



2022

Rhode Island Next Generation Science Assessment (RI NGSA)

Test Coordinator's Manual (TCM)

Grades 5, 8, and 11

Testing Schedule: *April 25 - May 27, 2022*

Help Desk: 866-757-9437 or
rihelpdesk@cambiumassessment.com



RIDE Rhode Island
Department
of Education

Contents

Rhode Island Help Desk & Contact Information	3
<i>RI NGSAs Help Desk</i>	3
<i>RIDE Contact Information</i>	3
<i>RIDE Website References</i>	3
Using this Document	4
<i>Intended Audience</i>	4
<i>Test Administration Resources</i>	4
Part I. Test Security	6
<i>Responsibilities of the Principal and Test Coordinator(s)</i>	7
<i>Shared Responsibilities of All Personnel Authorized to Have Access to Secure Materials</i>	8
<i>Responsibilities of Test Administrators</i>	9
<i>Testing Irregularities</i>	11
<i>Requirements of the Test Environment</i>	12
<i>Test Platform Security</i>	14
Part II. Tasks to Complete Prior to Test Administration	15
<i>A. Ongoing Tasks – Beginning in Fall</i>	16
<i>B. Tasks to Complete BEFORE Test Administration – Winter</i>	18
<i>C. Tasks to Complete BEFORE Test Administration – Late Winter / Early Spring</i>	20
<i>D. Tasks to Complete At Least Two Weeks Before the Testing Window Begins</i>	32
<i>E. Tasks to Complete Two Weeks Before the Testing Window Begins</i>	33
<i>F. Tasks to Complete One or Two Days Before Testing at Your School</i>	35
Part III. Tasks to Complete During Test Administration	37
Part IV. Tasks to Complete After Test Administration	40
Appendix A. Test Security Forms and Additional Materials for Test Administration	42
Appendix B. Technical Support	48
<i>Help Desk Information</i>	48
<i>Technology Resources</i>	48
Appendix C. Instructions for Paper Tests	49
<i>Paper Tests Ordered through NGSAs TIDE</i>	49
<i>Spanish Paper Tests Administered through Print-On-Demand</i>	51

Rhode Island Help Desk & Contact Information

RI NGSA Help Desk

The RI NGSA Help Desk is available Monday through Friday from 7:00am to 6:00pm (except holidays). Call the toll-free phone support at 1-866-757-9437 or email support at rihelpdesk@cambiumassessment.com.

The Help Desk may be contacted for situations and questions including the following:

- Help is needed in preparing for online testing, such as downloading the Secure Browser.
- The online testing environment is down or unavailable.
- User accounts are not available, or users are unable to administer tests.
- Student information or test session is incorrect or missing.
- Issues are present with loading student data or student settings into NGSA TIDE.
- Support is needed for appeals functionality in NGSA TIDE.

When contacting the Help Desk, provide the following:

- Type of device being used within the system
- Any error message(s) that appeared (code and description)
- Operating system and browser information
- Network configuration information
- Your contact information, including email address and phone number
- Any relevant student and school information, including statewide student identifier (SSID/SASID) and grade level (please do not send any other student information via email)

For online Rhode Island Next Generation Science Assessment (RI NGSA) administration resources, please refer to the [Rhode Island Next Generation Science Assessment \(RI NGSA\) Portal](#).

RIDE Contact Information

For questions relating to test administration policy and procedures, please contact RIDE's Assessment Office at assessment@ride.ri.gov or (401) 222-8413.

For questions relating to accommodations, please contact Heather Heineke at heather.heineke@ride.ri.gov or (401) 222-8493.

RIDE Website References

Resource	Address	Description
Assessment Schedules	www.ride.ri.gov/Assessment-Schedules	NGSA testing window, key dates
Manuals / Materials	www.ride.ri.gov/Assessment-Manuals	Links and PDFs of NGSA materials for TCs and TAs
Accommodations	www.ride.ri.gov/Accommodations	Accommodations manual and additional guidance
NGSA Assessment	www.ride.ri.gov/NGSA	General information about RI NGSA

Using this Document

This Test Coordinator Manual (TCM) provides the policies and procedures governing secure and valid test administration for Test Administrators (TAs) who manage testing for students participating in the Rhode Island Next Generation Science Assessment (RI NGSA) practice tests and operational tests.

This TCM has been updated to incorporate changes from the previous administration year. Please read carefully to familiarize yourself with this new manual as a number of changes have been made for the Spring 2022 administration.

Intended Audience

This Test Coordinator Manual (TCM) is intended for District Administrators and School Test Coordinators that manage administration of the RI NGSA. This manual provides procedural and policy guidance to administer the RI NGSA. The appendices of this manual contain important information that can be used as stand-alone materials and are easily extracted for printing or distribution.

Test Administration Resources

This manual is designed to complement a variety of other resources listed in the table below. All resources can be found on the [RI NGSA Portal](#).

Throughout this TCM, there are references to the TAM and its sections and appendices. For ease of reference, three appendices are linked here which may be helpful to test coordinators:

- [Understanding the Test Delivery System \(TDS\)](#)
- [Device Set-Up and Test Security](#)
- [Troubleshooting](#)

Resource	Description
Accommodations Manual	This document is intended for educators, particularly IEP teams, as they prepare for and administer the RI NGSA. The Accommodations Manual provides information on how to select and administer accessibility features and accommodations for students who need them.
Test Information Distribution Engine (RI NGSA TIDE) User Guide	This guide helps users navigate the Test Distribution Engine (TIDE), a system used to manage student information and user accounts for online testing as well as appeals and roster management. Users can find information on managing user accounts information, managing student test settings, appeals, and rosters.
Reporting System User Guide	This user guide provides instructions and supports for users viewing assessment performance reports in the Reporting System, specifically accessing NGSA results.
Reporting System Quick Guide	This quick guide provides a brief overview of the steps for logging in to the new Reporting System, finding test results for individual students, and printing individual student reports (ISRs).

Resource	Description
<u>Understanding and Creating Rosters Brochure</u>	This document provides instructions for how to create, view, and modify rosters inTIDE and in the Reporting System.
<u>Test Administration Manual (TAM)</u>	This manual provides information for Test Administrators administering the online RI NGSA. This manual provides procedural and policy guidance to prepare for and administer the RI NGSA. This manual also includes step-by-step test administration instructions, as well as appendices to help users navigate the Test Delivery System in preparation for and during test administration.
<u>Assistive Technology Manual</u>	This manual provides technical specification information and additional configuration instructions for assistive technology tools that can be used by students with special accessibility needs for online testing. It includes information for testing with Predictive Text tools, Alternative Computer Input tools, Assistive Keyboard tools, Screen Magnifier tools, Voice Packs, and Braille technology.
<u>Quick Guide for Setting up Online Testing Technology</u>	This manual acts as a "driver" document for technology coordinators to set up TA and student workstations and configure networks and assistive technologies.
<u>Configurations and Troubleshooting for Windows</u>	This companion document supplements the information given in the Quick Guide document by providing more detailed instructions on specific configurations, as well as basic troubleshooting, for Windows.
<u>Configurations and Troubleshooting for Mac</u>	This companion document supplements the information given in the Quick Guide document by providing more detailed instructions on specific configurations, as well as basic troubleshooting, for Mac.
<u>Configurations and Troubleshooting for ChromeOS</u>	This companion document supplements the information given in the Quick Guide document by providing more detailed instructions on specific configurations, as well as basic troubleshooting, for ChromeOS.
<u>Configurations and Troubleshooting for Linux</u>	This companion document supplements the information given in the Quick Guide document by providing more detailed instructions on specific configurations, as well as basic troubleshooting, for Linux.
<u>Configurations and Troubleshooting for iPad</u>	This companion document supplements the information given in the Quick Guide document by providing more detailed instructions on specific configurations, as well as basic troubleshooting, for iPad.

Part I. Test Security

The purpose of the Rhode Island Next Generation Science Assessment (RI NGSA) is to elicit valid results showing what students in grade 5, 8, and 11 know and can do in science, in accordance with the Next Generation Science Standards (NGSS).

The purpose of the RI NGSA Test Security Requirements is to protect the validity of those results.

Principals and school personnel authorized to have access to secure materials and test content must follow the requirements listed below and may not participate in, direct, assist in, encourage, or fail to report any testing irregularity or act of misconduct.

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

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

“Secure” content and materials include the following:

- test questions not publicly released
- any onscreen test content (e.g., passages, stimuli)
- student responses to test questions
- student testing tickets (must be tracked using internal tracking forms)
- used scratch paper (scratch paper must be accounted for on tracking forms but individual sheets do not need to be counted)

“Access” refers to handling secure testing materials, but does not include viewing test content, which is prohibited. Students may never transport secure testing materials, including from their initial testing room to a test completion room.

“Locked storage area” refers to the central locked area that must be used to store all secure RI NGSA testing materials when they are not in use. Test coordinators must restrict access to the locked storage area to only those school personnel authorized by the test coordinator to handle secure materials. For example, custodial or cleaning staff may not enter or access the locked area where the test coordinator stores secure materials.

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

Responsibilities of the Principal and Test Coordinator(s)

Authorize and Train Test Administrators

Principals and test coordinators (TCs) authorize specific personnel to serve as test administrators and must train them to properly administer RI NGSA tests. Designate other school personnel as necessary to maintain a secure test administration (e.g., personnel permitted to access secure test materials, personnel to serve as hallway or restroom monitors, technology coordinators) and train them in RI NGSA security requirements.

1. Before the training session, distribute
 - a. a print or digital copy of the TAM to every test administrator, and
 - b. a print or digital copy of the test security requirements to all school personnel who have access to secure materials.
2. Document that all test administrators have received a TAM and that school personnel who have access to secure materials have received the test security requirements (see sample form in [Appendix A](#)).
 - a. Train test administrators prior to test administration. This TCM and TAM describe the protocols necessary to conduct a proper RI NGSA test administration.
 - b. For test administrators who provide accommodations to students with disabilities, or English learners (EL students), provide training in the implementation of accommodations in accordance with the *Accommodations and Accessibility Features Manual* (available at www.ride.ri.gov/Accommodations).

Communicate Test Security Requirements School-Wide

1. Instruct students in RI NGSA test security requirements.
2. Ensure all school personnel (including those not involved in testing) understand the need for test security and how your school will ensure test security during the testing window.

Implement Test Security Policies and Procedures

Develop local policies and procedures that support and supplement these requirements to ensure proper test security at all times.

1. Schedule tests to avoid conflicts with recess or lunch (see the Scheduling Test Sessions section for more information about scheduling test sessions).
2. Ensure that tests are administered within the prescribed window and in the prescribed order.
3. Ensure that hallways are properly monitored during testing so that students are supervised at all times when they leave testing rooms (e.g., to use the restroom or transition to a test completion room).
4. Ensure that test administrators administer tests according to the Administering the RI NGSA section in TAM.

Maintain Materials Security

Keep secure RI NGSA testing materials in locked central storage when RI NGSA tests are not being administered.

1. Account for all secure testing materials at the end of each test session and keep them in the locked storage area when not in use.
2. Restrict access to the locked storage area to only those school personnel authorized to have access to secure materials.

Monitor printing, distribution, and collection of testing materials.

1. Student testing tickets must be printed, distributed, and collected after testing.
2. Used scratch paper must be accounted for and tracked during testing.

Securely destroy (i.e., shred) the following materials after testing.

1. Student testing tickets
2. Used scratch paper (i.e., written on by students)

Shared Responsibilities of All Personnel Authorized to Have Access to Secure Materials

Test Coordinators, Test Administrators, Technology Staff, and other school personnel (e.g., proctors) authorized to have access to secure materials are responsible to ensure the following.

Participate in Test Security and Test Administration Training

Receive training in test security requirements and test administration protocols.

1. Test Coordinators are expected to participate in one of RIDE’s training sessions on RI NGSA test security and test administration protocols (see www.ride.ri.gov/Assessment-Training).
2. Test administrators, test coordinators, and other school personnel authorized to have access to secure test materials must attend the school training session. A sample form that test coordinators may use to document participation can be found in [Appendix A](#).

Maintain Security of Materials

Document the location of secure materials at all times.

1. Track secure materials using the sample Test Materials Internal Tracking Form found in [Appendix A](#) or a similar document (test coordinators keep these forms on file for three years). See [task 1 in section C of Part 2](#) for more information about requirements for internal tracking forms.
2. The test coordinator and each test administrator must independently count testing tickets before signing the tracking forms and transferring custody of the tickets.
3. Do not leave testing tickets or other secure RI NGSA materials unattended at any time unless they are locked in the secure storage area.

Maintain Security of Testing Locations

Ensure the security of testing rooms (see [task 9 in section C of Part 2](#) for more information about testing locations).

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

Maintain Security of Test Content

Ensure the security of test content.

1. Do not discuss or in any way reveal the contents of test questions or student responses to test questions before, during, or after test administration, except as noted in this manual. Because RI NGSA test questions are secure and confidential until released publicly, school personnel should not discuss or review test questions with students or adults even after testing has been completed.
2. Do not duplicate any secure test content, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.
3. Do not remove testing materials from the school.
4. Do not allow scratch paper to be retained, discarded, or otherwise removed by students.
5. Be sure that testing tickets and used scratch paper have been destroyed after testing.
6. Do not allow students access to secure test questions prior to testing.
7. Do not read or view any student responses.
8. Do not change any student responses.

Responsibilities of Test Administrators

All Test Administrators must sign the Test Security Agreement in [Appendix A](#) prior to the administration of the RI NGSA.

Participate in Test Security and Test Administration Training

Receive training from the test coordinator in administering test sessions properly and securely.

1. Review the TAM and all relevant test security requirements before administering test sessions.
2. Attend the training session led by the test coordinator before test administration. A sample form that test coordinators may use to document participation in training and receipt of TAM can be found in [Appendix A](#).
3. Understand and follow the protocols related to administering tests to students with disabilities and EL students and protocols related to administering accessibility features. See the [Accommodations and Accessibility Features Manual](#) for more information.

Implement Test Administration Protocols Properly

Administer all tests according to appropriate protocols.

1. Administer tests during the prescribed testing window, and in the prescribed order.
2. Follow the directions and read the scripts in the TAM (and in any subsequent updates provided to test coordinators by RIDE) verbatim to students.
3. Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (see [task 9 of section C of Part 2](#) for more information about testing locations).
4. Provide students with all required test materials as listed in the TAM.
5. Prevent the use of prohibited materials (see [task 1 of section C of Part 2](#)). Note that results may be invalidated for students who use cell phones or other prohibited electronic devices during a test session, including after a student finishes testing and turns in test materials, during a break, and during the transition to a test completion area.

Actively Monitor Testing Environment

Focus full attention on the testing environment at all times.

1. Monitor the testing process by circulating around the room frequently. When not circulating around the room, test administrators should maintain a clear view of the students and keep their attention focused on them.
2. Ensure that students are not left unsupervised during testing, including during breaks and during transitions to test completion locations.
3. A test administrator may view students' tests on-screen only for the purpose of reading aloud a word as part of an accessibility feature or accommodation, or in order to assist a student who is having difficulty with the computer interface (see the [Administering the RI NGSA section of the TAM](#)), or for students with the text-to-speech accommodation to read the options of a drop-down menu if text-to-speech is not doing so.
4. Students must work only on the test session being administered, and test administrators may not start or resume any test session in the TDS other than the one being administered.

Ensure Integrity of Student Responses

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

1. Ensure that students do not consult notes, textbooks, or other teaching materials; do not access the Internet (except through the CAI Secure Browser during testing); do not share test questions with other students; and do not consult other students, school personnel, or anyone else during testing.
2. Ensure that students do not access the Internet outside of the secure testing online platform.

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

1. Test administrators must not coach a student during testing or alter or interfere with a student's response in any way. Examples of coaching include, but are not limited to:
 - a. providing answers to a student
 - b. indicating that a student has answered a question incorrectly or left a question blank
 - c. defining words or providing synonyms

- d. spelling words
 - e. influencing a student’s responses by offering hints, clues, cues, gestures, facial expressions, nods, or changes in voice inflection
 - f. altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or multiple-choice answer option
 - g. providing any manner of assistance that could impact a student’s answers, including testing strategies
 - h. suggesting that a student write more on a question, check previous work, or review or reconsider a question
2. At any time during a test session, a test administrator may repeat a portion of the TAM script if necessary, for clarification.

Do not read, view, or change student responses.

Administer Student Accommodations Accurately

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

1. Ensure that students are only provided accommodations that are listed specifically for use during RI NGSA testing in an approved IEP or a 504 plan, or that were specifically chosen as accommodations for EL students.
2. Follow guidelines on proper provision of RI NGSA accommodations as prescribed in the [Accommodations and Accessibility Features Manual](#).

Testing Irregularities

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

School Observations

In order to ensure the security and proper administration of the RI NGSA program, announced monitoring visits to schools are required to observe the procedures followed during test administration.

At least two regular classrooms should be visited and at least one accommodation session, if possible. Additional information about school selection and visit procedures are available in the *RI Test Coordinator Handbook* on the RIDE website at www.ride.ri.gov/TC.

Monitoring observers will confirm that all test security requirements in this section are being met, including the following:

- Materials are stored properly.
- Staff have been trained (RIDE may request to see sign-in sheets and training materials).
- Test administrators are administering tests appropriately.
- The testing environment is secure.

Mandatory Reporting of Irregularities by All Personnel

Secure handling protects the integrity, validity, and confidentiality of assessment items and student information. Individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments must report this incident immediately to their school test coordinator. Deviation in test administration must be reported as a test security incident, using the form posted in the [RISAP Test Coordinator's Handbook](#) to ensure the validity of the assessment results.

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

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

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

Requirements of the Test Environment

The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology) at various stages of testing.

Before Testing	
Instructional materials	Instructional materials must be removed or covered, including information that might assist students in answering questions. This includes materials that may be displayed on bulletin boards, chalkboards, dry-erase boards, or charts.
Student seating	Students must be seated with enough space between them to minimize opportunities to look at one another's work and maintain safe distancing according to health guidance. See task 9 in section C of Part 2 for more information.
Signage	Place a "TESTING—DO NOT DISTURB" sign on the door(s) to the testing locations. If possible, post signs in halls and entrances rerouting hallway traffic to promote optimum testing conditions. A sample sign is provided in Appendix A .
During Testing	
Testing through the Secure Browser	Administration of the RI NGSA is possible only through the Student Interface via the Secure Browser. Students may not access any other programs or websites during testing.
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or compromise the testing situation.

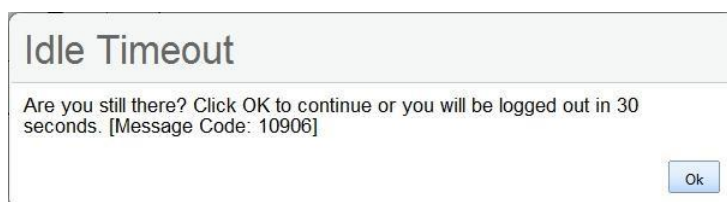
Active proctoring	Monitor the testing process by circulating around the room frequently, maintaining a clear view of students and keeping attention focused on them.
Access to assessments	Only students actively testing can view test items. Students not testing during the session and unauthorized staff must not be in the room where a test is being administered. School Test Coordinators, Technology Coordinators, and Test Administrators may have limited exposure to test items in the course of properly administering the assessments. Test Administrators may not actively review or analyze any test items, except as needed to appropriately administer accommodations to students.
No unauthorized log in to the Online Testing System	Only students may log in to the Student Interface . Students may not use another student’s login credentials. Only adults with an authorized account may log in to the Test Administrator Interface (TA Interface). An adult may not use another person’s login credentials.
No access to digital, electronic, or manual devices	Students must not have access to cell phones or other personal electronic devices during the testing sessions. Test Administrators may have cell phones with them only for the purpose of communicating about assessment administration, if needed. No digital, electronic, or manual device may be used to record or retain test items. Similarly, secure materials must not be discussed with or released to anyone via any media, including fax, email, and social media websites.
No copies of test materials	Unless needed as a print-on-demand or Braille accommodation, no copies of the test items or stimuli may be made or otherwise retained.
No access to responses	Test Administrators are not permitted to review student responses in the testing interface or students’ notes on scratch paper, except as needed to appropriately administer accommodations to students.
After Testing	
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, and simulations must not be retained, discussed, or released to anyone.
No test materials used for instructional purpose	Test Administrators must not make any copies, or descriptions, of test items, stimuli, and simulations to retain for instructional purposes.
Destroy secure test materials	All secure materials, including scratch paper, testing tickets, and materials from the print-on-demand accommodation must be destroyed after testing. The only secure test materials not destroyed are paper testing booklets that must be shipped back to the vendor once student responses have been entered into the Data Entry Interface (DEI).

Test Platform Security

Test Timeout Due to Inactivity

As a security measure, students and Test Administrators are automatically logged out of the test after 30 minutes of inactivity. Activity includes selecting an answer or navigation option in the assessment (e.g., clicking **[Next]** or **[Back]** or using the **Questions** drop-down list to navigate to another item). Moving the mouse or clicking on an empty space on the screen is not considered activity.

Before the system logs someone out of the assessment, a warning message will be displayed on the screen. If **[Ok]** is not clicked within 30 seconds after this message appears, the user will be logged out. Clicking **[Ok]** will restart the 30-minute inactivity timer.



Caution: As a security measure, the Test Administrator is automatically logged out after 30 minutes of user inactivity in the session. **This will result in the closing of the test session.** This includes inactivity by both the Test Administrator on the TA interface AND students within a test in the test session.



Note: It is important to write down the **Session ID in the TA Interface.** Using the Session ID, Test Administrators will be able to log back in to the TA Interface and re-activate an idle test session.

Accommodation Requiring Dual Screen Setup

Systems that use a dual monitor setup typically display an application on one monitor screen while another application is accessible on the other screen. Students should NOT take assessments on computers that are connected to more than one monitor except in extremely rare circumstances, such as when a Test Administrator is administering a test for a student who has a read-aloud non-embedded accommodation and wants to have a duplicate screen to view exactly what the student is viewing for ease of reading aloud. In these rare cases where a dual monitor is allowed, it is required that the monitors be set up to “mirror” each other. Technology Coordinators can assist the Test Administrator in setting up the two monitors to ensure they mirror each other rather than operate as independent monitors. In these cases, all security procedures must be followed and the test administered in a secure environment to prevent others from hearing the questions or viewing the student or TA screens (see the [Accommodations and Accessibility Features Manual](#) for guidance on administering the read-aloud non-embedded accommodation).

Monitoring Student Progress through the TDS

It is very important that the Test Administrator monitor student progress throughout the test session. The Test Administrator may use the TA Interface to view the testing status of any student. The **Students in Your Test Session** table appears once a Test Administrator has approved students for testing and displays the testing progress for each student logged in to the TA’s session. For a detailed description of this table, view [Appendix B in the TAM](#).

Part II. Tasks to Complete Prior to Test Administration

Use the following checklist of tasks to keep track of responsibilities when preparing for RI NGSA testing during suggested timeframes. Some of the tasks in the checklist are described in other documents (noted accordingly), but most are described in the Tasks section that follows. You may use the “Completed?” column to check off when each task has been completed; and/or use the column to write in the names of staff who will be helping with each of the tasks.

Step Number	Task Overview	Completed?
A. Ongoing Tasks – Beginning in Fall		
1	Familiarize yourself with resources posted at www.ride.ri.gov/NGSA and on the RI NGSA Portal .	<input type="checkbox"/>
2	Provide RIDE with contact information.	<input type="checkbox"/>
3	Review expectations for student participation in RI NGSA and state assessments.	<input type="checkbox"/>
4	Update student enrollment information (district, school, grade, demographics) in eRIDE regularly to maintain accuracy.	<input type="checkbox"/>
B. Tasks to Complete BEFORE Test Administration – Winter		
1	Participate in RIDE training on RI NGSA test security and administration protocols.	<input type="checkbox"/>
2	Meet with the technology coordinator to establish a plan for ensuring site and technology readiness for online testing.	<input type="checkbox"/>
3	Review accommodations and accessibility features for students with IEPs, 504 plans, or EL supports (www.ride.ri.gov/Accommodations), and ensure all students’ documentation is current.	<input type="checkbox"/>
4	Receive and activate a NGSA TIDE account. Familiarize yourself with the online testing systems used for RI NGSA administration, all available on the RI NGSA Portal .	<input type="checkbox"/>
C. Tasks to Complete BEFORE Test Administration – Late Winter / Early Spring		
1	Review the RI NGSA Test Security Requirements and develop a test security plan for your school, including secure storage area, tracking procedures, and preventing access to prohibited materials during testing.	<input type="checkbox"/>
2	Begin planning for and identifying the staff who will need to be involved in test administration and who will have access to secure materials.	
3	Develop a training plan for staff who will be involved in test administration to incorporate the required content.	<input type="checkbox"/>
4	Develop a communication plan for students and families to inform them about testing policies, preparation (including a practice test), expectations, and testing irregularities.	<input type="checkbox"/>
5	Identify all students who will be participating in each grade’s tests and assign or update accessibility features and accommodations according to students IEPs, 504 plans, or EL support documentation.	<input type="checkbox"/>
6	Ensure all Test Administrators and appropriate staff have accounts and relevant roles in NGSA TIDE.	<input type="checkbox"/>
7	Establish the school’s test administration schedule.	<input type="checkbox"/>
8	Communicate the school’s testing schedule and general policies to the school community.	<input type="checkbox"/>
9	Prepare the room assignments for students and test administrators.	
10	Prepare students for RI NGSA through the practice test and/or item type tutorials.	

D. Tasks to Complete At Least Two Weeks Before the Testing Window Begins		
1	Verify student demographic (school and grade) information and contact District Test Coordinators and Data Managers as needed for updates.	<input type="checkbox"/>
2	Assign student test settings for accessibility features and accommodations in accordance with the guidance in the Accommodations and Accessibility Features Manual to ensure each applicable student receives the proper test with the appropriate supports.	<input type="checkbox"/>
3	Decide if the school will be assigning students to rosters and creating rosters in NGSATIDE as needed.	<input type="checkbox"/>
E. Tasks to Complete Two Weeks Before the Testing Window Begins		
1	Prepare materials for test administrators.	<input type="checkbox"/>
2	Distribute manuals / test security requirements to all personnel involved in testing who will access secure materials.	<input type="checkbox"/>
3	Train all school personnel authorized to have access to secure test materials in test security requirements, proper test administration protocols, and the school's procedures for implementation.	<input type="checkbox"/>
4	Print out extra copies of the 'Administering the RI NGSAT' section of the TAM (and any script updates) to have available if needed.	<input type="checkbox"/>
5	Ask your district Data Manager to update eRIDE if students were added to or removed from your school's enrollment up to and throughout the testing window.	<input type="checkbox"/>
6	Review the required and permitted materials for students, and ensure readiness to provide materials students will need for testing.	<input type="checkbox"/>
7	Prepare to provide accessibility features and accommodations for testing. Confirm that test administrators understand the specific accommodations they will be providing.	<input type="checkbox"/>
F. Tasks to Complete One or Two Days Before Testing at Your School		
1	Verify that test administrators have covered or removed prohibited materials from the walls or surfaces of all testing spaces.	<input type="checkbox"/>
2	Confirm with the technology coordinator that all devices have been prepared for testing and that all technology set-up and assignments have been completed.	<input type="checkbox"/>
3	Prepare materials for testing: student testing tickets, scratch paper and #2 pencils, accommodations materials (as needed), "do not disturb" signs for testing room doors, (grades 8 and 11 only) printed copies of approved periodic table reference sheets.	<input type="checkbox"/>
4	Review the Administering the RI NGSAT section of the TAM in case test administrators have questions.	<input type="checkbox"/>

A. Ongoing Tasks – Beginning in Fall

- Familiarize yourself with resources** posted at www.ride.ri.gov/NGSAT and on the [RI NGSAT Portal](#). Review NGSATIDE and its functionality.
- Provide RIDE with the district's / school's correct contact information** to receive important notices via email during test administration. Confirm or update your information in the [eRIDE Master Directory](#) (you may have to contact your district's Data Manager).
- Review expectations for student participation in RI NGSAT and state assessments.** All students in grades 5, 8, and 11 are expected to participate in computer-based RI NGSAT tests for the grade in which they are enrolled and reported to eRIDE through the enrollment census. Students qualifying for the alternate assessment will take the Dynamic Learning Maps (DLM) science assessment instead of RI NGSAT.

The RI State Assessment Program Participation Policy can be found in more detail at www.ride.ri.gov/TC. Participation requirements and guidelines for EL students and students with significant disabilities are provided in the *Accommodations and Accessibility Features Manual* found at www.ride.ri.gov/Accommodations.

4. **Update student enrollment information (district, school, grade, demographics) in eRIDE regularly to maintain accuracy:** it is the responsibility of the LEA (district test coordinator) and school (principal or school test coordinator) to provide accurate information for every student enrolled.

RIDE uses the *enrollment census*, the *special education census*, and the *EL census* collections that are submitted by districts as the source for the nightly uploads to NGSATIDE that register and update students. These data are also used in the assessment reporting process and for accountability purposes.

- a. **Enrollment census:** Student enrollment records must be active and the grade level and other demographics (name, date of birth) must be accurate. Student enrollment records for students attending outplacement schools are the responsibility of the sending district. Please ensure that all student records for outplacement students are active, have the correct grade level, and the correct school designation.
- b. **Special education census:** The Dynamic Learning Maps (DLM) Assessment is available for students with significant disabilities who are unable to participate in standard RI NGSATests. For more information, refer to www.ride.ri.gov/DLM. Students taking the alternate assessment should have the assessment accommodations code of 3 (alternate assessment) in the special education census. Any student with this designation will be removed from the NGSATIDE system.
- c. **EL census:** Science testing is required for all students. In order for students to be assigned the Spanish version of the RI NGSATests, students' LEP status must be flagged, and the student's language code must indicate Spanish.

Any questions regarding eRIDE submissions should be directed to the district's Data Manager. Please note that any changes made in your district/school's student information system *may take 24-48 hours* to be reflected in NGSATIDE.



Note: Students' IEP/504 status and/or EL status form the basis for the NGSATIDE system allowing assignment of accommodations and certain accessibility features. Accommodations assigned within TIDE determine the test form students will take for computer-based testing (e.g., text-to-speech) and can also be used by test coordinators to inform their orders of paper-based testing materials. Schools must update accessibility features and accommodations information through [NGSATIDE](#) directly (described in the [NGSATIDE User Guide](#)).

State Assigned Student Identifiers (SASIDs, or SSIDs) are required as part of the registration process. Please call your district Data Manager with questions on assigning SASIDs. If you do not have a student's SASID (e.g., you have a student newly arrived in Rhode Island), Data Managers should request a SASID through the SASID Administration Application in eRIDE.

Homeschool students may participate in RI NGSATests for their grade level, but they must have a SASID in order to be registered, participate, and receive results. Please also ensure they are properly coded 'H' in the enrollment census so they are not included in your school for accountability purposes.

B. Tasks to Complete BEFORE Test Administration – Winter

1. Participate in RIDE training on RI NGSA test security and test administration protocols.

All test coordinators must participate in RIDE’s training to ensure preparation for administration: general policies (including test security) for all assessments, assessment-specific administration policies and protocols, and accommodations. More information about training sessions (including registration links) can be found at www.ride.ri.gov/Assessment-Training.

2. Review your role’s responsibilities and the roles for which you will need to assign personnel to support assessment administration.

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

The **District Administrator (DA)** / district test coordinator is an individual at the district level responsible for overall coordination of test administration by fulfillment of the following:

- Development of local policies and procedures to maintain test security in accordance with RIDE’s guidelines.
- Supervision and monitoring of school test coordinators to ensure that they fulfill their specific roles and responsibilities for the administration of the RI NGSA.
- Ensuring all personnel involved with testing receive training for the RI NGSA.
- Investigation of any testing irregularities or breach of security reported by a School Test Coordinator and reporting to RIDE in accordance with the procedures outlined in the [Test Security](#) section of this manual.
- Ensuring that all student data submitted through the Enrollment Census, IEP Census, and LEP Census are up-to-date and accurate prior to student registration.

School Test Coordinators (SC) are responsible for the overall coordination, supervision, and administration of the RI NGSA at the school level, and are generally principals or their designee. Responsibilities include:

- Developing and coordinating the school’s test administration schedule (if not done at the district level), including the administration of make-up sessions.
- Ensuring test security protocols are followed, including implementing an electronic devices plan.
- Ensuring all school personnel are trained on test administration procedure and policies for the RI NGSA.
- Reporting any testing irregularities or breach of security to the DA.
- Prior to testing, informing students and staff about the schedule, cell phone policy, and other important information.
- Ensuring that all designated supports and accommodations are properly administered.
- Receiving, inventorying, distributing, and ordering paper test materials as necessary.
- Ensuring all paper assessments are entered into the Data Entry Interface (DEI) on time.

Test Administrators (TA) are responsible for administering the assessment according to RI NGSA policies and procedures by fulfilling the following, as described in the TAM:

- Attending any training sessions held by district or school.
- Completing the RI NGSA TA Certification Course.
- Reading all test administration materials prior to testing.
- Following all test security procedures and protocols, including the cell phone policy.

- Signing the Test Security Agreement and give to the SC.
- Actively supervising the test administration at all times.
- Understanding and administering accommodations to students, as necessary.
- Reporting all potential test security incidents and all testing irregularities to the SC.

Other school personnel involved in testing must be trained in test security, and may fill roles such as:

- **Technology staff:** Authorized by the school test coordinator to assist with set-up and troubleshooting. Technology staff must prepare student testing devices as well as computers for test administrators by ensuring they meet the System Requirements and (for student devices) installing the CAI Secure Browser.
- **Proctors:** Trained with the same requirements as test administrators, however may not administer the assessment. Their primary purpose is to monitor the testing space to ensure test security.
- **Monitors:** Recommended be assigned by test coordinators for hallways, restrooms, and other areas to ensure a secure testing environment.
- **Support:** Assist the test coordinator with the distribution and return of secure test materials.

3. **Meet with the technology coordinator and establish a plan** to ensure that the steps below are completed:
 - a. Review the technology specifications and prepare the school’s infrastructure.
 - b. Prepare a sufficient number of devices for test administrators and students, including back-up devices if needed. Ensure that devices will be charged, and that the following are available: power cords, power strips, extra batteries.
 - c. Ensure the secure browser app for this administration year is installed on each student testing device. *Prior year secure browser apps may not function properly.* Tablets and Chromebooks should be configured for testing before you provide them to students:
 - To configure iOS devices, tap the SecureTest secure browser icon.
 - To configure Android tables, tap the SecureTest secure browser icon. If the secure browser keyboard is not selected, follow the prompts on the screen. When the secure browser keyboard is selected, the secure browser app opens.
 - To configure Chromebooks, from the Apps link on the Chrome OS login screen, select SecureTest secure browser.
 - For more information, see the Technology Setup Guidance resource section on the [RI NGSA Portal](#).
 - d. Ensure technology accessories are ready and in working order in sufficient quantity so students do not share while testing (e.g., external keyboards for tablets, headphones for students using text-to-speech).
4. **Review accommodations and accessibility features for students with IEPs, 504 plans, or EL supports** and ensure all students’ documentation is current. See www.ride.ri.gov/Accommodations for more information about the available test supports and supplemental documentation.
5. **Receive and activate a NGSA TIDE account. Familiarize yourself with the online testing systems used for RI NGSA administration**, all available on the RI NGSA Portal via the “Administrators” page:
 - a. The **Secure Browser** is the software students need to take the RI NGSA; it is how they will access the Student Interface for testing. The CAI Secure Browser is designed to ensure test security by prohibiting students from accessing any other programs or websites during testing and must be installed on all student testing devices prior to testing. Downloading information for [technology coordinators](#) is available on the RI NGSA Portal. Learn more about the student testing experience through the [Student Interface Guide to the Test Delivery System](#).

- b. The **NGSA Test Information Distribution Engine (NGSA TIDE)** supports Test Coordinators and Test Administrators throughout the testing process, from test preparation to test administration and post-administration tasks. NGSA TIDE holds user and student data and allows users to monitor overall testing progress. Students requiring special test settings to receive accommodations or designated supports must be set in NGSA TIDE by District Administrators or School Test Coordinators prior to testing. NGSA TIDE is accessed through the [RI NGSA Portal](#) where the [NGSA TIDE User Guide](#) is posted in the resources section. *Note that the NGSA TIDE is *not the same* as the TIDE for PSAT10 and SAT School Day.
- c. The **Test Delivery System (TDS)** includes the Test Administrator (TA) Interface and the Student Interface. Test Administrators use the TA Interface to begin sessions and monitor student progress during the assessment. The operational TA Interface and the TA Practice Site can both be accessed through NGSA TIDE. TAs must complete the [TA Certification course](#) to access the TA Interface. See [Appendix B in the TAM](#) for detailed information about the TDS.

C. Tasks to Complete BEFORE Test Administration – Late Winter / Early Spring

1. **Review the RI NGSA Test Security Requirements and develop a test security plan for your school** that will assist you in preventing issues, and if necessary, detecting incidents and determining actions (see [Part 1 of this TCM](#)).
 - a. **Designate a central locked storage area for secure testing materials** such as testing tickets, paper testing materials, and used scratch paper.
 - b. **Establish procedures for tracking secure test materials**, including test tickets, used scratch paper, and any paper testing materials, and ensuring all secure materials are returned to the School Test Coordinator each day. Ensure that the chain of custody of secure testing materials is maintained so that test coordinators can determine at all times the location (and movement) of materials from the time they are removed from secure storage until they are returned to the central secure storage area.

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

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

Please note that during testing, test administrators and the test coordinator should independently count materials before signing the internal tracking form. Signature stamps *may not* be used to sign internal tracking forms. **Any irregularity in the use of tracking documents or in the information recorded on them must be immediately investigated, and RIDE informed promptly if any situation occurs that could compromise test security.**

- c. **Develop procedures so that students may not access prohibited materials** (such as cell phones; see below), including during the transition to a test completion room. Review the [TAM](#) to determine whether test administrators will read the recommended script instructing students to move their cell phones and

other prohibited devices to the other side of the room, or whether other school procedures will be used.

Prohibited materials include, but are not limited to, materials that must be covered or removed from the testing space, as well as the materials listed below.

- Materials listed in section 1 below are not permitted *at any time* during test sessions
- Materials listed in section 2 *may only be provided* after a student has finished testing and turned in test materials.
- *None* of the materials in section 1 or 2 are permitted while a student is testing and has test materials.

Section 1: Materials Not Permitted *at Any Time* during a Test Session

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

- i. cell phones and other electronic devices, including but not limited to any device that provides access to the Internet or has a camera (see section 3 for examples of prohibited devices)
- ii. English-language dictionaries or thesauruses
- iii. encyclopedias
- iv. any reference or notes sheets prepared or created prior to the current testing session, other than the printed approved [periodic table](#) for grades 8 or 11 found on the NGSA Portal, or approved materials for students with disabilities using certain accommodations
- v. accommodation materials unless specified by a student's approved IEP or 504 plan (e.g., graphic organizers)
- vi. handheld rulers (the only rulers that students may need are included in the TDS)

Section 2: Materials That May Be Permitted *Only After* a Student Has Completed Testing

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

- i. books
- ii. textbooks for subjects other than science
- iii. notebooks or other notes, as well as flags or sticky notes, for subjects other than science

Section 3: Cell Phones and Other Electronic Devices

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

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

The following are prohibited during a test session:

- i. cell phones
- ii. any computer or electronic tablet other than the one being used for testing

- iii. any device that provides access to the Internet other than the one being used for testing (such as certain calculators and fitness trackers)
- iv. other electronic devices, such as smart watches, e-book readers, game consoles, or calculators except as noted under permitted materials
- v. instructional support devices, such as electronic dictionaries, editing devices (e.g., spelling or grammar checkers), or pocket translators
- vi. music players of any kind for individual student or whole class use
- vii. any kind of earphones or headphones (other than noise blocking headphones or those for students with disabilities using the text-to-speech accommodation)
- viii. any device capable of taking photographs

2. **Begin planning for and identifying the staff who will need to be involved in test administration who will have access to secure materials** (e.g., support, technology staff, test administrators, proctors) and to ensure appropriate coverage (e.g., monitors for hallways and restrooms, test administrators, proctors, test administrators for accommodated groups).

The following individuals may serve as a **Test Administrator**:

- a. Individuals employed by the LEA as teachers.
- b. LEA and school-level administrators (e.g. principals, assistant principals, directors, assistant superintendents, superintendents) who hold certificates for their positions as administrators.
- c. Long-term substitute teachers holding a teaching certificate, or state equivalent credentials, employed by the LEA as teachers.
- d. School psychologists, school social workers, librarians, school guidance counselors, and speech pathologists who hold certificates for their positions.
- e. Teachers employed by the LEA who hold provisional certificates.

Proctors assist a Test Administrator in monitoring a test session. The function of the proctor is to ensure that students are not violating any test security protocols and to answer basic questions on test administration. Proctors *cannot* administer any part of the assessment, nor can they be left alone in the classroom with the students; the Test Administrator *must* be present at all times.

- a. Anyone serving as a proctor must be a school employee.
- b. Student teachers may not administer any test, but they may serve as proctors.

To assist in maintaining security, test coordinators may assign two test administrators per testing space so that one test administrator has the primary responsibility of actively monitoring the room, and the other has the primary responsibility of completing tasks in the TDS, as well as assisting with monitoring. Test coordinators may also assign a proctor to assist a test administrator in monitoring the testing space (recommended if a class size is larger than 25 students).

The test coordinator must authorize individuals to serve as test administrators for students being tested with accommodations. Test administrators will need to follow instructions in the TAM for administering specific accommodations. Accommodations such as read aloud, scribe, and simplified test directions are also provided as appendices to the [Accommodations and Accessibility Features Manual](#), and are posted as stand-alone documents at www.ride.ri.gov/Accommodations.

3. **Develop a training plan for staff who will be involved in test administration** that incorporates the following:

a. **Training in Test Security and Test Administration Protocols**

Before test administration, the test coordinator must meet with test administrators, technology staff, and other personnel authorized to have access to secure materials to explain the test security protocols and procedures that will be followed at the school, as well as review test administration policies. Test coordinators also need to meet with the technology coordinator to discuss topics listed in this section and in [Part 1](#) of this manual.

RIDE has outlined major topics for the test administrator training session in an editable slide presentation posted at www.ride.ri.gov/Assessment-Training. Test coordinators are recommended to use the slide deck for their training, customizing it where indicated to communicate local policies, schedules, etc., accordingly. Test coordinators will need to provide additional training at another time to test administrators who will administer accommodations to students with disabilities to ensure that accommodations are correctly provided, including linking to the guidelines for scribe, read aloud, and simplified test directions posted at www.ride.ri.gov/Accommodations.

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

- 1) Describe the test security requirements contained in the Test Security section ([Part 1](#)) of this manual and the TAM
- 2) Confirm that all involved school personnel understand those requirements
- 3) Describe local procedures for meeting test security and administration protocols
- 4) Provide an orientation to the major tasks that will be completed during test administration
- 5) Emphasize that all test administrators must read and familiarize themselves with the TAM before administering RI NGSA tests.

The TAM contains optional scripts as described below. Inform test administrators at the training session if they will read the scripts or if the school will develop an alternative version for the following:

- 1) whether test administrators will read the recommended script under “As Students Arrive” in the “[Administering the RI NGSA](#)” section of the TAM instructing students to put away cell phones and other electronic devices in their backpacks at the side of the room, or if a locally developed script will be used instead
- 2) whether test administrators will read the scripts for students going to a supervised lunch, students transitioning to a test completion room, and students going to the restroom

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

- 1) whether students who arrive late for testing will be read the scripts quietly in the room, read the scripts outside the room, or scheduled for make-up testing
- 2) test administrators’ assignment of specific testing spaces and groups of students (including accommodations and accessibility features that are testing-space-related or have space or grouping requirements)
- 3) whether in addition to the versions of the following tools available in the TDS, students in grades 8 or 11 will be provided with printed copies of the [periodic table](#) from the NGSA Portal, and/or whether students in any grade will be provided handheld calculators
- 4) how students will be supervised when they are out of the testing room, e.g. for a restroom break (hallway monitors, restroom monitors, escorts, etc.)

- 5) whether testing tickets will be collected from students after they sign in to the TDS, or students will retain their testing tickets until the end of the session
- 6) whether students will write down the ID numbers of their testing devices on their testing tickets
- 7) how to contact the test coordinator if there are any problems during testing
- 8) whether test administrators are expected to come to the central storage area to pick up testing materials or testing materials will be delivered to them by the test coordinator

b. Required Documentation

Test administrators must sign in to demonstrate that they attended a training session and to acknowledge that they received their TAM as either a print or digital copy. Similarly, other school personnel who have access to secure materials must sign an acknowledgment that they received a print or digital copy of the test security requirements. A sample form for both of these activities can be found in [Appendix A](#), but schools may develop two separate forms instead. Appendix A also includes a test security affirmation form that all personnel involved in testing must sign prior to starting testing.

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

c. Using the Online Testing Systems

The RI NGSA is computer-based test and will be administered using the Test Delivery System (TDS). Test coordinators must ensure their test administrators have completed the following prior to administering a test:

- 1) Receive and activate a NGSA TIDE account. *Note that the NGSA TIDE is *not the same* as the TIDE for PSAT10 and SAT School Day.
- 2) Complete the [TA Certification course](#) on the RI NGSA Portal and provide a digital or print copy of the confirmation page for the test administrator’s records and the school’s records.

4. Develop a communication plan for students and families to inform them about testing policies, preparation (including a practice test), expectations, and testing irregularities. RIDE recommends that students also have an opportunity to take the practice test to familiarize them with the testing platform and item types.

a. General Meeting with Students

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

- 1) *Testing schedule and recommended testing times:* Students will need to come to school on the scheduled test days. Most students should be able to finish within the suggested time limits, but they will be allowed additional time to finish their work if they are working productively. However, no test session may extend past the end of the regular school day.
- 2) *Preparing for tests:* Students should read questions carefully, be thorough in their responses, and answer all parts of multi-part questions. They should also try their best and answer all the questions on the test. Their test administrator will be able to answer questions about the computer interface, and can read aloud a word at their request, but the test administrator cannot give them any help or answer any question related to test content.

- 3) *CBT tools and navigation*: Students will become familiar with the tools available to them and with how to navigate through the test by taking the practice test.
- 4) *Resources available during testing*: Students will have scratch paper available to them, as well as other permitted materials (share the lists of required and permitted materials from [task 6 in section E of Part 2](#)). Students may not bring or use notes, study guides, references, or other tools not on the list (excepting approved materials for students with disabilities using certain accommodations).
- 5) *Testing irregularities and invalidations*: Student test results may be invalidated if they engage in any of the following activities during a test session (including after turning in their test materials, during a break, or during the transition to a test completion area):
 - duplicating any portion of secure test content or their own responses
 - accessing prohibited materials such as cell phones or other electronic devices for any purpose, including accessing the Internet for any purpose other than accessing the secure browser
 - communicating with other students (e.g., talking, whispering, writing notes, signing)
 - looking at any other student’s device screen or test materials
 - consulting notes, books, or instructional materials during testingStudents should be informed of the options they have for appropriate activities after testing that will avoid testing irregularities (e.g., students may bring a book to read if they finish early).

b. Meeting with EL Students

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

- 1) They will be participating in tests that they may find difficult because they are still learning English. Students should answer as many questions as they can and should let their test administrator know when they can no longer complete the test.
- 2) The purpose of having them participate is to establish a starting point from which their progress over time can be measured, and because they are required to participate.
- 3) Current and former EL students may use printed copies only (not online or electronic supports) of authorized bilingual word-to-word dictionaries and glossaries or other EL accommodations (see [Appendix E of the TAM](#)).

c. Meeting with Families

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

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

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

d. **Practice Test**

In preparation for the RI NGSA, it is highly recommended that all participating students and teachers access the practice test and practice test resources available through the [RI NGSA Portal](#), under sections **Practice Test – Test Administrators** and **Practice Test – Students and Guests**. The Practice Test allows Test Administrators and students to become familiar with the online testing environment, format, and test tools. Five sample item clusters and three standalone items are available at the elementary school level, middle school level, and high school level.

1) *Student Interface*

The RI NGSA Practice Test can be taken with a standard internet browser or through the RI Secure Browser. A student can log in as a guest, or if they have a record in the NGSA TIDE system, they can log in with their first name and student ID. Test Administrators may use the TA Practice Site to create test sessions and practice managing students online during the session. See the [Student Interface Guide to the Test Delivery System](#) for more information.

2) *Content and Item Types*

The operational RI NGSA consists of a variety of item types, which students can experience through the practice test or through [item type tutorials](#) available on the RI NGSA Portal and are described in the [Student Interface Guide to the Test Delivery System](#). Some items are organized in item clusters designed to engage the student in a grade-appropriate, meaningful scientific activity aligned to a specific NGSS performance expectation. Each item cluster begins with a real-world phenomenon and includes two or more items that require students to demonstrate science and engineering practices, disciplinary core ideas, and cross-cutting concepts described by the performance expectation. On average, each student will receive a total of 8 item clusters and 16 stand-alone items. Although the RI NGSA is not computer-adaptive, different students will receive different item clusters and stand-alone items.

5. **Identify all students who will be participating in each grade’s tests** and assign or update accessibility features and accommodations according to students’ IEPs or 504 plans or EL supports. See the [Accommodations and Accessibility Features Manual](#) for information on assigning accessibility features and accommodations, and the [NGSA TIDE User Guide](#) for directions for how to update students’ test settings.
6. **Ensure all Test Administrators and appropriate staff have accounts and relevant roles in NGSA TIDE** (the NGSA TIDE login is also their login for the TA Interface). Manage accounts and roles (add and remove as applicable) throughout the testing window.

Each user can access certain role-assigned features within the various systems. There are three user roles (and codes) available to schools and districts: District Administrator (DA), School Test Coordinator (SC), and Teacher/Test Administrator (TE). The associated permissions for each of the user roles are described in the [NGSA TIDE User Guide](#) found on the [RI NGSA Portal](#). For the purposes of this document, any school staff member administering an assessment, regardless of their specific user role in NGSA TIDE, is referred to as a Test Administrator (TA).

7. **Establish the school’s test administration schedule** and ensure that tests are scheduled during the prescribed testing window and in the prescribed order (see the front cover of this manual for this year’s window). RIDE recommends that test coordinators schedule tests in the early part of the testing window to allow ample time for regular test sessions and make-up sessions. Test sessions must be sequential: e.g., Session 1 must be administered before Session 2 (except for students participating in make-up testing).

a. **Testing Time and Information on Test Sessions**

The RI NGSA is comprised of two separate sessions. Students should be provided a minimum of 60 minutes for each session. This testing time is an estimate of how much time students will need to complete the assessment. This time does not include time to start computers, log in students, read test directions, or breaks. Test Administrators should plan 10 additional minutes for reading test directions to students.

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

Schools are advised to administer the sessions on two separate days in case students need extended time. Schools may administer both sessions on the same day (e.g., Session 1 in the morning, Session 2 after lunch; or Session 2 immediately following Session 1 with a 10-minute break between), and if so should consider the possibility for consecutively scheduled sessions of students with extended time for Session 1 needing to make up Session 2 on a separate day.

Each test session contains two segments which include two disciplines each (one is field test). For example: in session 1, a student could receive a life science segment and a physical science segment. In session 2, the student could receive an earth/space segment and an embedded field test physical science segment. The transitions within each session are invisible to the student, and field test items are not marked any differently from operational (scorable) items.

The test delivery system now requires students to submit their answers after session 1, to clearly indicate they are completed with the first session. They will also submit answers after session 2. Therefore, when testing is resumed to begin session 2, the TA will need to start a new test session and provide a new session ID to students (see the [Administering the RI NGSA section of the TAM](#) for scripts and detailed instructions).

b. **Test Completion**

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

It is recommended that students complete each test session on the same device. Therefore, whenever possible, students should bring their testing devices to a test completion location (the device must be logged out of the Student Interface before being transported). For paper testing, students may not carry their own test booklets.

Schools that choose to administer both sessions on the same day are advised that this adds a layer of logistical complexity: any students who have not completed Session 1 by the time that the class begins Session 2 must finish and submit their answers for Session 1 before they may begin Session 2. Session 2 can then be administered to the student in a separate setting from the regularly administered one (as

always, the test administrator must follow all protocols in the TAM).

c. Same-Day Requirement

No test session may extend beyond the end of the regular school day, and any individual test session must be completed on the same day on which it begins, with the following exceptions: if any students become ill during a test session and cannot continue testing, or experiences a technology failure such that they cannot finish testing that day, they should be scheduled for a make-up session (see the following section). In all such cases, students must start where they left off and may not return to any previous items on the test; given the structure of the RI NGSA, it is recommended where possible for students to end at a natural stopping point such as the end of a task or item set.

The scripts in the TAM that are read aloud throughout the session will help remind students how much time they have, so extra time should not generally be needed beyond the end of a regular school day. However, a test coordinator may provide students with a maximum of 15 additional minutes to review and complete their work, provided that:

- the students request the additional time themselves;
- transportation is arranged if necessary (e.g., the school bus is held for the student, the student’s family is contacted); and
- a test administrator stays with the student until the end of the allotted time.

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

d. Scheduling Make-up Sessions

Students who are absent on the scheduled testing date for their grade for any reason (including illness or other medical condition) must be scheduled for make-up testing as soon as they return to school. Any student who is absent for a session of a test should take the remaining session of the test according to the school’s administration schedule and take the missed session during the make-up period.

Make-up tests may be administered at any time after the scheduled testing date and before the end of the test administration window (see the cover of this TCM for dates). Please call RIDE regarding exceptional circumstances related to make-up testing.

However, for scheduling purposes it is important to note that if any student starts their test near the end of the state testing window, the student must finish before that window officially closes. The assessment itself will end (lock) automatically on the last day of the state testing window, even if students have not finished.

e. Breaks and Lunch

Extended breaks, including recess, *may not* be scheduled in the middle of a test session. RIDE recommends that students be provided snacks, drinks, and the opportunity to use the restroom before the beginning of the test session. However, students are permitted to use the restroom one student at a time during the test session. Students must be supervised at all times between the testing room and the restroom. A recommended script is provided for test administrators in the [Administering the RI NGSA section of the TAM](#).

Test coordinators are responsible for ensuring that tests are scheduled to avoid conflicts with lunch. However, in the rare event a lunch break is required during testing (e.g., students with extended time), lunch shall be brought to the students in the testing area. If this is not feasible, the following must occur:

- i. Test materials must be secured (students signed out of the Student Interface; all testing tickets collected, inventoried, and securely stored along with students' scrap paper so that all is redistributed properly to the correct individuals upon return to testing).
- ii. Students must be escorted to and from the lunchroom and testing location.
- iii. While in the lunchroom, students must be instructed that they may not have conversations and that they still may not access any prohibited materials, and be sufficiently monitored to prevent discussion of test questions during the entire lunch period.

Schools may consider providing accessibility features such as frequent supervised breaks, which are available to all students, particularly for younger students. Schools may plan for one short, supervised break (3-5 minutes) per session to be given at each test administrator's discretion in the event the test administrator feels it could benefit the students. Students may not talk during the break in case other students prefer to continue working. To maintain the security of the test, test administrators should follow the instructions and recommended script in the [Administering the RI NGSA section in the TAM](#).

f. **Concurrent Administration Requirement**

RIDE recommends that test coordinators schedule tests in the early part of the testing window to allow ample time for regular test sessions and make-up sessions. Schools are expected to test all students in the same grade in the same session on the same day, with the following exceptions:

- make-up testing for students who were absent on scheduled testing days; make-ups should be as close as possible in time to when the students were initially scheduled to test;
- testing for students whose IEP/504 plans require them to receive "Specific Time of Day" or "Frequent Breaks" as a test support;
- in the event RIDE notifies test coordinators that the concurrent administration expectation has been suspended due to unique circumstances (as was the case for spring 2021).

Please contact RIDE if you have any questions about scheduling test sessions, including space or device constraints, to ensure that sessions should be scheduled as close together as possible in order to maintain the security of the tests.

g. **Procedures for Students Who Become Ill During a Test Session**

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

h. **Test Administration Interruptions, including Technology Failures**

Circumstances over which you have no control (e.g., power failures) may interrupt testing. If possible, when such an interruption does occur during testing, students should be instructed to sign out of the Student Interface. In the event of an emergency, the school's safety instructions must be followed. When normal conditions are restored, the test administrator should follow the instructions for resuming students' tests so they can continue testing (see the [TAM](#)). If a student experiences a technology failure and cannot finish the session that day, the school may allow the student to complete the session on

another day.

No interruption should reduce the total amount of time that students are given to complete the interrupted test session. Technology issues during testing that cannot be resolved quickly by troubleshooting (see [Appendix D of the TAM](#)), including any large technology failure that affects a classroom or more, should be immediately reported to CAI. Test administrators must report any major disruption that affects an entire classroom or more to the test coordinator.

Test coordinators will provide guidance to test administrators on handling regular interruptions, such as students requesting to use the restroom or to go to the nurse’s office. Students may not remove secure materials from the room. Test administrators must maintain test security according to the requirements in the [Test Security section \(Part 1\)](#) and the [Administering the RI NGSA section of the TAM](#) while any student is out of the room.

i. **Severe Weather**

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

j. **Scheduling the Practice Test**

In order to prepare students and educators for RI NGSA question types, as well as to gain experience with the TDS, schools should schedule ample time for the practice tests in late winter/early spring. The practice tests should take approximately 30 minutes to complete.

8. **Communicate the school’s testing schedule and general policies to the school community** (e.g., educators, parents/guardians, students), including the following: participation requirements, school procedures during testing, and the policy that students are not permitted to use cell phones during RI NGSA testing.

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

a. **Identify adequate testing spaces.**

It is the responsibility of the test coordinator to ensure that testing spaces are free from noise and distractions and are adequately lit, ventilated, and furnished so that students can work comfortably and without disruption. Each testing room should have a working clock so that students can plan their work. There is no clock or timer in the TDS.

Prior to testing, test coordinators must verify that test administrators have covered or removed from the testing spaces all materials containing content in the subject areas being tested, including any materials that might help students answer test questions (this is noted as [task 1 of section F in Part 2](#)).

b. **Plan strategies to maintain security in each testing space.**

Each school should establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. After students finish testing for the session, they may sit or read quietly until the test session is completed. If all students are completed testing before the end of the session time, the TA may stop the testing session.

At the end of the session time, individual students who need more time may be transitioned to continue working in a secure and quiet environment. School Test Coordinators must provide guidance to TAs about transitioning students for additional time.

- c. **Test coordinators must ensure that each student assigned to the testing space will have adequate work space and be sufficiently separated from other students to support a secure testing environment** as described in the Test Security section. RIDE suggests that schools use the following seating arrangements as strategies to create a secure environment:
- Seat students at least two seats away from each other.
 - Seat students in every other row.
 - Seat students at opposite ends of a long lab table.

Physical barriers can also be used:

- privacy screens on computer monitors
- tri-fold display boards around testing devices
- cardboard or heavy cardstock placed on desks or taped to the sides of monitors to create a barrier



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



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

- d. **Document which rooms students and test administrators will be assigned and maintain the record in your school files.**

School Test Coordinators and Test Administrators will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test.

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

Schools should not group together students doing computer-based testing and any students doing paper-based testing, including for make-up testing.

10. **Prepare students for RI NGSA:** meet with students, share information with families, and administer the student practice test.

D. Tasks to Complete At Least Two Weeks Before the Testing Window Begins

1. **Verify student demographic (school and grade) information and contact District Test Coordinators and Data Managers as needed for updates.** Ensure that student enrollment data (including special education and LEP census) are up-to-date and correct in eRIDE and in NGSA TIDE.
2. **Assign student test settings for accessibility features and accommodations** in accordance with the guidance in the Accommodations and Accessibility Features Manual to ensure each applicable student receives the proper test with the appropriate supports. School Test Coordinators and Test Administrators should verify that all students have accurate test settings in NGSA TIDE, including accessibility features and accommodations (embedded and non-embedded) prior to testing. The test settings are uploaded in NGSA TIDE (refer to the [NGSA TIDE User Guide](#)).
 - a. District Administrators and School Test Coordinators can add, delete, or change embedded and non-embedded accommodations in NGSA TIDE for students who require them.
 - b. Test Administrators may view student information; however, Test Administrators cannot add, upload, or modify test settings in NGSA TIDE.
 - c. Within the TA Interface, a Test Administrator can turn off accessibility features not in NGSA TIDE prior to the start of the test.

Important: Any additions, modifications, or deletions of students and changes to student test settings must be completed before the student can test. The update, once made, *may take up to 24 hours* to appear in the TA interface.



Failure to correct test settings before testing could result in the student's not being provided with the needed accommodations and/or designated supports at the time of testing. This is considered a testing irregularity, may result in the need for a test reset appeal (see Appendix B), and may affect accountability.

- d. The following special test forms are available:
 - i. Online Braille, large print, and English/Spanish language versions of the RI NGSA are available. Students requiring an online Braille, large print, or English/Spanish version of the RI NGSA should be assigned the embedded accommodation in NGSA TIDE.
 - ii. Paper tests are available in standard print, Braille, and large print for students with these accommodations in their IEP or 504 plan. Paper tests must be ordered through NGSA TIDE by District Administrators – tests will not be automatically shipped once test settings are updated.
3. **Decide if the school will be assigning students to rosters and creating rosters in NGSA TIDE as needed.** See the [NGSA TIDE User Guide](#) for detailed directions about roster creation.

E. Tasks to Complete Two Weeks Before the Testing Window Begins

1. **Prepare materials for test administrators.**
 - a. Test administrators are required to be provided a TAM (and any updates) for the current year's administration in print or digital format by their test coordinators well in advance of test administration (ideally, when test coordinators train test administrators), as well as a link to the TCM. Test administrators are recommended to have a print version of the script for administering the RI NGSA to use during test administration, as well as any other sections needed (e.g., test security requirements).
 - b. Test administrators will need computers to complete tasks in the TA Interface during test sessions (separate from the student testing devices).
 - c. Test administrators administering the Human Read-Aloud or Human Signer accommodations may need to have a dual screen set-up for that student's computer with a second computer monitor connected (in "mirror" display mode) to the computer used by the student so that the test administrator can view the questions on the student's screen and read aloud or sign accordingly (more information available in the [Accommodations Requiring Dual Screen Setup](#) section of Part 1).
 - d. Cell phones may be used by test administrators for test administration-related purposes such as communicating with the test coordinator or school administration. At no time should test administrators be using cell phones for any purpose unrelated to testing, or in any way that violates test security, or in any way that distracts them from focusing their full attention on the testing room.
2. **Distribute manuals / test security requirements to all personnel involved in testing who will access secure materials:**
 - a. Download and distribute the TAM (paper copy or digital) to all test administrators and distribute (at minimum) the test security section of the TAM to all other school personnel who will have access to secure materials.
 - b. Document that test administrators and all other personnel have received the documents listed above. Test coordinators may use the form in Appendix B or create their own.
3. **Train all school personnel authorized to have access to secure test materials in test security requirements, proper test administration protocols, and the school's procedures for implementation;** personnel include test administrators, hall monitors, and technology staff (topics described in [task 3 of section C of Part 2](#)).
 - a. At the training session, the test coordinator must describe the test security requirements and confirm that all school personnel understand these requirements. In addition, test coordinators must describe school procedures for implementing the test security requirements and familiarize test administrators with the tasks they will be completing).
 - b. School personnel must sign in to demonstrate that they attended the school training session. Maintain records of attendance (see the sample form in Appendix B) and materials in your files to document participation and topics covered.
 - c. Ensure TAs have completed the TA Certification course at <https://ta-cert.cambiumast.com/courses/rhodeisland> and collect digital or print copies of confirmation pages.
4. **Print out extra copies of the '[Administering the RI NGSA](#)' section of the TAM (and any updates to the script) to have available if needed.**
5. **Ask your district Data Manager to update eRIDE if students were added to or removed from your school's enrollment up to and throughout the testing window.**

6. **Review the required and permitted materials for students and ensure readiness to provide materials students will need for testing.**

a. **Materials REQUIRED for Student Use**

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

- i. a device for testing that meets technical specifications, with the Secure Browser App installed, for access to the test items and the following embedded testing tools:
 - The testing platform provides all students online access to a Desmos calculator at each grade. As the online embedded calculators may be different in appearance than handheld calculators to which students are accustomed, schools may also choose to provide handheld calculators to students. Any Grade 5 student may use a five-function calculator, any Grade 8 student may use a scientific calculator, and any Grade 11 student may use a graphing calculator.
 - Grade 8 and 11 students also have access to the periodic table in the online test environment. A print version may be downloaded from the portal and distributed to grade 8 and 11 students only
- ii. scratch paper
 - Test administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student for each test session. Students can request more scratch paper, if needed, and have up to three pages at one time by turning in used scratch paper for additional pages.
 - Test administrators are responsible for collecting all used scratch paper to be securely destroyed (e.g., shredded) after test administration by the test coordinator.
 - Schools may reuse scratch paper if the paper is completely blank.
 - Scratch paper that has been written on during Session 1 may not be used in Session 2; students will need new paper.
- iii. a writing instrument for use on the scratch paper
- iv. student testing tickets
 - Student testing tickets contain the login information that students need to type in to begin each test session. The same student testing ticket is used for both sessions of the test.
 - Prior to the day of testing, test coordinators must print out student testing tickets (see [task 3 of section F of Part 2](#)) and prepare them for distribution using internal tracking forms following the instructions in the Internal Tracking Forms section.
 - Because student testing tickets provide access to secure test content, they must be tracked and accounted for like secure test booklets for paper-based testing.
 - At the start of each test session, as directed by the TAM, test administrators will distribute student testing tickets to students. Because it is recommended that schools use an identifier for student testing devices in case of technology issues, there is a line on the student testing ticket for students to write in the testing device ID at the start of each test session.

b. **Materials PERMITTED for Student Use**

Students may use the following materials during testing:

- i. pens, pencils, highlighters, and colored pencils for use on scratch paper
- ii. handheld calculators: test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators, and the memory should be cleared from any calculator with the ability to store information (other than basic numbers). RIDE recommends

that handheld calculators be equivalent to those embedded in the testing platform (five-function calculator for grade 5; five-function, scientific, or graphing calculator for grades 8 and 11).

- iii. computer mice
 - iv. styluses for touch-screen devices, if used in regular instruction
 - v. headphones for students with disabilities using the text-to-speech or line reader accommodation
 - vi. printed copies of authorized bilingual word-to-word dictionaries and glossaries for current and former EL students (see [Appendix A in the TAM](#)).
7. **Prepare to provide accessibility features and accommodations for testing. Confirm that test administrators understand the specific accommodations they will be providing.** RIDE recommends that schools prepare a list or spreadsheet that relevant staff can refer to, including students' names, grade level, test administrator name, testing location, and accessibility features and accommodations (accommodation number and a brief description). See the [Accommodations and Accessibility Features Manual](#) for more information about assigning accommodations.

F. Tasks to Complete One or Two Days Before Testing at Your School

1. **Verify that test administrators have covered or removed from the walls or surfaces of each testing space the following prohibited materials:** all materials containing content in the subject area being tested, including any materials that might help students answer test questions. Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts, graphic organizers, number lines, science terms or diagrams, and science models or displays (when in doubt, cover or remove). It is not necessary to cover or remove calendars, or posters displaying the Pledge of Allegiance.
2. **Confirm that the technology coordinator has completed the following** so that all devices have been prepared for testing:
 - a. Ensure that the school's infrastructure meets the technology specifications.
 - b. Preparation of a sufficient number of devices for test administrators and students, including back-up devices if needed. Ensure that devices are charged, and that the following are available if needed during testing: power cords, power strips, extra batteries.
 - c. Installation of the secure browser app for this administration year on each student testing device. *Prior year secure browser apps may not function properly.* For more information, see the Technology Setup Guidance resource section on the [RI NGS Portal](#).
 - d. Ensure technology accessories are ready and in working order in sufficient quantity so students do not share while testing (e.g., external keyboards for tablets, headphones for students using text-to-speech). If not already in use for instruction, ensure accessories are labeled and ready for distribution.
3. **Prepare materials for testing:**

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

 - a. **Print student testing tickets** by using the **Print Testing Tickets** feature in the **Administering Tests** section of [NGSA TIDE](#). Testing tickets contain the student's first name and State-Assigned Student Identifier

(SASID)/Statewide Student Identifier (SSID). For information on printing student testing tickets with student login information, consult the [NGSA TIDE User Guide](#).

- b. **Cut and sort student testing tickets.** Do not distribute testing tickets to test administrators before the day of testing. Once testing tickets have been printed, they must be kept in the school’s secure storage area.
 - c. **Ensure that a sufficient supply of scratch paper** will be available for all students, and #2 pencils for students who need them.
 - d. **Prepare materials for accommodations** (see the [Accommodations and Accessibility Features Manual](#) for guidance), including printed copies of authorized bilingual word-to-word dictionaries and glossaries available for current and former EL students (see [Appendix A in the TAM](#)).
 - e. **Prepare a sign that reads “RI NGSA Testing – Do Not Disturb”** to be posted on the door(s) to the testing space during each RI NGSA administration session (see Appendix B).
 - f. **For students in grade 8 and 11 only:** if determined that students may use the approved print periodic table reference sheet in addition to the online periodic table in the browser, download from the portal and print sufficient copies for students testing.
4. Review the [Administering the RI NGSA section of the TAM](#) in case test administrators have questions.

Part III. Tasks to Complete During Test Administration

Immediately investigate any irregularity in the use of tracking documents or in the information recorded on them.

Call RIDE immediately at 401-222-8413 if any situation occurs that could compromise test security.

Use the following checklist of tasks to keep track of responsibilities when administering RI NGSA testing. Some of the tasks in the checklist are described in other documents (noted accordingly), but most are described in the Tasks section that follows. You may use the “Completed?” column to check off when each task has been completed; and/or use the column to write in the names of staff who will be helping with each of the tasks.

Step Number	Task Overview	Completed?
Tasks to Complete DURING Test Administration		
1	Using your document tracking system, distribute materials needed for testing.	<input type="checkbox"/>
2	Monitor test administration for test security, use of tracking documents, managing users/roles in NGSA TIDE as needed, and by reviewing student testing progress.	<input type="checkbox"/>
3	Manage situations that may occur during testing, such as severe weather, make-up testing, testing interruptions, and testing irregularities.	<input type="checkbox"/>
4	Securely store testing materials in the central storage area between sessions and after each day of testing, tracking them using the document tracking system.	<input type="checkbox"/>
5	Maintain/update the record of test administrators and their students for each test session.	<input type="checkbox"/>
6	Collect lists of students who were absent/not tested from test administrators and schedule those students for make-up testing. Confirm that all students required to participate in RI NGSA have done so.	<input type="checkbox"/>
7	When test sessions are completed, verify that all secure materials have been returned.	<input type="checkbox"/>

1. **Using your document tracking system, distribute materials needed for testing.** Immediately before test administration, distribute testing tickets and other materials (e.g., scratch paper, handheld calculators if providing, pens and pencils; see the Tasks to Complete One or Two Days Before Testing at Your School section) to each test administrator, including any applicable accommodations materials. Be sure that test administrators and the test coordinator independently count materials before signing the internal tracking form (see the Internal Tracking Forms section).
2. **Monitor your school’s test administration** by conducting the following tasks:
 - a. **Enforce test security requirements** (review information in [Part 1](#) of this manual).
 - b. **Ensure that your school’s document tracking system is used** each time that test materials are moved.
 - c. **Manage users/roles in NGSA TIDE** for test administrators throughout the testing window as needed.
 - d. **Review student testing progress.** A student counts as a participant if, at minimum, the student answers one item of the RI NGSA online assessment per session. Test Administrators, School Test Coordinators, and District Administrators can see how many students completed the RI NGSA in a given school using the Monitoring Test Progress function in NGSA TIDE (see [Appendix B in TAM](#) for more information). To access participation reports, select *Plan and Manage Testing* from the *Monitoring Test Progress* menu under *Administering Tests*. Additional information about monitoring participation can be found in the [NGSA TIDE User Guide](#) and in the [TAM](#).

3. **Manage situations that may occur during testing.** Refer to [Appendix D in TAM](#) for technology-related situations and resolutions, including steps to take if a student starts testing with an incorrect accommodation (or without the correct accommodation).
 - a. **Steps if a school is closed or has a delayed opening due to severe weather:** On the day the school reopens, administer the test session scheduled for that day and make up the missed session later. When severe weather forces a delayed opening on a scheduled test administration date, the test coordinator may proceed with the test administration after students arrive, if this is possible.
 - b. **Steps for make-up testing for students who are absent:** Students who are absent on the scheduled testing date for their grade for any reason (including illness or other medical condition) must be scheduled for make-up testing as soon as they return to school. If students are absent for Session 1, they should take Session 2 according to the school's administration schedule and then take Session 1 during the make-up period. Make-up tests may be administered at any time after the scheduled testing date and before the end of the test administration window (see the front cover for dates). Please call RIDE at 401-222-8413 regarding exceptional circumstances related to make-up testing. When the student is ready to make up the missed session, the test administrator will set up and administer the test session through the TA Interface normally.
 - c. **Steps for test administration interruptions (e.g., power failures):** The TAM includes specific instructions for test administrators to follow if an interruption occurs. When normal conditions are restored, test administrators should resume testing. No interruption should reduce the total amount of time that students are given to complete the interrupted test session. Test coordinators may report any major disruptions to RIDE by calling 401-222-8413.
 - d. **Steps for testing irregularities, including appeals:** Follow the steps in the Test Security section of this manual. School test coordinators must report testing irregularities (immediate report to RIDE for security breaches) to district test coordinators, who must then report the irregularity to RIDE. A number of resolutions to various scenarios are provided in the [TAM](#).

In the normal flow of test opportunities, students take tests in the Test Delivery System (TDS) and then submit them. Appeals are a way of interrupting this normal flow. There are several types of appeals:

- i. Invalidating a test eliminates the test opportunity, and students have no further opportunities for the test.
- ii. Resetting a test allows students to restart a test opportunity (removing all responses on the test) or allows the data entry operator to restart the data entry process.
- iii. Re-opening a test allows students to return to their assessment, modify their answers, and resubmit the test.
- iv. Restoring a test that was reset reverses a reset, restoring students' responses to what they were before the reset was processed.

Only District Administrators and School Test Coordinators may create appeals in NGSATIDE. If a Test Administrator feels an appeal is needed, they should work with their School Test Coordinator to submit relevant appeals in NGSATIDE. All appeals require approval from the Rhode Island Department of Education and will be reviewed as soon as possible after the appeal is received. For more information on appeals, please see the [NGSATIDE User Guide](#) on the [RI NGSAT Portal](#).

4. **Securely store testing materials in the central storage area between sessions** (unless sessions will be administered back-to-back after a 10 minute break, in which case the test administrator must collect and count all testing tickets at the end of the first session, then redistribute once the second begins) **and after each day of**

testing. Use your document tracking system to document that all materials are kept secure between sessions and are returned to you each day after testing is completed. At the end of each test session, test administrators should confirm that students have submitted their responses and have logged out of the student interface. Test administrators must collect all student testing tickets, whether at the end of the session or once students have logged in (see the TAM).

5. **Maintain, and if necessary, update the record of test administrators and their students for each test session, including make-up and test completion sessions.**
6. **Collect lists of students who were absent/not tested from test administrators and schedule students for make-up testing. Confirm that all students required to participate in RI NGSA have done so.**
7. **After test sessions are completed, verify that ALL secure materials have been returned to you.** Use your document tracking system to verify that test administrators have returned all secure materials to you. RIDE recommends two independent counts to verify that student testing tickets, proctor testing tickets (if used), and used scratch paper has been returned. If necessary, investigate any discrepancies between the materials distributed to test administrators and those returned to you.

Part IV. Tasks to Complete After Test Administration

Use the following checklist of tasks to keep track of responsibilities after administering RI NGSA. Some of the tasks in the checklist are described in other documents (noted accordingly), but most are described in the Tasks section that follows. You may use the “Completed?” column to check off when each task has been completed; and/or use the column to write in the names of staff who will be helping with each of the tasks.

Step Number	Task Overview	Completed?
Tasks to Complete AFTER Test Administration		
1	Ask the district data manager to update eRIDE if students were added to or removed from your school’s enrollment during the testing window.	<input type="checkbox"/>
2	Complete the online Principal Certification of Proper Test Administration within one week of the state testing window closure.	<input type="checkbox"/>
3	Plan to retain materials listed in the TCM for three years.	<input type="checkbox"/>
4	Test coordinator and test administrator manuals may be retained if unmarked for next year’s administration (particularly if in binders where pages can be replaced).	<input type="checkbox"/>
5	Securely destroy (e.g., by shredding) the materials listed in the TCM.	<input type="checkbox"/>
6	Ensure test administrators have submitted through the Data Entry Interface (DEI) student responses whose accommodations required standard paper, large print, and Braille paper (see Appendix C).	<input type="checkbox"/>
7	Review the NGSA TIDE Reporting System User Guide to prepare to review student results.	<input type="checkbox"/>

- 1. Ask the district Data Manager to update eRIDE if students were added to or removed from your school’s enrollment during the testing window.**
- 2. Complete the [online Principal Certification of Proper Test Administration](#) within one week of the state testing window closure.** The purpose of the PCPA is for the principal to certify that all students participated in testing as required and that test administration and security protocols described in this manual were followed. There is one PCPA for each school to complete at the end of all RI NGSA testing. Instructions and the text of the PCPA are found in [Appendix A](#) of this manual.

While the principal may designate an individual to assist with many other test administration tasks, the PCPA may not be completed by a designee. The principal must complete the PCPA and is responsible for all information submitted on the form. However, if you are an interim principal or a co-principal, write “interim” or “co-principal” after your name in that field. Print a copy of the PCPA for your school records.

- 3. Retain the following materials in your school files for three years:**
 - a. Tracking materials:** PCPA (PDF or printed), Test Materials Internal Tracking Forms
 - b. Materials related to accommodations:** forms (approvals and requests) related to permission for testing a student in an alternate setting, if applicable; Completed Student Accommodation Refusal forms, if applicable; Accommodations lists/spreadsheets, if applicable
 - c. Test administration training records:** agendas, sign-in sheets, and any other relevant documentation for all training sessions to demonstrate all personnel involved in testing were trained and received TAMs and/or security requirements

- d. **Test administration records:** test administrators and their students for each session (including make-up and test completion sessions); documentation of approved medical exemptions, if applicable
4. **Test coordinator and test administrator manuals may be retained if unmarked for next year’s administration** (particularly if in binders where pages can be replaced).
5. **Securely destroy (e.g., by shredding) the materials listed below** and indicate on the internal tracking form that this has been done:
 - a. Scratch paper used by students
 - b. Student testing tickets
 - c. Accommodations materials (including printed test items, embossed Braille printouts, etc.)
 - d. Any additional rosters or reports with student information
 - e. Any manuals or pages from manuals on which secure information was written

Secure printed and paper test materials must be securely destroyed (shredded) immediately by the School Test Coordinator following test sessions and may not be retained from one test session to the next. This includes test tickets, used scratch paper, and accommodations materials (including printed test items, embossed Braille printouts, etc.). For students whose accommodations require paper tests, their responses should be submitted in the Data Entry Interface (DEI) prior to returning any materials – see [Appendix C](#) for instructions.

If a student is assigned the print-on-demand accommodation, print requests must be approved and processed by the Test Administrator in the TA Interface during test administration. The Test Administrator must ensure that the printer is monitored for each item, and materials for each item must be securely destroyed after the student has completed the test session. Do not keep printed test items or scratch paper for future test sessions, that is a violation of test security.



Alert: Federal law – the Family Educational Rights and Privacy Act (FERPA) – prohibits the release of any student’s personally identifiable information. Any printed materials must be securely stored and then destroyed.

6. **Ensure test administrators have submitted through the Data Entry Interface (DEI) student responses whose accommodations required standard paper, large print, and Braille paper.** Instructions for using the DEI and for returning materials are available in [Appendix C](#).
7. **Review the [NGSA TIDE Reporting System User Guide](#) to prepare to review student results.** The RI NGSA is an operational test. Standards for four achievement levels were set in the summer of 2019 by a committee of Rhode Island and Vermont educators. Results for RI NGSA will be reported in the aggregate form at the state, district, and school levels. Students will receive individual score reports with information about their performance. See www.ride.ri.gov/Assessment-Results for more information about reporting.

Student-level data will become available in early summer through the [NGSA TIDE Reporting System](#), as will school-level (for school test coordinators) and district-level (for district test coordinators) aggregate data. Student-level data is always confidential. All aggregate data, reports, and results are embargoed until the public statewide assessment release in the fall, at which time state-level aggregate results will be reported.

Appendix A. Test Security Forms and Additional Materials for Test Administration

This appendix contains printable certification and reporting forms relating to test administration and test security, as well as additional forms to support test administration. The forms will be updated from year to year.

- 2022 Test Security Agreement
- 2022 Confirmation of Training Participation and Receipt of Test Administrator Manual (TAM) and Test Security Requirements Form
- 2022 Materials Tracking Form
- “RI NGSAT Testing – Do Not Disturb” Sign
- 2022 Principal Certification of Proper Test Administration

RI NGSA items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items and student information. All staff involved in assessment administration must sign this agreement prior to the start of testing, for retention in school records for at least three years.

For All Staff Involved in Assessment Administration

- I will not view test content or student responses except if necessary to administer certain accommodations.
- I will not reproduce test content or student responses in any way (including photographing, copying by hand, typing, texting, photocopying).
- I will not reveal or discuss test content or student responses before, during, or after testing.
- I will not engage in any activity that adversely affects the validity, security, or fairness of the test.
- I will promptly report any testing irregularities or concerns.
- I will follow the procedures as specified in RI assessment manuals regarding the disposition of all test materials.

For School Test Coordinators

- I will establish and carry out a security plan.
- I will provide training in test security, administration policies, and procedures to all individuals involved in test administration.
- I will establish a system for documenting the chain-of-custody of secure materials, and I will keep all secure test materials locked in a secure storage area with limited access when they are not in use.
- I will follow all security policies and test administration protocols described in this TCM and the Rhode Island State Assessment Program Test Coordinator Handbook (www.ride.ri.gov/TC).

For Test Administrators and Proctors

- I will complete training necessary to understand test security, administration policies and procedures, and the online testing systems, including the TA Certification Course.
- I will keep test materials under my supervision at all times and not leave them unattended.
- I will prepare the testing room so that no student can view another student's test materials or computer screen, and so that inappropriate visual aids are removed or covered before testing.
- I will supervise the students at all times and focus my full attention on the testing environment, and
 - Not allow students to talk, pass notes, or communicate with each other in any way during testing.
 - Not allow students to access cell phones or other unapproved electronic devices during testing.
 - Not allow students to access notes, books, or any instructional materials during testing.
 - Ensure students provide answers that are strictly their own and do not participate in any form of cheating.
 - Not coach students in any way or do anything to enhance, alter, or interfere with their responses.
- I will follow the chain-of-custody procedures for all secure test materials, including scratch paper and testing tickets, as specified by my School Test Coordinator.
- Some testing accommodations require a Test Administrator to view, read, or transcribe test content or student responses. If I am administering such an accommodation, I will not disclose any test content that I view in the course of providing the accommodation.
- I will follow all security policies and procedures and test administration direct as described in the TAM.

Role: ___ School Test Coordinator ___ Technology Coordinator ___ Test Administrator ___ Proctor ___ Other

First Name: _____ **Last Name:** _____

Signature: _____ **Date:** _____

2022 RI NGSA State Assessment Confirmation of Training Participation and Receipt of Test Administrator Manual (TAM) and Test Security Requirements

Test administrators must sign below to indicate they have attended their school’s RI NGSA training session and have received a copy of the [RI NGSA TAM](#).

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

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

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

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

Test Administrator Name: _____ Room Number: _____ Grade: ____ Session: ____

Materials Moved from Locked Storage Area to Room # _____

Date: _____ Time: _____

	# Student Testing Tickets	# of Paper Format Tests and Type (for accommodations only, if applicable)	# Periodic Table Reference Sheets (grades 8 and 11 only, if applicable)
Principal's or Designee's Count			
Test Administrator's Count			

Principal's or Designee's Signature: _____

Test Administrator's Signature: _____

Materials Moved from Locked Storage Area to Room # _____

Date: _____ Time: _____

	# Student Testing Tickets	# of Paper Format Tests and Type (for accommodations only, if applicable)	# Periodic Table Reference Sheets (grades 8 and 11 only, if applicable)	Scratch Paper Used? (no count needed)
Principal's or Designee's Count				Yes No
Test Administrator's Count				Yes No

Principal's or Designee's Signature: _____

Test Administrator's Signature: _____

Date: _____

Check this box to confirm scratch paper and (once testing is complete) testing tickets have been securely destroyed at the school.

Retain this document in your school files for three years.

RI NGS A TESTING

DO NOT

DISTURB

The language below is a copy of the [PCPA statements a principal must complete online](#).

Note: Only the principal may complete the PCPA; it may NOT be completed by a designee. If you are signing as an interim principal or co-principal, please indicate this by adding “interim” or “co-principal” after your name in that field.

Please complete the online form no later one week after the state NGSA testing window has closed. Retain a copy of this form in your school’s files for three years.

Principal’s Name _____

School Name, District/LEA _____

Date _____

I, as principal, certify that the Rhode Island Next Generation Science Assessment (RI NGSA) tests were administered according to the test administration procedures outlined in the *RI NGSA Test Coordinator’s Manual* and the *RI NGSA Test Administrator’s Manual* posted at www.ride.ri.gov/Assessment-Manuals.

By clicking ‘Submit’, I digitally sign and certify that the information provided on this form is correct to the best of my knowledge.

Before you click “Submit” – do not forget to “Print” this page either to PDF or hard copy to retain in your school’s records for at least three (3) years.

[Submit]

Appendix B. Technical Support

Help Desk Information

For additional assistance in using TDS, contact the Rhode Island Next Generation Science Assessment Help Desk. The Help Desk will be open Monday–Friday from 7:00 a.m. to 6:00 p.m. ET (except holidays).

Rhode Island Next Generation Science Assessment Help Desk

Toll-Free Phone Support: 1-866-757-9437

Email Support: rihelpdesk@cambiumassessment.com

Please provide the Help Desk with a detailed description of your problem, as well as the following:

- Test Administrator name
- If the issue pertains to a student, provide the student’s SSID and associated district or school. Do not provide the student’s name or other personally identifiable information, especially in email.
- If the issue pertains to a NGSA TIDE user, provide the user’s full name and email address
- Any error messages and codes that appeared, if applicable
- Affected test ID and question number, if applicable
- Operating system and browser version information, including version numbers (for example, Windows 10 and Firefox 45 or Mac OS 10.13 and Safari 8)

Information about your network configuration, if known:

- Secure browser installation (to individual devices or network)
- Wired or wireless internet network setup

Technology Resources

All resources can be found on the [RI NGSA Portal](#).

- [Test Information Distribution Engine \(RI NGSA TIDE\) User Guide](#)
- [Understanding and Creating Rosters Brochure](#)
- [Quick Guide for Setting up Online Testing Technology](#)
- [Assistive Technology Manual](#)
- Supplement the information given in the Quick Guide document by providing more detailed instructions on specific configurations, as well as basic troubleshooting:
 - [Configurations and Troubleshooting for Windows](#)
 - [Configurations and Troubleshooting for Mac](#)
 - [Configurations and Troubleshooting for ChromeOS](#)
 - [Configurations and Troubleshooting for Linux](#)
 - [Configurations and Troubleshooting for iPad](#)

Appendix C. Instructions for Paper Tests

Paper Tests Ordered through NGSATIDE

These instructions are applicable **ONLY** for paper tests (standard paper, Braille, or large print). Spanish paper test administration utilizes print-on-demand and therefore has a different procedure as indicated in [that section of this appendix](#).

RI NGSATIDE paper tests are available only to students with paper test accommodations in their IEP or Section 504 plan.

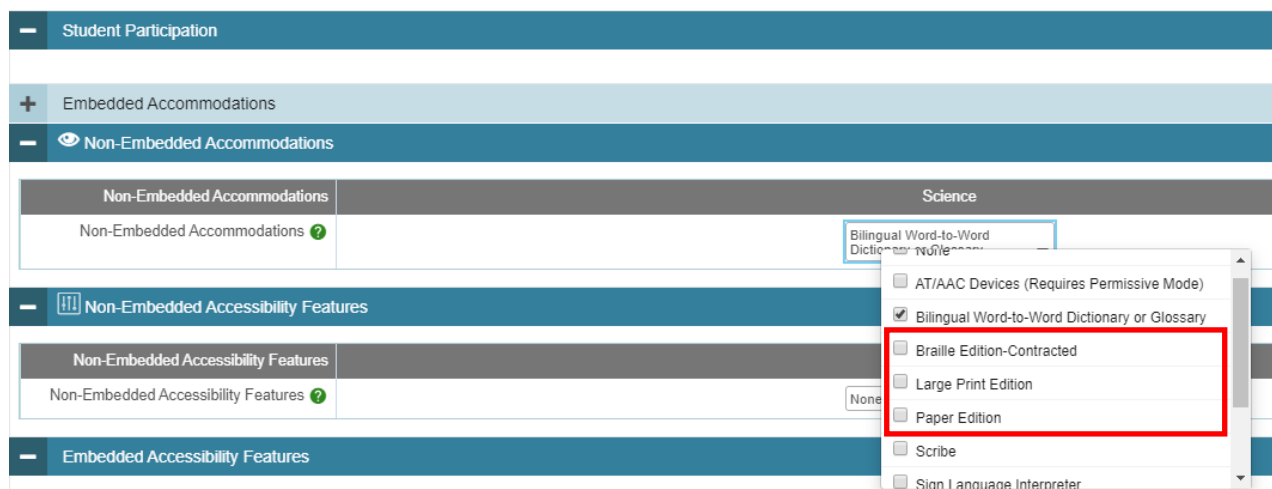
Test coordinators must submit orders for paper materials through the NGSATIDE system during the designated window in early spring prior to the test administration window. Those materials will be delivered just before the testing window opens. Paper materials will not automatically be shipped without order submission. For orders requested after that window, please submit through the NGSATIDE system and orders will be fulfilled and delivered within a couple business days.

Upon completion of paper tests, Test Administrators are required to submit student responses to standard paper, large print, and Braille paper tests in the Data Entry Interface (DEI). The DEI is a secure system that will display an online version of the test. Test Administrators must accurately transcribe all student responses into the DEI and submit the test on behalf of the student.

The following procedures are necessary to successfully administer a paper assessment.

Verify Student Settings in TIDE

Ensure that all students requiring standard, large print, and Braille materials have been correctly marked in the student settings section in TIDE. Students who are taking the print version of standard, Braille, and large print need to have the proper non-embedded accommodation selected in TIDE to be eligible for the DEI test.

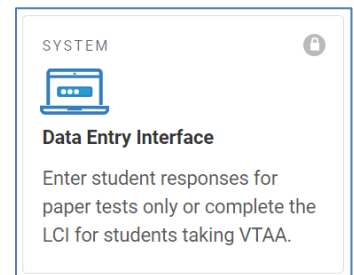


Enter Student Responses into the Data Entry Interface (DEI)

For all standard, large print, and Braille paper tests, the Test Administrator should verify that the student's name, SSID/SASID, Test Administrator name, school, and district are written on the cover of the booklet. Students must answer all questions directly in their test booklet. For responses requiring more space than available in the test booklet, students may answer on a piece of paper with their name, SSID/SASID, and question number(s) clearly marked; this paper must be inserted into their test booklets.

Upon completion of the test, the Test Administrator will collect all test booklets and record all student responses into the DEI. The DEI displays the appropriate paper test in an online format for each student. All items that were presented to the student in the paper test booklet will be populated in the DEI. All student responses must be entered into the DEI to be captured for scoring.

1. From the [RI NGS Portal](#), navigate to the **Test Administration Guidance**. Select the **Data Entry Interface** card to log in to the DEI.
2. Enter and confirm student information as it appears in TIDE.
3. Select the assessment for which student data needs to be entered.
4. Enter the student's data exactly as it appears on the student's paper test form.



The following guidelines must be followed to ensure accurate and fair transcription of student responses:

- All test materials and student responses are to be considered secure and confidential.
- Only persons who know Braille should enter Braille responses into the DEI.
- Transcribers should be impartial and have no vested interest in student scores.
- Transcriptions of student responses must be identical to what the student provides, including grammar, punctuation, and spelling. If a student provides an incomplete response, the transcription must match that incomplete response exactly.
- Transcriptions should be proofread by a second impartial party to confirm accuracy. For cases where students have provided a graphic in a response, two transcribers should collaborate to transfer the response.

The Test Administrator must provide written affirmation to the Test Coordinator that student responses have been completed on the student's test booklet and entered into the DEI with fidelity. Under no circumstances should a student's answer be altered or edited; to do so is a direct violation of test security.

For more detailed information concerning the DEI, consult the *How to Access the Data Entry Interface (DEI)* brochure available on the [RI NGS Portal](#).

Return Materials

After testing is complete and responses are entered into the DEI, assemble all paper test materials. Secure test materials should be shipped back promptly; there is no need to wait for the end of the test window to ship materials.

- Verify that all test booklets have been collected from the Test Administrators after test administration.
- Verify materials against the Packing List provided in the shipment to ensure that all **secure** test booklets are included for return. **Non-secure** test materials should not be returned.

- Place all test booklets in the return box that was included in the initial shipment.
- Pack boxes for shipping using newspaper or other packing materials to minimize shifting and seal each box using reinforced tape.
- All materials are returned via FedEx. FedEx return kits and instructions were provided in the original shipment of test materials. Please contact the RI NGSA Help Desk with questions about returning test materials.

The District Administrator and School Test Coordinator maintain final responsibility for ensuring that all secure materials are packaged and ready for return.

Spanish Paper Tests Administered through Print-On-Demand

Spanish Paper Tests are printed on-demand by the test administrator for that student during test administration. The items that are printed are secure content and must be accounted for while the student is testing and then immediately shredded upon completion of the test session.

Students or test administrators must enter the student's response into the Test Delivery System during that test session using the student's login – responses cannot be entered into the DEI after testing. Do not keep any printed items as that is considered a security breach.