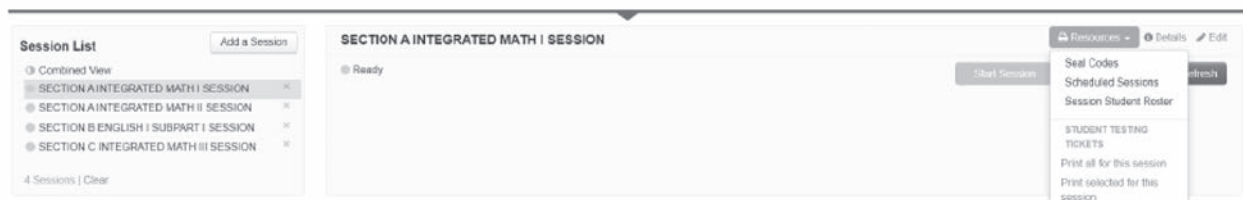
Note: Some accommodations are for paper testing only. Students who are taking Large Print paper tests must have Large Print marked in PearsonAccess^{next}. Students taking Braille need to have it marked on PearsonAccess^{next} as well as under the Special Programs section of the paper answer document answers are transcribed on.

Print Testing Tickets

After sessions have been prepared, BTCs should print testing tickets. Testing tickets contain student sign-in credentials for TestNav. Testing tickets are secure test materials.

To print testing tickets, follow the below directions.

- From **Testing**, select **Sessions**.
- Choose the sessions that need test tickets.
- Select **Generate Test Tickets** from the select task drop down and then start.
- Select the test sessions again and then generate test tickets.



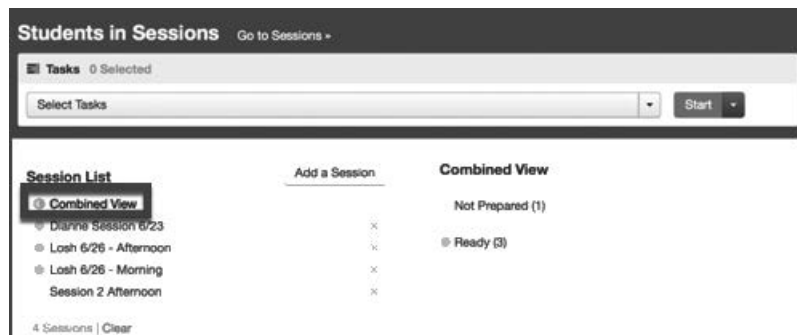
Prepare Sessions

Test sessions can be prepared approximately two weeks prior to the start of the testing window. You must prepare test sessions a minimum of one week prior to testing. **All accommodations** must be set prior to completing this task.

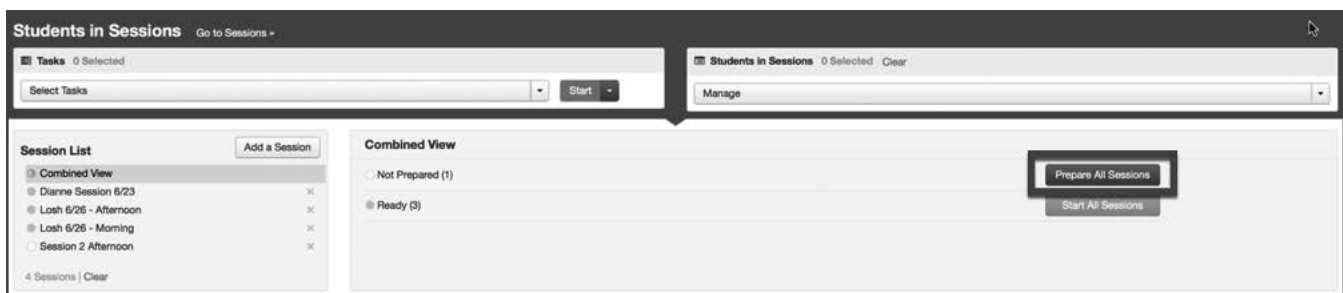
A session must contain at least one student before you can prepare it.

To prepare multiple sessions at once, follow the below directions:

1. From **Testing**, select **Students in Sessions**.
2. Click **Add a Session**.
 1. From **Testing**, select **Sessions**.
 2. Choose the session from the sessions list and then **Go to Students in Session**.
3. Select multiple sessions using the **Combined View**.



4. Click **Prepare All Sessions**.

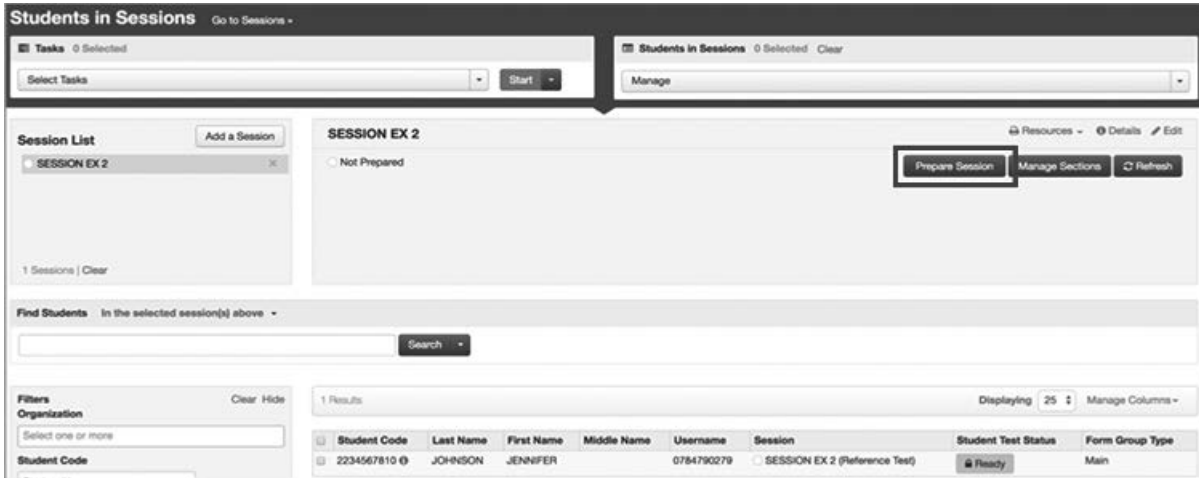


Preparing individual sessions:

1. From **Testing**, select **Students in Sessions**.
2. Click **Add a Session**.
3. Type the session name into the search field.

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1. From **Testing**, select **Sessions**.
2. Choose the session from the sessions list and then **Go to Students in Sessions**.
3. Highlight the session name in the sessions list.
4. Click **Prepare Session**.



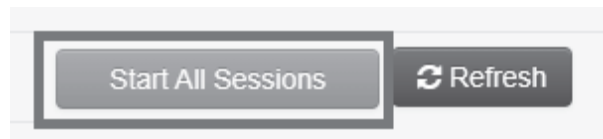
Starting Sessions in PearsonAccess^{next}

A test session must be started before students in the test session can log in and begin taking a test online. BTCs should start test sessions the morning of the scheduled tests. To start multiple test sessions:

1. From testing, select **Sessions**.
2. Select the sessions from the sessions list, then click on **Go to Students in Session**.
3. Select **Combined View** to view students from multiple sessions.



4. Click **Start All Sessions**. If the start button is unavailable, check that the sessions are all Prepared and the TCAP administration window has begun.

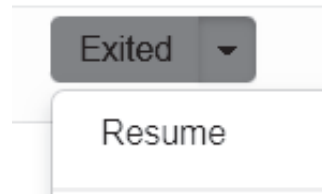


Resuming Student Tests in PearsonAccess^{next}

If a student exits TestNav (either unintentionally or intentionally) prior to completing and submitting a subpart/test, they will need to be resumed before the student can continue testing (e.g. completing one subpart of a test to return to the remaining subparts at a later time).

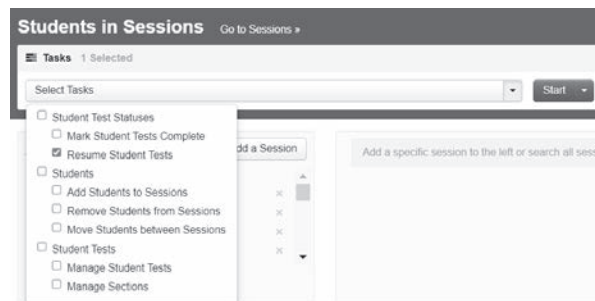
To resume an individual student subpart:

1. Go to **Testing**, then **Students in Sessions**.
2. Add the test session to the **Session List**.
3. Select the session name and navigate to the student in **Exited** status. On the dropdown menu next to the status click **Resume**. If **Resume** is not an available option, but **Resume Upload** is, select **Resume Upload**. Click the status again and select **Resume**.

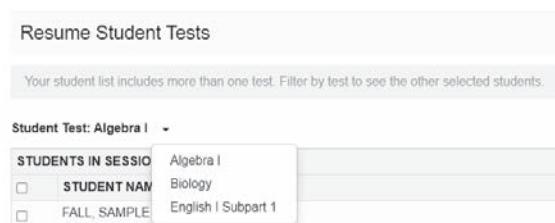


To resume multiple student subparts:

1. Go to **Testing**, then **Students in Sessions**.
2. Add the test session(s) to the **Session List**.
3. Select the session name (or select **Combined View**) and navigate to the students in **Exited** status. Check the box next to each student record that needs resumed. If needed, use the filters on the left side of the page to select students whose **Student Test Status** is **Exited**.
4. Under the Tasks menu, choose **Resume Student Tests**, then **Start**.



5. Check the box next to the student tests and click **Resume**.
6. If your selection included students from more than one test, you may see a notification on the screen indicating that you can filter by test to see the other selected students. To do this, use the dropdown next to the label Student Test.

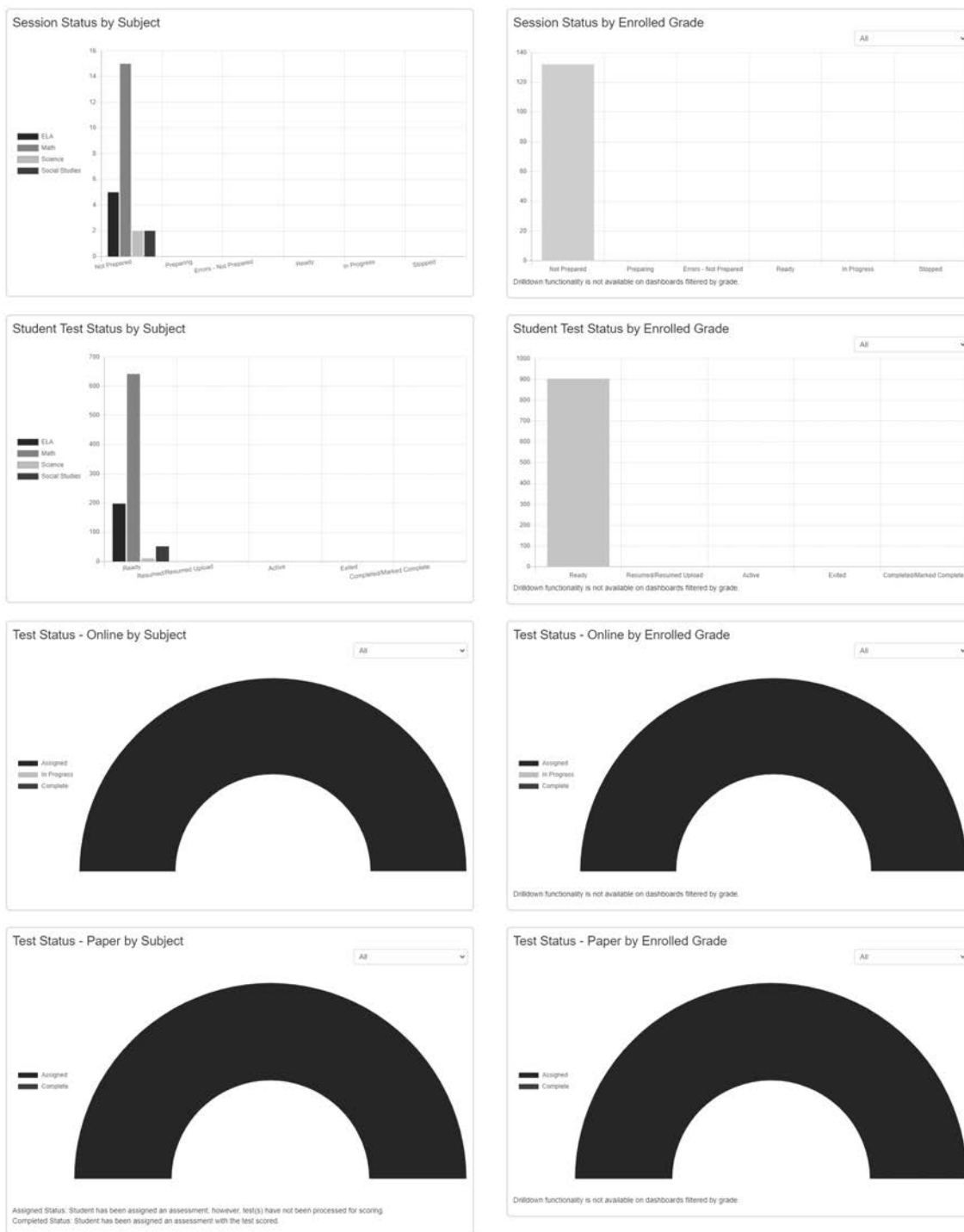


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Testing Dashboards

Testing can be monitored with the dashboards in PearsonAccess^{next}.

1. Go to **Dashboard**, then again select **Dashboard**.



Testing dashboards are dynamic and customizable. Click on the Dashboard User Settings to customize your dashboards. Data refreshes every 30 minutes.



NON-PUBLIC DISTRICT TESTING COORDINATORS ONLY

Manage Student Tests

Manage a student test to review and/or update testing details.

1. From **Setup** select **Students**.
2. Search for the student and select the checkbox next to the appropriate student names.
3. Click **Select Task**, select **Manage Student Tests**, and click **Start**.
4. Select a student test to view and add test details. Click **Save**.

The screenshot displays the 'Manage Student Tests' interface. On the left, a list titled 'STUDENTS IN SESSIONS (5)' shows several students with their IDs and 'Discovery Demo' status. The student 'RUSSELL, ANDREW (1234567892)' is highlighted with an 'Assigned' status. On the right, the 'DETAILS' section for this student is shown, including fields for Organization, Session Name, Format, English Language Learner, Special Education, Special Programs Title 1, Gifted, and Service Plan 504. A 'Student Test UUID' field contains the value 'F5507618-4DFD-4ABF-99A7-E7E'. There are 'Save' and 'Reset' buttons at the bottom of the details view.



TASKS FOR AFTER ONLINE ADMINISTRATION

Ensure TestNav Logout

At the end of each subpart, students must 1) submit their final answers; and 2) sign out of TestNav 8. (See directions on page 30 of the *Computer-Based Test Administration Manual (TAM)*.)

If a student has not exited a subpart correctly and does not have a Completed status, but will continue to test in subsequent sessions, the student subpart will need to be resumed. For instructions on this, refer to pages 29–30 of this guide.

If a student has not exited a subpart correctly and will not return to complete test in a subsequent session, the student test will need to be marked complete. For instructions on this, refer to the section below in this guide.

In the final subpart students will be automatically signed out of TestNav upon submitting final answers.

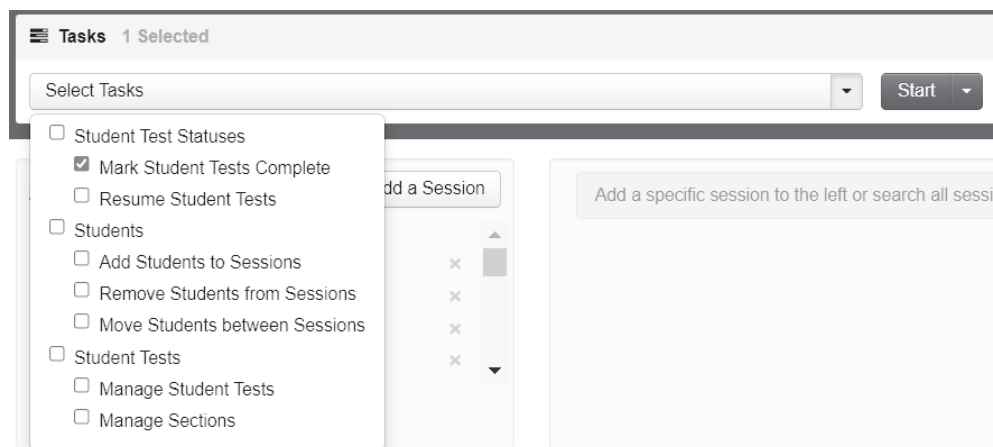
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Marking Student Tests Complete

Marking testing complete is a way to manually put the test in a completed status to tell Pearson it's ready for scoring if the student did not submit on their own. This should be done when:

- A student is in an exited or resumed status and will not return to submit the test (e.g. an RI or SNT code will be applied).
- The student completed the test but forgot to submit correctly.

1. From **Testing**, go to **Students in Sessions**.
2. Find the test session by clicking **Add a Session**.
3. Select the checkbox next to the relevant student records.
4. From the **Tasks** menu, select **Mark Student Tests Complete**, and click **Start**.



5. Select the checkbox next to the student name to confirm your selection.
6. Select a reason from the dropdown menu. There is a check box where users can select to indicate the same reason for all students. When unchecked, this will allow each student to have a different reason for marking testing complete.
7. Click **Mark Complete**.
8. If your selection includes multiple tests, you will see a dropdown next to the label Student Test where you can navigate to additional tests in your selection.



PRINTING PRE-ID LABELS

NOTE: Pre-ID Labels sent by Pearson match the alignment settings and platform to print locally from PearsonAccess^{next}. Do not use locally purchased labels to print Pre-IDs.

To Print Pre-ID Labels

1. Go to *Testing > Students Tests*.

2. Search for student(s) or click the down arrow next to the **Search** button and check “Show all results.”
3. Select student(s).
4. Select Tasks dropdown and check Print Selected Barcodes.
5. Click **Start**.
6. Select student(s).
7. Select **Generate/Print**.
8. Open PDF to access print options.
9. Ensure “Fit to page” is unchecked.
10. *Print*.

ANSWER DOCUMENTS FOR PAPER-BASED ADMINISTRATIONS

BTCs must verify data on student answer documents, checking for each of the following:

- All documents have a Pre-ID label that is attached in the correct direction.
- If a Pre-ID label is present, the demographic area does not include any other information (i.e., there is nothing printed or bubbled in).
- If there is no Pre-ID label, all data (Student Name, District Number, School Number, USID, Test Booklet Version Number, Birthdate, and Special Program) is gridded in the demographic area, and all corresponding circles are bubbled in.
- Ensure that no answer documents are inside test booklets prior to shipping the booklets.
- If Pre-ID labels are not available to print, then the student is not in PearsonAccess^{next} or has not been assigned a paper test. Contact your DTC immediately.

COMPLETING ANSWER DOCUMENTS

The BTC is responsible for preparing answer documents before testing by applying Pre-ID labels, completing the Test Booklet Version Number field (for Spring administrations), completing the Special Program field, and entering the appropriate accommodations. After testing, the BTC must verify information on the used answer documents. Confirm students have written their name in the provided box, and that there are not additional marks outside of the bubbled in answers. Marks outside the answer choices, or that cover the timing marks on the sides of the document will interfere with the scoring process. Ensure that all used student answer documents are accounted for and shipped to Pearson with the appropriate scorable labels.

When **no Pre-ID label is present** on a used answer document, the BTC must complete the answer document according to these instructions. See the following image of an answer document with numbers corresponding to the instructions for each field. Fields outlined in red are completed by the test administrator only if the answer document is missing a Pre-ID label. Ensure that all demographic information is bubbled in completely. Answer documents with incomplete demographic information **cannot be scored**. Pre-ID labels should be used at all times. **If a label**

Section 2: Preparation and Test Administration

1. **STUDENT NAME:** If no Pre-ID label is present, the test administrator prints the student's full legal name (LAST NAME, FIRST NAME, and MIDDLE INITIAL) as stated in EIS. Bubble in the circle that corresponds to each letter printed by the test administrator.
2. **DISTRICT NUMBER:** If no Pre-ID label is present, the test administrator prints your five-digit district number. Verify the number. Then bubble in the circle that corresponds to each digit.
3. **SCHOOL NUMBER:** If no Pre-ID label is present, the test administrator prints the four-digit school number. Verify the number. Then bubble in the circle that corresponds to each digit.
4. **UNIQUE STUDENT ID (USID) NUMBER:** If no Pre-ID label is present, this field will be empty. Print the student's USID number in the boxes and bubble in the corresponding circles for each digit. Student Social Security numbers cannot be used. The USID is the state ID, not the district student number or Social Security number.
5. **TEST BOOKLET VERSION NUMBER (SPRING ADMINISTRATIONS ONLY):** Verify that the circle corresponding to the correct version number has been bubbled in.
6. **BIRTHDATE:** If no Pre-ID label is present, this field will be empty. Print the student's birthdate in the spaces provided. Bubble in the appropriate circles in each column for the month, day, and year of birth. If the day or month is a single-digit number, precede it with a zero (0).
7. **SPECIAL PROGRAM:** To ensure accuracy, BTCs should complete this section for all students who receive special services.
 - 504: Bubble in the corresponding circle if the student has a 504 Service Plan.
 - IEP: Bubble in the corresponding circle if the student has an Individualized Education Program.
 - ILP: Bubble in the corresponding circle if the student has an Individual Learning Plan.
 - Braille: Bubble in the corresponding circle if the student used a braille test.
 - Large Print: Bubble in the corresponding circle if the student used a large print test.
 - Special Accommodations: Bubble in the corresponding circle(s) for accommodations used by the student with an IEP or 504 plan, or who will be using Braille. See Appendix B for a list of accommodation codes.
 - EL Accommodations: Bubble in the corresponding circle(s) for accommodations used by the EL student, including waiver students. If the student declines an accommodation, do not bubble in that unused accommodation. See Appendix B for a list of accommodation codes.
8. **STUDENT NAME:** In case of no Pre-ID label, or if the label is damaged, students will print their names on answer documents to ensure document can be scored.

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REPORTS OF IRREGULARITY

The report of irregularity (RI) is used to document a serious irregularity that occurred during test administration. Completing an RI for any subpart of a test results in **nullification of the entire test and no student score**. Test administrators must report irregularities immediately to the BTC. The BTC should follow the district guidelines for reporting and documenting RIs to the DTC. RI status is entered into PearsonAccess^{next}.

Indicate or remove RI

1. Go to **Setup > Students**.
2. Search for student or click the down arrow next to the Search button and check **Show all results**.
3. Check the box for that student.
4. From the **Tasks** dropdown, select **Manage Student Tests**.
5. Click **Start**.
6. Select the test to view the **Test Details**.
7. Scroll down to **Reporting Irregularities** box and add or remove RI statuses.
8. Click **Save**.

NOTE: Users may also check RI statuses in bulk using the Student Registration Export.

RI codes are as follows:

1. Adult potential breach of security
2. Student security breach (student cheating)
3. Irregular administration
4. Student tested incorrect grade or subject
5. Student did not participate

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See Table 3 for examples of RIs for each category.

Table 3. Reports of Irregularity Examples and Guidance			
Circumstance	PearsonAccess^{next}	Local Action	Result
Adult provided unauthorized assistance to a student	Select RI code 1	BTC reports adult breach of security to DTC.	Invalidation of student test Investigation of breach of security
Student cheated while testing	Select RI code 2	Handle locally as disciplinary issue	Invalidation of student test
Student is administered the wrong test (incorrect subject or grade level)	Select RI code 4	Investigate cause of error to prevent from reoccurring.	Invalidation of student test
Student is administered test with accommodations to which s/he is not entitled	Select RI code 3	Investigate cause of error to prevent from reoccurring. If necessary, handle locally as a disciplinary issue for adult responsible.	Invalidation of student test
A student is administered test without accommodations to which s/he is entitled.	Depending on Local Action, select RI code 3 — Or — take no action (do not indicate an RI)	Contact parent, explain situation, and allow parent the option to determine whether test should be invalidated or whether the test should be scored without accommodations. Document decision. Investigate cause of error to prevent from reoccurring. If necessary, handle locally as a disciplinary issue for adult responsible.	Depending on parental decision, may result in invalidation of student test
A student becomes ill during a subpart and is unable to finish.	Depending on Local Action, select RI code 3 — or — take no action (do not indicate an RI)	Contact parent, explain situation, and allow parent the option to determine whether test should be invalidated or whether the test should be scored with partial completion. Subpart may not be completed once student leaves secure testing environment.	Depending on parental decision, may result in invalidation of student test
Student is checked out during a subpart	Depending on Local Action, select RI code 3 — or — take no action (do not indicate an RI)	Contact parent, explain situation, and allow parent the option to determine whether test should be invalidated or whether the test should be scored with partial completion. Subpart may not be completed once student leaves secure testing environment. Document decision.	Depending on parental decision, may result in invalidation of student test

Section 2: Preparation and Test Administration

Table 3. Reports of Irregularity Examples and Guidance

Circumstance	PearsonAccess ^{next}	Local Action	Result
A calculator is used on a non-calculator subpart.	Select RI code 3	Investigate cause of error to prevent from reoccurring. If necessary, handle locally as a disciplinary issue for adult responsible.	Invalidation of student test
Student has electronic devices on person during testing.	Depending on local action, select RI code 2 — or — take no action (do not indicate an RI)	If TA confirms that device was put away and turned off during testing, no action is necessary. If device was taken out and used by student during testing, code as RI 2 and handle locally as a disciplinary issue.	Depending on situation, may result in invalidation of student test
Student finishes test quickly and does not seem to give full effort.	Take no action.	The test administrator's evaluation of level of effort should not be used to negate a student's responses.	Test will be scored
Student refuses to answer any questions on test.	Select RI code 5.	Local decision as to whether disciplinary action is appropriate (depending on circumstances).	Invalidation of student test
Test administration time limits not followed (excludes IEP/504 plans with extended time accommodation).	Depending on Local Action, select RI code 3 — or — take no action (do not indicate an RI)	If student was given additional time, RI code 3 must be selected. If student was given less time, contact parent, explain situation, and allow parent to determine whether test should be invalidated or scored. Document decision. Investigate cause of error to prevent from reoccurring. If necessary, handle locally as a disciplinary issue for adult responsible.	Invalidation of student test (if allowed extra time). Depending on parental decision, may result in invalidation of student test (if allowed less time)
Student photographs test content	Select RI code 2	Ensure electronic image is permanently deleted from device. Ask if the image has been shared. Report immediately to DTC. Handle as disciplinary issue.	Invalidation of student test. Investigation of breach of security
Student refuses to answer/write on a single subpart	Depending on Local Action, select RI code 5 — or — take no action (do not indicate an RI)	Contact parent, explain situation, and allow parent the option to determine whether test should be test invalidated or whether the test should be scored with partial completion. Subpart may not be completed once student leaves secure testing environment. Document decision.	Depending on parental decision, may result in invalidation of student test

Table 3. Reports of Irregularity Examples and Guidance

Circumstance	PearsonAccess ^{next}	Local Action	Result
Student works past stop sign	Depending on Local Action, select RI code 3 — or — take no action (do not indicate an RI)	Student must complete new section within proper time limit without leaving testing setting. If not, choose RI code 3.	Depending on student decision, may result in invalidation of student test

STUDENT NOT TESTED

The student not tested (SNT) status is used to document that a student did not participate in testing for a set of finite reasons. Completing an SNT results in nullification of the entire test. Only BTCs and DTCs are authorized to document SNT status. SNT status is entered into PearsonAccess^{next}.

Indicate or Remove SNT

1. Go to **Setup > Students**.
2. Search for student or click the down arrow next to the Search button and check **Show all results**.
3. Check the box for that student.
4. From the **Tasks** dropdown, select **Manage Student Tests**.
5. Click **Start**.
6. Select the test to view the **Test Details**.
7. Scroll down to **Student Not Testing** box and add or remove SNT.
8. Click **Save**.

NOTE: Users may also check SNT statuses in bulk using the Student Registration Export.

SNT Codes

1. Absent
2. Not Enrolled (not attending school/district)
3. Not Scheduled (not taking the assessed course)
4. Medically Exempt
5. Residential Facility
6. Student Tested Alternate Assessment

Section 2: Preparation and Test Administration

Table 4. Student Not Tested Examples and Guidance

Circumstance	PearsonAccess ^{next} Action
Student withdraws from the district and does not complete the assessment.	Select SNT Code 2 (Not Enrolled).
Student is not scheduled in the tested course. For example, a student not scheduled in Algebra I appears on the list of Algebra I test-takers.	Select SNT Code 3 (Not Scheduled).
Student is hospitalized long-term due to a serious illness.	Provide documentation of medical exemption to DTC. Only DTC can select SNT Code 4. (Medically Exempt).
Student is enrolled at a residential facility, not the school administering the state tests.	Select SNT Code 5 (Residential Facility).
Student is participating in the alternate assessment instead of the TCAP general education assessment.	Select SNT Code 6 (Student Test Alternate).

ADMINISTERING MAKE-UPS

Students who are not present during the scheduled test administration may participate in make-up sessions through the end of the state testing window. A few considerations should be kept in mind when scheduling make-ups:

- Only subparts for make-ups may be taken out of order.
- ELA grades 2–8 should be prioritized for early administration.
- Upon completion of ELA grades 2–8, contact the DTC for immediate return shipping information for students testing on paper.

MEDICAL EXEMPTIONS

If a student is precluded from assessment participation due to a documented, severe medical circumstance, the DTC may enter a medical exemption status. In the event a BTC believes the student's current medical needs warrant a medical exemption, the BTC must follow the medical exemption process as outlined in the following sections. The TDOE will conduct random audits of districts' medical exemption approvals, with accountability implications for approvals granted outside of the scope of these guidelines.

Section 2: Preparation and Test Administration

Please follow the steps outlined below to request a medical exemption:

1. The BTC must submit a **Medical Exemption Form** to the DTC. This form is available on LiveBinders (keyword: *medical exemption*). The request must be accompanied by all supporting documentation.
2. The DTC will review the information provided and will either approve or deny the medical exemption request.
3. In the event the medical exemption request is approved, the DTC will enter the medical exemption status in PearsonAccess^{next}.
4. If the medical exemption request is denied, the student should be marked as absent.
5. The DTC will retain all of the supporting documentation used to approve the medical exemption request for a period of one year so that it's available in the event of a TDOE audit.

A medical exemption should only be considered in the cases of extreme and severe medical circumstances such as chemotherapy for cancer treatments or a traumatic brain injury due to a motor vehicle accident. Students who may experience stress and/or significant behavior issues during testing should be provided appropriate behavior supports throughout the school year, and the plan should include student's needs during testing. Table 5 is provided as a guide for situations that do and do not qualify for a medical exemption. This is not an exhaustive list, and individual circumstances will be considered by the DTC when making the determination.

Table 5. Examples for medical exemption requests	
Submit medical exemption request to DTC	Does not qualify for a medical exemption
Chemotherapy for cancer patients	Broken bones (may need an emergency 504)
Traumatic brain injury	Pregnancy and childbirth
Autoimmune disease which prevents students from contact with outside individuals	Concussions (if the student is able to attend school)
Vehicle accident leaving the student in an immobile state	Residential placements for behavior and anxiety
Student who is terminally ill	Behavior issues such as stress, anxiety, anger management

PROCEDURES FOR TESTING ALTERNATIVE SCHOOL STUDENTS

Students enrolled in alternative schools during the 2024–2025 TCAP Assessments can be assessed at their alternative school or their school of remand. For the 2024–25 school year, a student that has been remanded from their primary school to an alternative school with a school number does not need their enrollment to be moved back to their school of remand for assessment or accountability purposes.

PROCEDURES FOR TESTING STUDENTS IN RESIDENTIAL FACILITIES

Students who have been placed in a TN residential facility and are still considered enrolled in their school of remand should participate in the TCAP Assessments.

- Remanding public school: The student's record will be in EIS. The student will not be included in reporting for the school or the district if an assessment record is submitted by the facility.

Section 2: Preparation and Test Administration

In PearsonAccess^{next}, **mark the student's Test Status with the SNT "Residential Facility."** This includes students in both TN and non-TN residential facilities.

- Residential Facility: Test the student if possible.
- Students in out-of-state facilities should not be tested.

PROCEDURES FOR TESTING HOME SCHOOL STUDENTS

Home school students are required to be assessed in 5th, 7th, and 9th grade for any assessed content area in which the student is enrolled. If a home school student in a different grade requests to participate in an assessment, it is the district's decision as to whether or not the student may do so. Parents who have obtained a court order for home school testing may have their student tested regardless of grade.

Independent Home Schools

Independent home schools are conducted by a parent-teacher who is registered with the local school district.

Tennessee Code Annotated (T.C.A.) 49-6-3050(b)(5)(A) states:

Administration by the commissioner of education, or the commissioner's designee, or by a professional testing service which is approved by the LEA, to home school students of the same State Board-approved secure standardized tests required of public school students in grades five (5), seven (7), and nine (9); however, the test for grade nine (9) shall not be the high school proficiency test required by §49-6-6001;

(B)(i) Tests administered by the commissioner or the commissioner's designee shall be at the same time tests are administered to public school students, and shall be administered in the public school which the home school student would otherwise be attending, or at whatever location students at such school are tested. Tests administered by the commissioner or the commissioner's designee, shall be administered without charge. The parent-teacher may be present when the home school student is tested in grade (5). Both parent-teacher and home school student shall be under the supervision of the test administrator.

NOTE: The presence of the parent-teacher of a grade 5 home school student is an exception to the normal test security guideline that prohibits the presence of a parent or guardian in the testing area. Parents are allowed in the testing area for 5th graders but may not interact with students while they are testing.

Before the Testing Dates

The BTC is notified by the DTC of home school students who are assigned to test on-site, if applicable. Home school students must take the TCAP assessments during the testing window for the school at which they are testing. Parents of home school students must provide transportation to and from the test site.

Home School students must be added to PearsonAccess^{next} by completing the HomeSchool and JDC spreadsheet located on LiveBinders. Once the spreadsheet is updated, complete a Support Ticket and upload spreadsheet to PearsonAccess^{next} to add the students to the platform. This process must be completed prior to the blackout window to receive materials and Pre-ID labels.

Testing Home School Students

- Home school students may be tested at their zoned school or at any district facility (DTC will determine).
- There will be a separate home school organization in PearsonAccess^{next} (school number 0981) so these students will not be included in school data.
- To add home school students into PearsonAccess^{next}, go to the Support tab, complete the spreadsheet, and submit a support request to add students from the uploaded spreadsheet.
- Once the support request is submitted, look for the follow up email on whether the spreadsheet was loaded, or the spreadsheet could not be loaded due to errors on the spreadsheet.
- DTCs will communicate with BTCs a list of which home school students will be tested at the school site. Each relevant district will have its own home school (school number 0981) in PearsonAccess^{next}.
- BTCs should schedule home school students for testing and communicate the schedule to the parents.
- Home school students testing will use district or school test materials overage.

PROCEDURES FOR TESTING HOMEBOUND STUDENTS

Testing of homebound students must be addressed in each student's educational plan. Universal accessibility features/supports may be used. Accommodations for students with disabilities may be used if the student meets the required conditions.

- Special attention must be given to test security.
- Student must be tested during the district's designated testing dates.
- The homebound student must be coded at his/her school of primary enrollment.
- Students may use the blank sheets of paper provided by the test administrator. All scratch paper used by students must be returned to the BTC as secure materials upon completion of this test.
- A homebound student's SIS record will remain at their zoned school.

Section 2: Preparation and Test Administration

HANDLING UNUSUAL CIRCUMSTANCES

During testing, it is best to expect the unexpected! Table 6 outlines some possible circumstances and provides guidance on appropriate actions to take.

Circumstance	Action
Fire alarm goes off during testing session.	The TA should direct students to close their answer documents within their test booklets. Students should be directed to remain silent during the fire drill, as they are still in a secure testing session and conversation will result in a test invalidation. TA should note time of fire drill. Upon return, students should restart the test and should be given the amount of time remaining when fire drill occurred. Any student conversations about the test during the drill should be handled as test irregularities by the BTC and coded as such.
A student becomes ill during a test session.	The BTC should communicate with the parent and student, and allow them to determine whether to score or to invalidate. If they determine invalidation is the most appropriate option, the BTC should code appropriately in PearsonAccess ^{next} . The conversation should be documented.*
A student has to leave during a test session.	Students with previously scheduled appointments should not be put into the testing session if the timing conflict is known in advance. If the situation is unavoidable, the BTC should communicate with the parent and student and allow them to determine whether to score or to invalidate. If they determine invalidation is the most appropriate option, the BTC should code appropriately in PearsonAccess ^{next} .*
Death of a student or faculty member.	The BTC should rearrange test schedules to accommodate grieving/counseling time and/or funeral services. If the timing is such that it would jeopardize completion of testing, this should be communicated immediately to the DTC, who will contact the department.
Closure due to weather.	This is typically a district-wide problem and should be handled according to guidance from the DTC.
Student has multiple answer documents for one subject.	District staff must transcribe information onto one answer document for scoring.

* Students who leave the secure testing environment may NOT continue the test session unless they are supervised continuously while gone, do not have access to electronic devices, and return to the test session on the same day.

Supporting Test Administrators/Teachers

One of the BTC's most important roles is to serve as a support for teachers and test administrators, especially in computer-based testing. As the state transitions to computer-based testing, school personnel with differing levels of comfort with technology are called upon to administer tests using a variety of devices. The TAM includes a basic troubleshooting guide. This guide should be reviewed with test administrators prior to administration. If test administrators encounter problems beyond those captured in the troubleshooting guidance, please remind them to follow the communication plan outlined in the TAM and to communicate directly with the BTC, so that you can work with the school technology coordinator to help resolve issues or escalate them to the DTC. Following the communication plan ensures the quickest possible response to any challenges experienced during testing.

Section 3: Assessment Accessibility and Accommodations

This section provides a quick reference regarding the use of accessibility and accommodation features for testing. Please reference the *Tennessee Comprehensive Accessibility and Accommodations Manual* posted on LiveBinders (keyword: *accommodations guide*).

Assessment accessibility and accommodation features are classified into one of three categories:

- **Universal Test Administration Conditions**—testing conditions that may be offered to any student in order to provide a comfortable and distraction-free testing environment.
- **Accessibility Features**—testing features available to any student with an identified need; accessibility features usually need to be identified and setup in advance.
- **Accommodations**—testing accommodations defined in a student’s IEP/504/ILP; accommodations usually need to be identified and set up in advance.

Many students who receive approved testing accommodations documented in their IEP, 504, or ILP plan may test in the same environment as their peers; however, if the accommodation changes unit testing time (e.g., double time), requires auditory or signed presentation of assessment content from an adult, specifies small group or one-on-one testing, etc., the student must test in a separate environment.

A prerequisite for allowing the use of any accessibility or accommodation feature is the student must have used the feature consistently during daily instruction. A student should not be introduced to a new testing feature immediately before the test administration.

UNIVERSAL TEST ADMINISTRATION CONDITIONS

Universal Test Administration Conditions are specific testing situations and conditions that may be offered to any student in order to provide a comfortable and distraction-free testing environment.

Universal Test Administration Conditions include:

- Testing in a small group, testing one-on-one, testing in a separate location or in a study carrel;
- Being seated in a specific location within the testing room or being seated at special furniture;
- Having the test administered by a familiar test administrator;
- Using a special pencil or pencil grip;
- Using a placeholder;
- Using scratch paper;

Section 3: Assessment Accessibility and Accommodations

- Using devices that allow the student to see (e.g., magnification and special lighting);
- Using devices that allow the student to hear the test directions (e.g., hearing aids and amplification);
- Wearing noise buffers after the scripted directions have been read;
- Signing the scripted directions;
- Having the scripted directions repeated (at student request);
- Having questions about the scripted directions or the directions that students read independently answered; and
- Reading the test quietly as long as other students are not disrupted.

Accessibility Features

Accessibility features for TCAP are tools or conditions available to any student. A student's IEP or 504 plan may include these as an accommodation during instruction and classroom assessments; however, it is not required to be addressed in the IEP in order to receive as an accessibility feature on state assessments.



Features for paper-based testing include:

- Highlighter
- Straight edge line reader/mask tool
- Auditory aids
- Color overlay
- Place marker
- General administration directions read aloud and clarified and/or repeated as needed
- Magnification/enlargement device
- Redirect student to the test
- Student reads assessment quietly



The following accessibility features are available to students participating in computer-based testing.

- Zoom

- Color Contrast
- Magnifier
- Answer Masking
- Line Reader Mask
- Answer Eliminator
- Highlighter

For more detailed information on these features reference accessibility tools on TestNav in the TestNav Quick Tips for Students (Accessibility and Accommodation Tools) handout, and in the appendix of the Computer-Based Testing TAM and any Computer-Based Testing TAPS. Resources and videos can also be found online at <https://support.assessment.pearson.com/TN/accessibility-tools-and-pnp-profile-16908343.html>.

More information about accessibility features for all students may be found in Section 3 of the ***Tennessee Comprehensive Accessibility and Accommodations Manual*** located in LiveBinders (keyword: *accessibility*).

ACCOMMODATIONS

Accommodations are provided to allow a student with a disability or limited English proficiency the same access as a student without the disability or limited English proficiency.

Accommodations are available to students with a disability served under an IEP or a 504 Plan. Accommodations are also available to students with limited English proficiency, which include EL students with an ILP (defined as L and W). Accommodations may only be used when the student requires them to participate in the assessment meaningfully and appropriately.

Students may have different accommodations for each content area. Refer to the ***Tennessee Comprehensive Accessibility and Accommodations Manual*** located in LiveBinders (keyword: *accessibility*) for more information. All accommodations used by a student MUST be marked on the answer document.

The following accommodations are available to students participating in computer-based testing who have the accommodation enabled on their PNP settings. (Note: These must be applied before sessions are prepared.)

- Text-to-Speech (TTS)

BTC Responsibilities Related to Testing Accommodations

The BTC is responsible for understanding which accommodations are permissible for TCAP. See the ***Tennessee Comprehensive Accessibility and Accommodations Manual*** document posted on LiveBinders (keyword: *accessibility*) for a complete list of permissible accommodations.

In some cases, as with groups of students who receive extended time or oral presentation/read aloud, the BTC will need to consider accommodations when scheduling students to avoid disruptions or situations in which the accommodation itself calls attention to the student receiving it.

Section 3: Assessment Accessibility and Accommodations

Best Practice

The BTC is also responsible for communicating with test administrators about which students should receive which accommodations. A best practice is to provide test administrators with a spreadsheet of students participating in the test session, with appropriate accommodations indicated, as in the example below:

Test: ELA Grade 4			TA: Teacher 1			Date: 04/13/2022			
Student	Adult Transcription	Assistive Technology	Braille	Large Print	Extended Time	Visual Representations	Breaks	Word-to-word Dictionary	Oral Presentation
Student A	Yes	No	No	No	No	No	No	No	No
Student B	No	No	No	Yes	Yes	No	No	No	No
Student C	No	No	No	No	Yes	No	Yes	No	No

Administering TCAP Assessments with Testing Accommodations

Prior to the test, test administrators must know what accommodations each student will be using and how to administer them properly. Testing accommodations provided for one student may not impede or impact other students in the testing room. It is the responsibility of the test administrator to ensure that each student who qualifies for testing accommodations receives them with efficacy while also ensuring that other students who do not receive accommodations are not affected.

Accommodations for Students with an Injury

Students with an injury (e.g., broken arm or hand) may use any of the following accommodations if the injury makes it difficult to participate in an assessment. A 504 plan should be created for any students with injuries using these accommodations.

Accommodations for Students with an Injury	Description
Adult Transcription	Two adults, one of which is a licensed teacher, must be present during transcription. Students should be given the opportunity to review and edit any responses entered by adult transcription. Once the transcription is complete, any copies must be shredded or deleted.
Assistive Technology	Assistive technologies can be used for written response items. An example is typing responses for paper testing. Internet access, spell check, grammar check, and word prediction functions must be turned off. This accommodation requires adult transcription (see above).

Section 3: Assessment Accessibility and Accommodations

Accommodations for Students with an Injury	Description
Extended Time (Except for any items that measure fluency in both Math and ELA)	Available to a student with a short-term injury. The accommodation would need to be addressed through a 504 plan.
Adult Scribe	A student reads each item from the test booklet and dictates the response to an adult. Dictation can be given orally, on paper, or with assistive technology. The adult then marks the student's answer directly on the test. The adult may assume appropriate spelling for written responses, but the student must indicate correct capitalization, grammar, and punctuation.

Permissible Accommodations

The following table, also found in the ***Tennessee Comprehensive Accessibility and Accommodations Manual*** posted on LiveBinders (keyword: *accessibility*), outlines permissible accommodations on TCAP for each group. The specific accommodations given to any student are based on that student's needs and outlined in the IEP, 504 plan, or ILP for English learners.

Grades 3–8, EOC Accommodations	ELA		Social Studies		Math		Science	
	IEP/504	ILP	IEP/504	ILP	IEP/504	ILP	IEP/504	ILP
Adult Transcription*	X		X		X		X	
Assistive Technology*	X		X		X		X	
Braille or Large Print	X		X		X		X	
Extended Time* <i>Except for any items that measure fluency in both ELA and Math</i>	X	X	X	X	X	X	X	X
Visual Representations for Math					X			
Rest/Breaks	X	X	X	X	X	X	X	X
Unique Accommodation Request	X		X		X		X	
Word-to-Word Dictionary		X		X		X		X
Oral Presentation/Signing	X	X	X	X	X	X	X	X

*Also available to a student with a short-term injury. In the event of a short-term injury, a 504 plan must be in place.

Section 4: Post-Test Procedures



TASKS FOR AFTER ONLINE TESTING ADMINISTRATION

There are various activities that need to be completed in PearsonAccess^{next} by the BTC or technology coordinator after testing.

Verify all students enrolled are accounted for in PearsonAccess^{next}. For **students who did not test or moved out** of the school/district, assign the appropriate SNT status to these tests. Refer to page 39 in this guide on how to do this task.

Apply Reported Irregularity codes as appropriate. For students who did not take a particular test or did not complete a started test, apply an invalidation code to the test record(s).

Mark Testing Complete for all students not in a completed status. See directions on pages 31-32.



MATERIAL RETURNS

Overview: Things to Remember

1. Save the boxes in which materials were shipped and use them to return materials.
2. All used and unused assessment books must be returned to Pearson.
3. Each box of materials shipped to Pearson **must** contain materials **from one school only**. District testing coordinators **must not** combine materials from more than one school in a single box when checking the materials received from schools.
4. Pearson provides paper bands for use in packaging test materials. Use of the paper bands is optional. If using the paper bands, keep the following points in mind:
 - Make sure there is no scratch paper tucked into test books before you bundle books together.
 - Make sure there are no answer documents in test books.
 - Make sure there are not multiple answer documents for one student per subject. Answers must be transcribed onto one answer document for scoring.
 - Paper bands should fit snugly around the bundles, but they should not cause the books to bend.
 - Paper bands must be placed horizontally around the assessment books and securely taped to themselves. Tape should not adhere to the assessment books.
 - Do not use other types of paper bands, rubber bands, or clips.

- If a box is not filled with books, use packing pillows or other packing material to fill the extra space. **Do not use foam packing peanuts; they interfere with the scanning process.**
5. Student responses from large-print and braille test books **must be transcribed** into standard answer documents. The test books can then be returned with non-scorable materials. The answer documents are returned with scorable materials.
 6. **Do Not** include scorable answer documents in non-scorable boxes.
 7. Any answer documents that have RIs and SNTs **MUST** be returned in non-scorables marked with **“DO NOT SCORE”**. These tests have been nullified and the documents will not be scored.
 8. Two answer documents used for one student in the same content area cannot not be merged into one document; answers must be transcribed onto one answer document or there will be no score.

MATERIAL RETURN INSTRUCTIONS FOR SCHOOLS

Prepare Materials for Return

BTCs are responsible for returning test materials to DTCs and should coordinate with DTCs for drop off at the district’s central location. Materials must be sorted by assessment and scorable or non-scorable categories.

Schools will receive two types of Return Kits: for Scorable and Non-Scorable Materials. Please ensure that the appropriate return kit is being used for each return. **Note: Using the incorrect return labels may result in delayed score reports.** Refer to Table 7 on page 54 for all categories and the label colors assigned to each.

Follow the guidelines, and the see the instructions on page 53 to sort and package the school’s test materials before shipping them to the DTC.

Non-Scorable Materials

Pearson will supply a return kit for non-scorable materials. Completely blank answer documents (i.e., no Pre-ID label, no barcode, no pencil markings) should be shredded at the school. BTCs must package the following non-scorable materials and ship them to the district:

- School Transmittal Form
- Used and unused student test booklets, **except** used Achievement grades 2 and 3 ELA and Math consumable test booklets, which are returned with scorable materials
- Unused answer documents (e.g., student has RI or SNT, original document for a transcription, or accidentally put Pre-ID label) marked **“DO NOT SCORE”**.
- Read Aloud test books
- Secure Read Aloud TAPS

Section 4: Post-Test Procedures

The test administration manuals, BTC guidebooks, non-secure TAPS, extra paper bands, reference sheets, and rulers can be retained until the end of the administration. At the end of the administration, these materials should be destroyed by the school. Used scratch paper should be securely destroyed immediately after each test session.

Scorable Materials

Pearson will supply a return kit for scorable materials. The BTC must return the following scorable materials to the district testing coordinator:

- ELA answer documents (Return required no later than April ~~22~~) **April 23**
- Used Achievement grades 2 and 3 consumable test booklets
- All other student answer documents (e.g., completed tests)
- All answer documents **must** have a Pre-ID label or a completed gridded and bubbled demographic page.

NOTE: ELA answer documents and write-in test books should be returned by the end of week 1 and immediately following make-ups.

BTCs should confirm that scorable answer documents are complete and have **either** a Pre-ID label affixed to the answer document or have the following student demographic information entered and bubbled on the answer document:

- STUDENT NAME
- UNIQUE STUDENT ID
- BIRTHDATE
- DISTRICT #
- SCHOOL #

To ensure accurate processing with no delays, make sure that bubbled student demographic information EXACTLY matches the student registration data in PearsonAccess^{next}. There should not be bubbled information if the correct Pre-ID label is affixed to the answer document. BTCs should confirm that the Special Program and Accommodation Code has been bubbled in, if appropriate. If a Pre-ID label cannot be printed, this is an indication that the student is not in the admin platform. A student's answer document cannot be scored if the student is not in the platform. This will delay scoring and reporting with a potential not scored answer document.

Braille and Large-Print Documents

For braille tests, student responses should be transcribed onto answer documents that have Braille bubbled in under Special Programs.

Grade 3 braille consumable test books should also have answers transcribed in the test book with Braille bubbled in under Special Programs. For large-print tests, student responses should be transcribed into the standard student answer documents that are included in the large-print kit and then returned to the district.


Prepare Boxes for Return to Districts

- The BTC SCORABLE Return Kit includes TWO different color labels, **PUMPKIN is for ELA scorable returns** and **GREEN is for all other Scorable returns**, to be used for returning scorable answer documents and write-in test books.
- **PUMPKIN labels to be used for the ELA essay answer documents and write-in test books.**
 - o Box **only** ELA documents and apply the **pumpkin** return labels to boxes.
 - o Complete the SCH: Box __ of __ section on each label for the entire school shipment.
 - o Send **pumpkin** labeled boxes to the DTC according to the district testing schedule.
 - o DTCs must ship all completed ELA documents to Pearson by April 22. This includes the transcribed answer documents for braille and large print tests.
 - o Confirm other subjects have not been combined under the boxed pumpkin label. Only ELA is included.
- If ELA is enclosed in a scorable box, you must use a pumpkin-colored label. If the appropriate label is not available, the box must be marked in bold, "ELA ENCLOSED."
- Stack like materials together (sorted by assessment and scorable or non-scorable categories) and secure with paper bands, if using. Refer to page 50 for instructions for using paper bands.
- Using the same boxes in which the materials arrived, place sorted materials in boxes. For each assessment, there should be at least one scorable box and one non-scorable box. **Do not mix scorable and non-scorable materials in the same box.** Mark all non-scorable boxes DO NOT SCORE.
- Complete a School Transmittal Form for each box and place the form on top of the materials in the box.
- Apply the appropriate color-coded label to each box. Refer to Table 7 for label colors.
- **Lilac labels are to be used for all ELA materials.**
- **GREEN labels are to be used for all other SCORABLE returns.**
 - o Send **green** labeled boxes to the DTC according to the district testing schedule.
 - o DTCs must ship all other completed scorable answer documents and grades 2 and 3 books to Pearson by the appropriate designated return date in the **ASSESSMENT** milestones document. This includes the transcribed answer documents for all braille and large print tests.
- The BTC NON-SCORABLE Return Kit includes ONE color label, **SKY BLUE**, to be used for all NON-SCORABLE returns.
 - o Box non-scorable materials and apply the **blue** return labels to boxes.

Section 4: Post-Test Procedures

- o Bundle and mark **“DO NOT SCORE”** on the paper band, answer documents not to be scored and consumable test books with Pre-ID labels or bubbled demographics.
- o Answer documents that are associated with students who have RIs and SNTs marked in PearsonAccess^{next} MUST be returned in non-scorable boxes and marked **“DO NOT SCORE”** on individual documents.
- o Send **blue** labeled boxes to the DTC according to the district testing schedule.
- o DTCs must ship all secure non-scorable materials to Pearson by the appropriate designated return date in the Assessment Milestones document.
- Complete the label on each box.
 - o Number each box in the **school area** on the label. To ensure that the district testing coordinator will know how many scorable and non-scorable boxes to expect from your school, number boxes with each label color separately. For example, if you have two boxes with yellow labels and three boxes with red labels, number them “1 of 2,” “2 of 2” and “1 of 3,” “2 of 3,” and “3 of 3,” respectively.
 - o Add the school name and number, if applicable.

Example Green Label for ACH Scorable Materials Other Than ELA

TN00012737 S-000NN	
ABCXYZ DISTRICT MAXIMUM LENGTH NAME	10045
1234 DIST SHIPPING ADDRESS LINE ONE	
CHATTANOOGA MAX CITY, TN 37421-6510	DIST: BOX ___ OF ___
<hr/>	
ABCXYZ SCHOOL B	1212
SCH: BOX ___ OF ___	
SCORABLE ALL SUBJECTS	
PEARSON	
9200 EARHART LANE SW	
CEDAR RAPIDS, IA 52404-9078	
TN TCAP ACH SPRING 2022	
	
707-231-002	0000000000
SEC	

Number boxes here

- Return all boxes to the DTC

Table 7. 2024–2025 Materials Return Label Colors

Label Type	Achievement 2–8 Spring 2025	Alternate Spring 2025
Non-scorable	Sky Blue	Brown
Scorable, ELA	Pumpkin	
Scorable, All Other	Green	Pink



TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM (TCAP) MATERIAL RETURNS

Packing and Return Instructions for the Building Testing Coordinator (BTC)

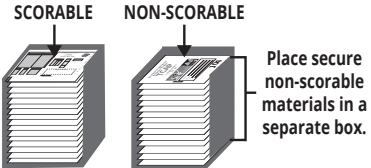
At the Building Level

1

- Sort scorable and non-scorable materials.
- Ship all ELA scorables immediately after testing is complete. See the *BTC Guide* for lists of all scorable and non-scorable materials and return deadlines.

2

- Place the scorable materials in the boxes in which they arrived, leaving the boxes unsealed. Place the School Transmittal Form on top of the materials (if using).



3

Indicate Box ___ of ___ for the entire school.

- Place the appropriate-colored Pearson label on each box. Label colors are listed in the table below.
- DO NOT use labels from past administrations.

Materials Return Label Colors			
Label Type	Achievement 2-8	End-of-Course	Alternate
Non-scorable	Sky Blue	Aqua	Brown
Scorable, ELA	Pumpkin	Red	
Scorable, All Other	Green	Yellow	Pink

4

RETURN ALL BOXES OF SCORABLE AND NON-SCORABLE MATERIALS TO THE DISTRICT TESTING COORDINATOR (DTC)

Shipping and Return Instructions for the District Testing Coordinator (DTC)

At the District Level

Timely Shipping

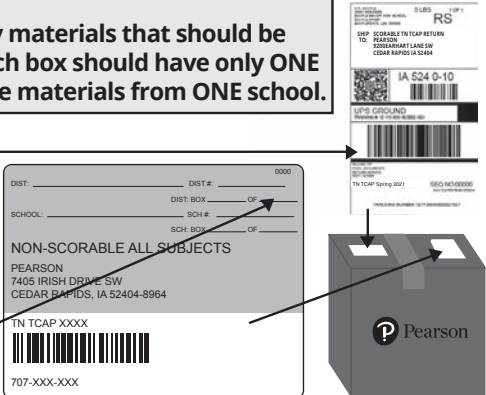
Ship materials as soon as possible. You may ship materials from one school or from multiple schools at the same time. Do NOT hold materials to wait for all schools in the district. Doing so may delay scoring and reporting.

1

- Verify each school's box count to ensure all boxes were received from that school.
- Confirm that boxes include only materials that should be included for that label color. Each box should have only ONE Pearson return label and include materials from ONE school.

2

- Affix the UPS shipping label. For large non-scorable materials shipments, refer to the *BTC Guide* for freight shipping instructions.
- Complete box labels indicating Box ___ of ___ for each label color.



3

- Seal boxes for shipment to Pearson.
- Schedule a shipment pick-up as described in the *BTC Guide*.

Section 4: Post-Test Procedures

MATERIAL RETURN INSTRUCTIONS FOR DISTRICTS

DTCs are responsible for verifying materials returned by schools and shipping the materials back to Pearson. DTCs can follow the guidelines in this section to accomplish these tasks.

As DTCs receive shipments from schools, they must count the materials to ensure that schools have returned all materials.

Prepare Boxes for Return

Each box must contain materials from only one school. When checking boxes of materials received from schools, district testing coordinators **must not** combine materials from more than one school in a single box.


Materials should be returned in the boxes in which they arrived. If additional boxes are needed, DTCs may order additional boxes under *Setup > Orders & Shipment Tracking* on PearsonAccess^{next}.

NOTE: Grades 2–8 ELA essays should be shipped by the end of week 1 and immediately following make-ups. All other subparts and subjects are returned after all testing is completed. Refer to page 46 for return shipping deadlines for all materials.

1. Confirm that all boxes have been received for each return label color for each school. The box count for each school is provided in the school area on the return labels.
2. Ensure that boxes include only materials that should be included for that label color. Refer to Table 7 to see all categories of materials and the corresponding label colors. **Boxes must not have more than one Pearson return label.** At shipping, each box should have one Pearson return label and one shipping label.
3. Confirm that all boxes of non-scorable materials are marked DO NOT SCORE.
4. Once you have received the test materials from all the schools in the district, separate the boxes by label color for pickup. Affix the appropriate shipping label to each box. There should now be four groups of boxes for shipment (assuming that Subpart 1 scorable materials were shipped immediately after completion of Subpart 1 testing):
 - ACH, all other scorable materials (green label)
 - ACH ELA, scorable materials (pumpkin)
 - ACH, non-scorable materials (sky blue label)
 - Alternate, scorable materials (pink)
 - Alternate, non-scorable materials (brown)
5. Keep the boxes with each label color in order by school (School A: Box 1 of 2, 2 of 2; School B: Box 1 of 1; School C: Box 1 of 5, 2 of 5, etc.)

- 6. Complete the labels.
 - For all boxes with the same label color, number the boxes based on the total number of boxes in that colored label group for the entire district. For example, if there is a total of 45 boxes with yellow return labels, use a black marker to identify each box by writing "1 of 45," "2 of 45," etc. Do not change or cross out the numbering that already appears in the school area of the return label.
 - o Add the district name and number, if applicable.
 - If ELA is enclosed in a scorable box, you must use a pumpkin-colored label. If the appropriate label is not available, the box must be marked in bold, "ELA ENCLOSED."
- 7. Seal boxes for shipment to Pearson.

Pearson Non-Scorable ACH Return Label Example

ABCXYZ DISTRICT MAXIMUM LENGTH NAME	TN00012712 S-000NN 10045
MAXIMUMLENGFIRST T DISTRCONTACTLAST 1234 DIST SHIPPING ADDRESS LINE ONE CHATTANOOGA MAX CITY, TN 37421-6510	DIST: BOX ___ OF ___
SCHOOL: _____	SCH #: _____
	SCH: BOX ___ OF ___
NON-SCORABLE ALL SUBJECTS	
PEARSON 7405 IRISH DRIVE SW CEDAR RAPIDS, IA 52404-8964	
TN TCAP ACH SPRING 2022	
	
707-231-003	0000000000 ANS

Section 4: Post-Test Procedures

UPS Return Label



Return Materials to Pearson

Pearson bases return shipments on the materials sent during the initial distribution. **All scorable materials should be returned via UPS.**

DTCs should call one of the numbers below 24 hours in advance to schedule shipment pick-up dates. To expedite a call with UPS, have a UPS return label on hand when you call.

- UPS: 800-823-7459

Materials Return Deadlines

Scorable materials and non-scorable secure materials **must** be shipped to the testing contractor by the dates listed below.

Spring 2025

Scorable Materials

- ELA Grades 3-5 and PBT Grades 6-8: by April 23, 2025
- Please refer to the Assessment Milestones document for all appropriate return dates for Grades 2-5 and Grades 6-8 for all other content areas except ELA.
- All other content areas, ACH, Grades 2-8 and by the appropriate last day of the district's testing window

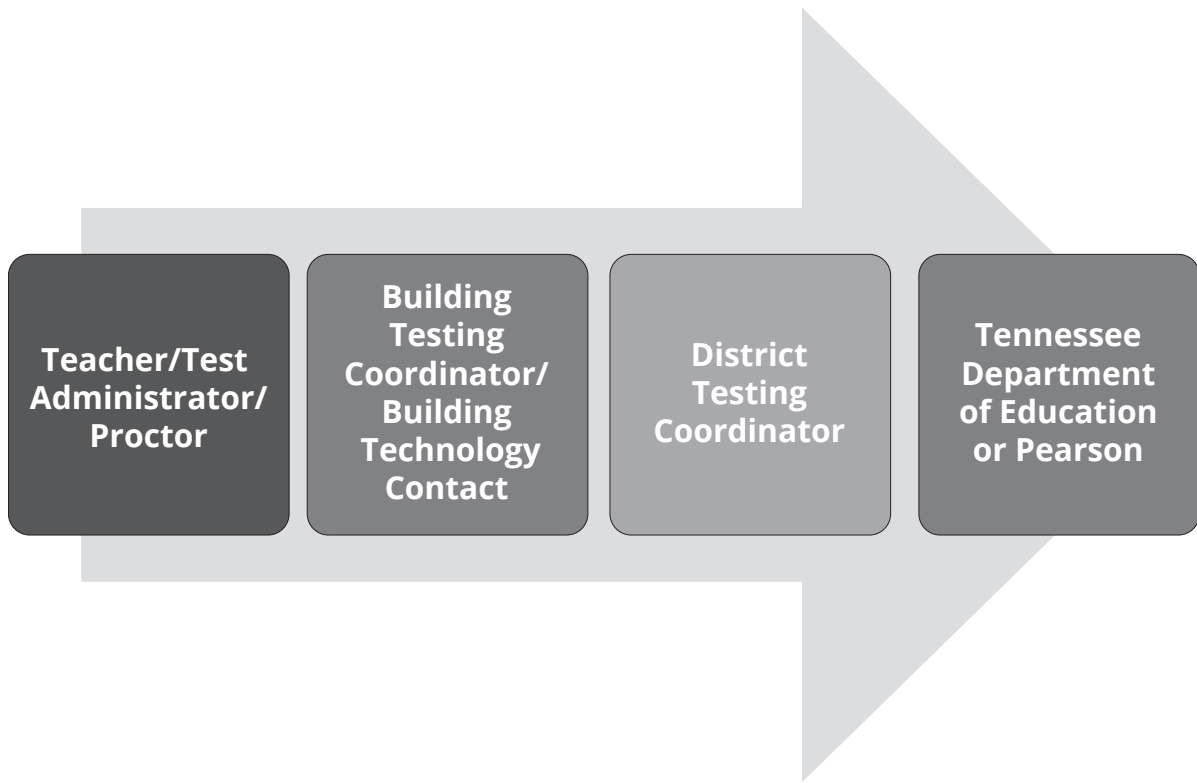
Non-Scorable Secure Materials

- TCAP-Alt and Grade 2-Alt: within 48 hours of the close of the district assessment window
- ACH: within 48 hours of the close of the district assessment window

Appendix A: Communication Plan and Contact Information

Communication Plan: Troubleshooting

The illustration below shows the communication protocol that should be followed if any issues arise. It is important to follow this communication plan, since building and district testing coordinators have additional resources to problem solve quickly and to ensure consistency of communication.



Contact Information*

Tennessee Department of Education	
Pearson Customer Support	Telephone: 888-711-7724 Online Form: http://download.pearsonaccessnext.com/ref/WebToCase.html?p=TENNESSEE Live chat: https://tn.mypearsonsupport.com

*This contact information does not appear in the **Test Administration Manual**. Instead, there is a note that reads, "Do not directly contact TDOE or Pearson without discussing with your BTC."

Appendix B: Test Administration Materials

ACCOMMODATION CODES

SPED Accommodation Codes

Adult Transcription **(A)**

Assistive Technology **(B)**

Extended Time **(C)**

Oral Presentation/Signing **(D)**

Visual Representations for Math **(E)**

Rest/Breaks **(F)**

Unique Accommodation Request **(G)**

EL Accommodation Codes

Extended Time **(R)**

Word-to-Word Dictionary **(S)**

Rest/Breaks **(T)**

Oral Presentation/Signing **(U)**

TEST ADMINISTRATION AND SECURITY AGREEMENT



Test Administration and Security Agreement 2024–2025

Directions: *This agreement must be signed by any adults within proximity to test materials or test administration, including but not limited to test administrators, proctors, testing coordinators, and school or district administrators. Signed agreements should be collected by building test coordinators and kept filed for a period of 12 months.*

The State of Tennessee Test Security Law, Tennessee Code Annotated (T.C.A.) 49-1-607, applies to anyone involved in the administration of a statewide assessment. This law prohibits activities that may threaten the integrity of the test. The full text of T.C.A. 49-1-607 is located in the Test Administration section of each test administration manual. Examples of prohibited activities are listed below. This list includes (but is not limited to):

- Reading or viewing the passages or test items
- Sharing the passages or test items
- Copying or paraphrasing the passages or test items
- Explaining or reading passages or test items for students
- Changing or otherwise interfering with student responses to test items
- Copying or reading student responses
- Taking digital images of test items or encouraging others to take digital images of test items (including images of computer monitors displaying test items)
- Causing achievement of schools to be inaccurately measured or reported
- Failing to report a test security violation

If any of the above examples are accessibility features and/or accommodations for ELs or students with current IEPs or Section 504 Plans, test administrators are permitted to provide the accommodation(s) as allowed in each test administration manual (TAM) to those specific students who have them as part of their IEP, 504 or EL plan.

All personnel are prohibited from examining or copying the test items and/or the contents of the test. The security of all test content must be maintained before, during, and after the test administration. Inappropriate actions by district or school personnel will result in further investigation, possible loss of teaching licensure, and possible involvement of law enforcement agencies.

I acknowledge that I have received training regarding the administration of statewide assessments and must read all information and instructions provided in all applicable sections of the relevant test administration manual, including the State of Tennessee Test Security Law. I agree to follow all test administration and security procedures outlined in the manual and law, in addition to district policies and procedures. Further, I will not reveal or disclose any information about the test items or engage in any acts that would violate the security of statewide assessments or cause student achievement to be inaccurately represented.

Printed Name

School Name/Number

Signature

Date

Office of Assessment Logistics
Tennessee Department of Education

BUILDING TESTING COORDINATOR TESTING CODE OF ETHICS AND SECURITY PROCEDURES



Testing Code of Ethics and Security Procedures Building Testing Coordinator 2024–2025

The activities and actions listed below are required as a part of my role as a building testing coordinator for TCAP assessments. These requirements apply to all TCAP assessments:

- TCAP End Of Course
- TCAP Grades 3-8
- TCAP-Alt
- English Learners Proficiency
- Grade 2 optional assessment/Grade 2-Alt
- Field tests
- ACT and SAT

I understand that I must comply with all testing guidelines & policies established by TDOE, the testing vendor and my local school system. This includes:

- Reviewing the Building Test Coordinator (BTC) Guidebook, Test Administration Manual (TAM), and Test Security Manual for each assessment, including all information on test security procedures and policies.
- Reviewing documentation from the testing vendor, particularly documentation about working with online platforms.
- Reviewing any documentation provided to me by my district testing coordinator.

I understand that it is my responsibility to ensure that all test administrators and proctors comply with all testing guidelines established by TDOE, the testing vendor and my local school system.

This includes:

- Training each test administrator and proctor on State of Tennessee Test Security law, state test security guidelines, local policy, and test administration procedures.
- Informing each test administrator of their responsibilities and verifying that they understand those responsibilities.
- Requiring test administrators and proctors to carefully adhere to all test administration directions and accommodation instructions, following appropriate schedules and timelimits.
- Retaining documentation of training for system records of all individuals who will administer or proctor tests or who will be in contact with secure test materials.
- Ensuring all school personnel within proximity to test materials or test administrations have signed the Test Administration and Security Agreement.
- Ensuring all test administrators have turned in a seating chart and security log for each test administration and maintain these documents as required by LEA policy.

I understand that it is my responsibility to take all necessary precautions to safeguard the tests and test materials. This includes:

- Establishing a restricted, secure storage area (centrally-located locked room that is inaccessible to unauthorized persons) for test materials at the school level.
- Restricting handling of test materials to authorized personnel at all times.
- Restricting access to student login codes, access codes, and proctor passwords.
- Implementing check-in, check-out, and quantity verification procedures for all test materials at the school level and for each test session.
- Counting test materials before and after each test session.
- Distributing test materials immediately prior to each test session and collecting immediately after each test session.
- Completing Test Materials Chain of Custody Form and maintaining this document as required by LEA policy.
- Requiring each test administrator's signature for materials before and after each test session.
- Implementing policies and procedures to prohibit all personnel from obtaining knowledge of test items or passage content before, during, and after testing.
- Ensuring that test items are not reproduced, duplicated, or paraphrased in any way, for any reason, by any person. Standard copyright laws must be maintained at all times.
- Ensuring that test items, specific excerpts from the test, or paraphrased portions of the test are not used to create instructional activities, study guides, or classroom resources.
- Prohibiting discussion of the test content or specific test items with anyone, including students, parents, or professional colleagues.



Testing Code of Ethics and Security Procedures Building Testing Coordinator 2024–2025

I understand that it is my responsibility to create a secure, yet positive, environment for testing.

This includes:

- Ensuring student seating is arranged appropriately so that opportunities for student cheating are minimized.
- Requiring test administrators to remain with students and be observant and non-disruptive throughout the testing session.
- Ensuring that students respond to test without assistance from anyone. Prohibit coaching students in any way during testing.
- Prohibiting reading test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations.

I understand that it is my responsibility to monitor testing and respond to issues in a timely and appropriate manner. This includes:

- Conducting spot checks during testing.
- Assisting test administrators with disruptions or emergencies during testing, documenting any irregularities.
- Ensuring make-up testing (for students who were absent during any part of the test) is administered in a secure setting and within the confines of the system testing window.
- Immediately reporting a potential breach of test security or other test irregularity to the district testing coordinator.

I understand that it is my responsibility to maintain confidentiality of student-specific accountability demographic information and test results at all times. This includes:

- Restricting access of student-specific information to appropriate authorized personnel.
- Using only secure methods to communicate student-specific information.

This form must be signed prior to testing.

I have reviewed and understand the testing code of ethics and security procedures and have been informed of the consequences for violating these procedures.

Printed Name: _____ Signature: _____

School: _____ Date: _____

Signed forms should be kept on file by the Building Testing Coordinator for 12 months from the date signed.

Office of Assessment Logistics
Tennessee Department of Education

TEST ADMINISTRATOR TESTING CODE OF ETHICS AND SECURITY PROCEDURES



Testing Code of Ethics and Security Procedures Test Administrator 2024–2025

It is important for you, as a test administrator of a TCAP assessment, to know that the following guidelines are to be strictly followed. A lack of or refusal to follow this guidance may result in an investigation, loss of teaching licensure, and/or prosecution for violation of the law. Please read the following list of responsibilities and sign your name on the signature line at the bottom of this form indicating that you understand these actions and their consequences.

The activities and actions listed below are required as a part of my role as a test administrator for TCAP assessments. These requirements apply to all TCAP assessments:

- TCAP End Of Course
- TCAP Grades 3-8
- TCAP-Alt
- English Learners Proficiency
- Grade 2 optional assessment/Grade 2 Alt
- Field tests
- ACT and SAT

I understand that before testing on the days of the assessment, I am responsible for:

- Reviewing the Test Administration Manual (TAM) for the assessment, including all information on test security procedures and policies
- Signing the Test Administration and Security Agreement, and returning this document to my building testing coordinator
- Reviewing any documentation provided to me by my building testing coordinator
- Securing test materials and maintaining my presence with them once checked out from the designated secure location in my building
 - Only test administrators can check out and deliver test materials to/from the testing environment
- Keeping all test materials on the school's campus (unless authorized to do so for off-site testing)
- Maintaining the integrity and security of the assessment by not reading, sharing (verbally and/or electronically), paraphrasing and/or reproducing any of the test booklet/answer sheet content. Reproduction includes (but is not limited to):
 - Handwritten notes
 - Photocopy
 - Photographs

I understand that during testing (including during breaks) on the day(s) of assessment, I am responsible for:

- Maintaining the validity and security of the assessment by **NOT**:
 - Reading test items as I monitor the room*
 - Reading student responses or materials (e.g., test books, answer documents, computer screens) as I monitor the room
 - Assisting students in answering test items
 - Giving students verbal cues ("you may want to re-check number 7") or non-verbal cues (pointing at a specific item)
 - Giving students more time than is allotted for the session*
 - Encouraging students to finish early
 - Allowing students to use cell phones or other electronic devices*, even if they have already submitted their tests, until all testing is complete
 - Leaving the room and/or test materials unattended for any period of time
 - Coaching students on test-taking strategies
 - Administering or proctoring the assessment to family members
- Providing a testing environment that is comfortable to all students while still adhering to the expectations of state testing, which includes:
 - Covering or removing visual aids (e.g., word lists, multiplication tables) that may help students
 - Proactively arranging seating to deter students from talking or causing disturbances,
 - Eliminating the use of any/all technical devices (computer/tablet/cell phone/smart watch) for any reason*
 - Refraining from daily tasks during the testing session like checking email, grading papers, or other activities that will result in my attention not being on students at all times
 - Assessing only the test/subpart that is scheduled for the day/testing time and not allowing the return to prior, completed test sections



Testing Code of Ethics and Security Procedures Test Administrator 2024–2025

I understand that after testing on the day(s) of assessment, I am responsible for:

- Returning materials immediately to the Building Testing Coordinator at the conclusion of the testing time and ensuring all materials are secured and accounted for
- Keeping all test material on the school's campus
- Maintaining the integrity and security of the assessment by not reading, paraphrasing, and/or reproducing any of the test booklet/answer sheet content. Reproduction includes (but is not limited to):
 - Handwritten notes
 - Photocopy
 - Photographs
- Maintaining the integrity and security of the assessment by not sharing (verbally and/or electronically), any of the test booklet/answer sheet content. Sharing includes (but is not limited to):
 - Electronic communication (email, text, social media, etc.)
 - Discussion with students or parents
 - Discussion with professional colleagues
- Notifying the Building Testing Coordinator of any student answer sheet that may require that person's attention
- Providing seating charts for my test administrations to the Building Testing Coordinator
- Reporting any observed testing security violation
 - Failing to report a test security violation is a test security violation

** except when providing accessibility features and/or accommodations as allowed in each test administration manual (TAM)*

Proper test security as outlined by TDOE and the district include, but are not limited to, the items listed above.

This form must be signed prior to testing

I have reviewed and understand the testing code of ethics and security procedures and have been informed of the consequences for violating these procedures.

Printed Name: _____ Signature: _____

School: _____ Date: _____

Return this agreement to your Building Testing Coordinator

Signed forms should be kept on file by the Building Testing Coordinator for 12 months from the date signed.

Office of Assessment Logistics
Tennessee Department of Education

TEST PROCTOR TESTING CODE OF ETHICS AND SECURITY PROCEDURES



Testing Code of Ethics and Security Procedures

Test Proctor
2024–2025

It is important for you, as a proctor of a TCAP assessment, to know that the following guidelines are to be strictly followed. A lack of or refusal to follow this guidance may result in an investigation, loss of teaching licensure, and/or prosecution for violation of the law. Please read the following list of responsibilities and sign your name on the signature line at the bottom of this form indicating that you understand these actions and their consequences.

The activities and actions listed below are required as a part of my role as a test proctor for TCAP assessments. These requirements apply to all TCAP assessments:

- TCAP End Of Course
- TCAP Grades 3-8
- TCAP-Alt
- English Learners Proficiency
- Grade 2 optional assessment/Grade 2 Alt
- Field tests
- ACT and SAT

I understand that before testing on the days of the assessment, I am responsible for:

- Reviewing the Test Administration Manual (TAM) for the assessment, including all information on test security procedures and policies
- Reviewing any documentation provided to me by my building testing coordinator
- Assisting test administrator in securing test materials and maintaining my presence with them once checked out from the designated secure location in my building
 - Only test administrators can check out and deliver test materials to/from the testing environment
- Keeping all test material on the school's campus (unless authorized to do so for off-site testing),
- Maintaining the integrity and security of the assessment by not reading, sharing, paraphrasing or reproducing any of the test booklet/answer sheet content. Reproduction includes (but is not limited to):
 - Handwritten notes
 - Photocopy
 - Photographs

I understand that during testing (including during breaks) on the day(s) of assessment, I am responsible for:

- Monitoring the room
- Assist the test administrator as needed
- Maintaining the validity and security of the assessment by not:
 - Reading test items as I monitor the room
 - Reading student responses or materials (e.g., test books, answer documents, computer screens) as I monitor the room
 - Assisting students in answering test items
 - Giving students verbal cues ("you may want to re-check number 7") or non-verbal cues (pointing at a specific item)
 - Encouraging students to finish early
 - Allowing students to use cell phones or other electronic devices, even if they have already submitted their tests, until all testing is complete*
 - Allowing students to talk or cause disturbances
 - Coaching students during testing on test-taking strategies
 - Proctoring the assessment to family members
- Providing a testing environment that is comfortable to all students while still adhering to the expectations of state testing, which includes:
 - Eliminating the use of any/all technical devices (computer/tablet/cell phone/smart watch) for any reason*
 - Eliminating daily tasks like checking email, grading papers, or other activities that will result in my attention not being on students at all times



Testing Code of Ethics and Security Procedures Test Proctor 2024–2025

I understand that after testing on the day(s) of assessment, I am responsible for:

- Maintaining the integrity and security of the assessment by not reading, paraphrasing and/or reproducing any of the test booklet/answer sheet content. Reproduction includes (but is not limited to):
 - Handwritten notes
 - Photocopy
 - Photographs
- Maintaining the integrity and security of the assessment by not sharing (verbally and/or electronically), any of the test booklet/answer sheet content. Sharing includes (but is not limited to):
 - Electronic communication (email, text, social media, etc.)
 - Discussion with students or parents
 - Discussion with professional colleagues
- Reporting any observed testing security violation
 - Failing to report a test security violation is a test security violation

** except when providing accessibility features and/or accommodations as allowed in each test administration manual (TAM)*

Proper test security as outlined by TDOE and the district include, but are not limited to, the items listed above.

This form must be signed prior to testing

I have reviewed and understand the testing code of ethics and security procedures and have been informed of the consequences for violating these procedures.

Printed Name: _____ Signature: _____

School: _____ Date: _____

Return this agreement to your Building Testing Coordinator

Signed forms should be kept on file by the Building Testing Coordinator for 12 months from the date signed.

Office of Assessment Logistics
Tennessee Department of Education

TEST MATERIALS CHAIN OF CUSTODY FORM



Test Materials Chain of Custody Form

The following information must be collected for each test administration at your school. This form may be duplicated for use by grade level and/or maintained as an electronic file (blank form available on LiveBinders, keyword: *Chain of Custody*).

Contact your district assessment coordinator if you have any questions.

Your name (building test coordinator): _____

District name: _____

School name: _____

School number: _____

Location of locked storage room: _____

Names of people with access to locked storage room/location:

1. _____

2. _____

3. _____

Date and time materials arrived at the school: _____

Date and time shrink-wrapped test material packages are opened: _____

Packages opened by: _____

Date and time materials are prepared (e.g., PreID labels applied): _____

Materials prepared by: _____

Date and time materials are packaged for return: _____

Materials packaged by: _____

Date and time materials are returned to the district: _____

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Tennessee Department of Education

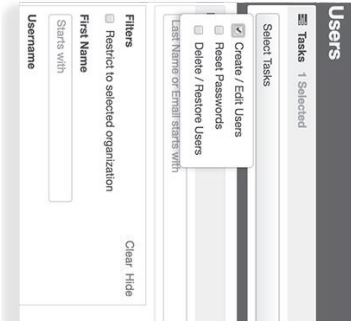


PearsonAccess^{next} Quick Tips for Building Testing Coordinators

User Accounts

Create or reset accounts and passwords at any time.

1. From **Setup**, select **Users**.
2. Under **Select Tasks**, click **Create/Edit Users**.
3. Click **Start**.
4. Fill in the form fields and click **Create**.

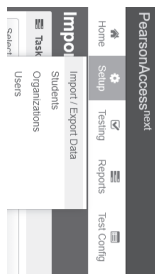


- Edit accounts:
1. From **Setup**, select **Users**.
 2. Type the user's name into a search field and click **Search**.
 3. Click the checkbox next to the user in the results table.
 4. Next to **Select Tasks**, click the dropdown arrow next to **Start**.
 5. Select **All Tasks**.
 6. Edit user information or update the password.

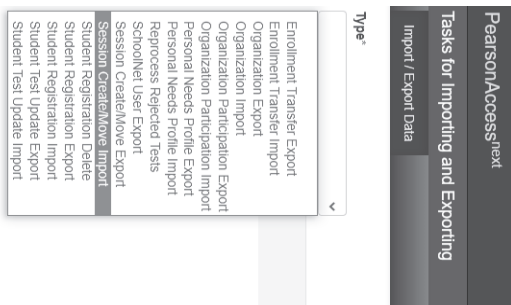
Creating/Editing Sessions

Create a session to set up a virtual student group that will test at the same time.

- To create sessions in bulk:
1. From **Setup**, select **Import/Export Data**.
 2. Under **Select Tasks**, click **Import/Export Data**.
 3. Click **Start**.
 4. Under **Type**, select **Session Create/Move Import**.
- Note: If you need an import template, select **Session Create/Move Export** to download the correct data format.
5. Select the CSV file you want to upload.
 6. Click **Process**.



- To create individual sessions:
1. From **Testing**, select **Sessions**.
 2. Click the dropdown next to **Start** and select **Create / Edit Test Sessions**.
 3. Type/select the required details.
 4. Click **Create**.



Support

Live Support Chat and documentation can be found on the PearsonAccess^{next} homepage.

More documentation including the PAN User Guide can be found online at: <https://support.assessment.pearson.com/>

Mark Tests Complete

You can change a student test status to **Marked Complete** to close a testing window.

- For example, you might perform this task when a student:
- Exited TestNav and will not resume the test.
 - Never signed into a test, and you need to stop the Session.

1. From **Testing**, go to **Students in Sessions**.
2. Click **Add a Session** and check the box next to the sessions you want to view.

3. Click **Add Selected**.

4. Select the checkbox next to the student records in the results table.
5. Click **Select Tasks**, select **Mark Student Tests Complete**, and click **Start**.
6. Select the checkbox next to the student name to confirm your selection.
7. Type a reason.
8. Click **Mark Complete**.



PearsonAccess^{next} Quick Tips for Building Testing Coordinators

Setting up Accommodations – Large groups and individuals

You can enter or import Personal Needs and Profile (PNP) settings to appropriately assign students accessibility features and accommodations for their online testing sessions.

Set accommodations in bulk:

1. From **Setup**, select **Import/Export Data**.
2. Under **Select Tasks**, click **Import/Export Data**.
3. Click **Start**.
4. Under **Type**, select **Personal Needs Profile Import**. Note: if you need an import template, select **Personal Needs Profile Export** to download the correct data format.
5. Select the CSV file you want to upload.
6. Click **Process**.

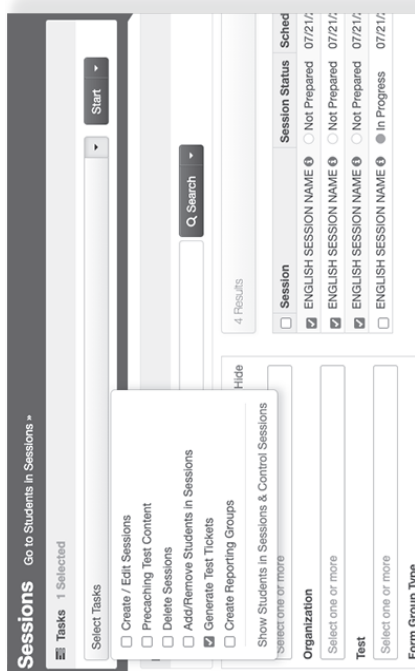
To update individual accommodations:

1. From **Testing**, select **Students in Sessions**.
2. Click **Add a Session**.
3. Type a session name into the search field, and click the checkbox next to the session.
4. Click **Add Selected**.
5. Students in that session should now appear in the results table. Click the checkbox next to the student you want to edit.
6. Under **Select Tasks**, click **Manage Student Tests**.
7. Select the test in the right-hand menu to view the accommodations for this student test.
8. Once done with editing, click **Save**.

Generate Student Test Tickets

You can generate test tickets for multiple test sessions. *Test tickets contain student sign-in credentials for Test/Nav.*

1. From **Testing**, select **Sessions**.
2. Select the sessions you want to view.
4. Click **Select Tasks**, select **Generate Test Tickets**, and click **Start**.
5. Click **Generate Test Tickets** and select the page layout preferences.
6. Navigate to your device's downloads location to view the downloaded PDF.



Printing Pre-ID Labels

NOTE: Pre-ID Labels sent by Pearson match the alignment settings and platform to print locally from PearsonAccess^{next}. Do not use locally purchased labels to print Pre-IDs.

1. Go to **Testing > Students Tests**.
2. Search for student(s) or click the down arrow next to the Search button and check "Show all results."
3. Select student(s).

4. Select **Tasks** dropdown and check **Print Selected Barcodes**.
5. Click **Start**.
6. Select student(s).
7. Select **Generate/Print**.
8. Open PDF to access print options.
9. Ensure "Fit to page" is unchecked.
10. Print.

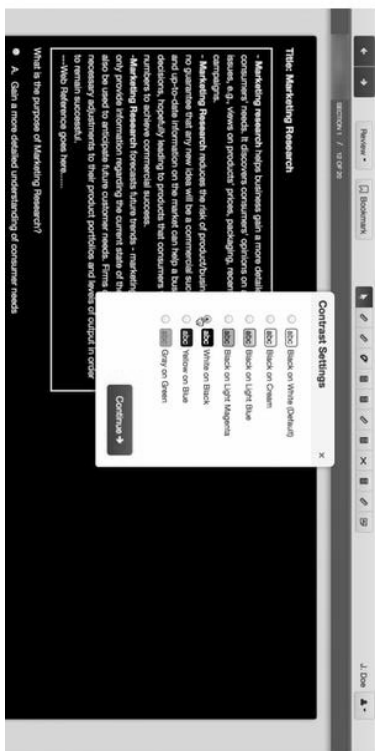
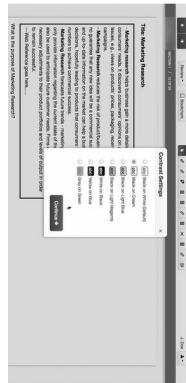


TestNav Quick Tips for Students (Accessibility and Accommodation Tools)

Color Contrast

Students provided the option to use color contrast can set color contrast to view items more clearly.

1. Click the User drop-down menu  and click Change the Background and Foreground Color.
2. You will see Contrast Setting Options window open (pictured at right and above). The default colors can be changed. Once you know your preference, select the color contrast setting and click Continue.



Text-to-Speech (TTS)

Students provided the option to use Text-to-Speech can hear the test read aloud, either by clicking the play button to the right of the item (pictured here), or by selecting text within the item.

- Pressing the play button triggers the button to turn into a stop button, and TTS continues to play, unless the student clicks the stop button.
- Selecting text within the item triggers the button to appear. The student can click the button to play a previously designated chunk of surrounding text, but not the entire item.
- *Use your speakers/headphones to hear the TTS.*



Play/Stop

Toggle through content

Play Previous

Play Next

Settings – Control Voice or Speed

Appendix D: Off-Grade Level Testing Guidance

The chart below shares guidance on how to handle advanced students testing above-grade level or students mistakenly testing below-grade level. This includes the handling of answer documents for paper-based testing.

ABOVE-GRADE LEVEL TESTING

Test Type:	Action:
Paper test booklet with one subject	Student should take the test for which the student is scheduled. <i>Example: A grade 6 student taking a grade 7 social studies course would take the grade 7 social studies test.</i>

BELOW-GRADE LEVEL TESTING

Any assessment taken below the student's enrolled grade level should be reported as RI – Student Took Wrong Test by the BTC. The student should be administered the appropriate grade-level assessment, with subparts taken in order, if the error is caught prior to the end of the assessment window.

**DO
NOT
DISTURB**

Testing in Progress



NO
ELECTRONICS

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Tennessee Comprehensive
Assessment Program (TCAP)
ACH Building Testing
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Spring 2025



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