Rhode Island Comprehensive Assessment System (RICAS)

Test Coordinator Training Workshop
January 2020
Workshop Agenda

Resources for each task are in the orange bar. All manuals will be available on the RIDE website at www.ride.ri.gov/Assessment-Manuals.

- Overview of RICAS
- Tasks to Complete *Before Testing*
  - Tasks to Complete *in March*
  - Task to Complete *Close to Testing*
- Tasks to Complete *During Testing*
- Tasks to Complete *After Testing*
- RICAS Support Resources
Rhode Island Comprehensive Assessment System (RICAS)

Overview of RICAS
RICAS Assessments

2018 was the first year of the new Rhode Island Comprehensive Assessment System (RICAS) in grade 3-8 in English Language Arts and mathematics.

The RICAS assessments are aligned to the Common Core State Standards (CCSS); our standards have not changed. Instruction in our classrooms should continue to be aligned to these standards in English language arts and mathematics for all students.

Below are important documents and other resources that will help LEAs and educators learn about and prepare for RICAS.

- test coordinator information
- training for test coordinators and administrators (select "RICAS" calendar)
- manuals, materials, and set-up
- assessment accommodations
- alternate assessment eligibility
- medical exemptions from testing
- assessment schedules
- help desk and support information
- assessment results
- resources for families
- released items and practice tests
- technical reports

Test Design: English Language Arts Information

Test Design: Mathematics Information

Technical Skills for Students

Calculator Policy
RICAS ELA Test Design

A student’s RICAS ELA experience:

• Read passage sets
  • Respond to questions measuring reading and language standards

• Write in response to reading
  • The constructed responses are embedded within the passage sets

Reading Passage Sets

• Text types include:
  • Literary and Informational

• “Sets” include:
  • Single passage, pairs of passages, or three passages
  • May include any combinations of literary/informational
## ELA: Item Types

<table>
<thead>
<tr>
<th>Item Type</th>
<th>Point Value</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Choice:</strong></td>
<td>1</td>
<td>3 - 8</td>
</tr>
<tr>
<td>Students select one correct answer from four answer options.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Multiple Choice – Two Part</strong></td>
<td>2</td>
<td>3 - 8</td>
</tr>
<tr>
<td>These items are two-part questions. Students select one correct answer for each part of the question.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Technology Enhanced:**  
  Students taking the computer-based test answer questions using technology such as drag-and-drop. | 2           | 3 - 8    |
| **Short Response:**                    | 3           | 3 & 4 only |
| Students construct a short written response. |             |          |
| **Text-Based Essays:**                 | 7           | 3 - 5    |
| Students write an essay in response to text(s) they have read. | 8           | 6 - 8    |
# RICAS ELA Reporting Categories

<table>
<thead>
<tr>
<th>Grades</th>
<th>3 &amp; 4</th>
<th>5 - 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>65%</td>
<td>55%</td>
</tr>
<tr>
<td>Language</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Writing</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Reporting Category Percentages (+/-5%)
## Math: Item Types

<table>
<thead>
<tr>
<th>Item Type</th>
<th>Point Value</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Choice (MC):</strong> Students select one correct answer from several answer options.</td>
<td>1</td>
<td>3 - 8</td>
</tr>
<tr>
<td><strong>Multiple Select (MS):</strong> Students select more than one correct answer from among several answer options.</td>
<td>1</td>
<td>3 – 8</td>
</tr>
<tr>
<td><strong>Short Answer/Fill-in-the-Blank (SA/FIB):</strong> Students construct a short written response, typically only a word or number.</td>
<td>1</td>
<td>3 – 8</td>
</tr>
<tr>
<td><strong>Technology Enhanced (TE):</strong> Students answer questions using technology such as drag-and-drop or hot spots (on the computer-based test only).</td>
<td>1 or 2</td>
<td>4 - 8</td>
</tr>
<tr>
<td><strong>Constructed Response (CR):</strong> Students write a response to a multi-part item that includes calculations and explanations to a problem or set of problems.</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4 - 8</td>
</tr>
</tbody>
</table>
Math: Reporting Categories Grades 3-5

- Align to the domains for each grade level, not sub-claims
- Reasoning and modeling are not specifically called out as reporting categories

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations &amp; Algebraic Thinking</td>
<td>30%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Number &amp; Operations in Base Ten</td>
<td>15%</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Number &amp; Operations – Fractions</td>
<td>20%</td>
<td>30%</td>
<td>25%</td>
</tr>
<tr>
<td>Measurement &amp; Data</td>
<td>25%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Geometry</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>
Math: Reporting Categories Grades 6-7

- Align to the domains for each grade level, not sub-claims
- Reasoning and modeling are not specifically called out as reporting categories

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Grade 6</th>
<th>Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratios &amp; Proportional Reasoning</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>The Number System</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Expressions &amp; Equations</td>
<td>30%</td>
<td>25%</td>
</tr>
<tr>
<td>Geometry</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Statistics &amp; Probability</td>
<td>15%</td>
<td>20%</td>
</tr>
</tbody>
</table>
Math: Reporting Categories Grade 8

- Align to the domains for each grade level, not sub-claims
- Reasoning and modeling are not specifically called out as reporting categories

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Number System and Equations &amp; Expressions</td>
<td>40%</td>
</tr>
<tr>
<td>Functions</td>
<td>20%</td>
</tr>
<tr>
<td>Geometry</td>
<td>30%</td>
</tr>
<tr>
<td>Statistics &amp; Probability</td>
<td>10%</td>
</tr>
</tbody>
</table>
## Tasks to Complete for Test Administration

<table>
<thead>
<tr>
<th>Task Reference</th>
<th>Task Overview</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Create PAN Sessions and assign students to them.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Verify form assignment in PAN Sessions for form-supported accommodations.</td>
<td></td>
</tr>
</tbody>
</table>

### Tasks to Complete Two Weeks BEFORE Test Administration

<table>
<thead>
<tr>
<th>Task Reference</th>
<th>Task Overview</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>Verify receipt of manuals, and inventory and store them.</td>
<td></td>
</tr>
<tr>
<td>3, 4</td>
<td>Order additional manuals if necessary, and download materials.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Precache operational test content in PAN (if bandwidth minimum requirement not met, or otherwise choosing to use ProctorCache).</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Prepare to provide accessibility features and accommodations for testing.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Distribute manuals/security requirements, and train staff in test security requirements and test administration protocols.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide additional training to test administrators who will be administering accommodations.</td>
<td></td>
</tr>
</tbody>
</table>

### Tasks to Complete Approximately One or Two Days BEFORE Test Administration

<table>
<thead>
<tr>
<th>Task Reference</th>
<th>Task Overview</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Verify that test administrators have covered or removed prohibited materials from the walls of testing rooms.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Confirm that the technology coordinator has completed necessary preparations for testing.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Remove first-year EL students from PAN Sessions for ELA if they will not be participating in this subject area test.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Prepare materials (student testing tickets, equation editor symbol keys, reference sheets, proctor testing tickets).</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Prepare and start PAN Sessions.</td>
<td></td>
</tr>
</tbody>
</table>

### Tasks to Complete DURING Test Administration

<table>
<thead>
<tr>
<th>Task Reference</th>
<th>Task Overview</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using your document tracking system, distribute materials for testing.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Monitor test administration.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Manage situations that may occur during testing.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Securely store materials for testing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintain/update the record of test administrators and their students for each</td>
<td></td>
</tr>
</tbody>
</table>
Rhode Island Comprehensive Assessment System (RICAS)

Tasks to Complete *Before Testing*
Tasks to Complete Before Testing

- Plan your schedule
  - Test schedule and sessions
  - Student participation

- Student registration and PNP
  - Ensure SR/PNP file is up to date
  - Enter accessibility features and accommodations

- Assemble and train your team
  - Educator participation
  - Roles and responsibilities
  - Process for assigning users
  - Test security and administration policies

- Prepare technology
  - Test Nav 8
  - Infrastructure Trial

- Inventory materials received

- Use content resources

- Prepare students for testing
  - Technology skills
  - Student tutorial
  - Practice test

- One week before testing
  - Set up test sessions in PAN
  - Verify accommodated form assignments
  - Gather and organize testing materials
  - Proctor cache
  - Print testing tickets
RICAS Schedule & Sessions

Assessment window information for computer-based testing and paper-based testing
www.ride.ri.gov/Assessment-Schedules > Rhode Island Comprehensive Assessment System (RICAS)

<table>
<thead>
<tr>
<th>ELA/Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 30 – May 1, 2020</td>
<td>April 27 – May 22, 2020</td>
</tr>
</tbody>
</table>

*Reminder: Spring recess within the ELA/Literacy window

<table>
<thead>
<tr>
<th>Grades</th>
<th>Session 1*</th>
<th>Session 2*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 – 8 ELA</td>
<td>120-150 minutes</td>
<td>90-120 minutes</td>
</tr>
<tr>
<td>3-8 Mathematics</td>
<td>90 minutes</td>
<td>90 minutes</td>
</tr>
</tbody>
</table>

*All tests are untimed. These are recommended windows for testing time.
*Students may continue testing beyond the testing window as long as they are working productively.
*Schools may plan for one short, supervised break per session (3-5 minutes) to be given at each test administrator’s discretion.
Student Participation in RICAS

• All eligible students in grades 3-8 are expected to participate in RICAS testing:
  • All students in grades 3-8 will take their grade-specific test for ELA and mathematics
  • Students with assessment accommodations in an IEP or 504 plan may use those accommodations on RICAS
  • Students participating in the Dynamic Learning Maps (DLM) alternate assessment do not participate in RICAS
  • First-year English learners are exempt from RICAS spring 2020 English Language Arts testing if they enrolled in U.S. schools for the first time after April 1, 2019. ELs are not exempt from mathematics testing.
  • Student exemptions for medical condition or injury that prevents instruction and assessment must be approved by RIDE. The medical exemption process must be completed by June 5, 2020.
  • Public school students outplaced by RI districts are expected to take RICAS assessments (including at out of state schools). Scores for outplaced students are included in each district’s accountability calculation.
Student Exemptions

• Students who experience a medical emergency or crisis during testing may be eligible for an exemption. There are two criteria:
  1. The student’s situation is so severe the student cannot receive instruction in any setting (such as home, school, or outplacement facility) and
  2. The student cannot participate in any assessments, even with adjustments or accommodations.

• Districts initiate the process (described below)

• Outplacement schools work with sending LEAs to process exemption requests for students in their schools.

OVERVIEW OF THE PROCESS FOR SUBMITTING A MEDICAL EXEMPTION

There are five steps for submitting an exemption to RIDE:

1. **District:** Complete Form 1 (*District Assurances Form*) and fax to 401-222-3605. Incomplete forms and forms submitted after the deadline will not be accepted.
2. **School:** Complete Forms 2 and 3 and retain by the District.
3. **District:** Submit request through the eRIDE Medical Exemption System.
4. **RIDE:** reviews Form 1 and verifies that the request has been logged through the eRIDE system. If needed, RIDE will contact the principal or the superintendent for clarification if the information submitted is insufficient.
5. **RIDE:** emails final decision to the superintendent.
Scheduling Considerations

Testing occurs during regular school days. 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.

Testing sequence: ELA followed by mathematics. Sessions must be sequential, with the exception of make-up testing. Scripts are grade and subject-specific.

Test sessions must be scheduled so all students taking the same test are tested as close together as possible in order to maintain test security.

Schedule within window to allow time for regular testing and make-up testing.

Students should not take more than two sessions on a single day, including make-up sessions.

As tests are untimed, students who need extra time may be transitioned to continue testing.

Schedule tests to avoid conflicts with recess or lunch.

Plan for time to distribute, inventory, and collect secure materials each day and to ensure that test administrators have all required materials for each session.

Consider space and staffing for students testing with accommodations or designated accessibility features such as separate location, small group, or specific time of day.
Tasks to Complete **Before** Testing

- Plan your schedule
  - Test schedule and sessions
  - Student participation
- **Student registration and PNP**
  - Ensure SR/PNP file is up to date
  - Enter accessibility features and accommodations
- Assemble and train your team
  - Educator participation
  - Roles and responsibilities
  - Process for assigning users
  - Test security and administration policies
- Prepare technology
  - Test Nav 8
  - Infrastructure Trial
- Inventory materials received
- Use content resources
- Prepare students for testing
  - Technology skills
  - Student tutorial
  - Practice test
- One week before testing
  - Set up test sessions in PAN
  - Verify accommodated form assignments
  - Gather and organize testing materials
  - Proctor cache
  - Print testing tickets
RIDE RICAS Registration Process

- Enrolled students in PAN based on enrolled school of instruction as of late January 2020.
  - Outplaced students loaded at their outplacement school
- Excluded students flagged in special education census with a value of 3 for alternate assessment
- First year EL students were enrolled in mathematics test only. Their enrollment will be reconciled with the LEP census in the data clean-up process. If you choose to test first year ELs in ELA, these results will not be included in school accountability results.
Student Registration/Personal Needs Profile (SR/PNP) Process

- Collection of student-level data, including
  - student demographic data (name, DOB, gender, grade, school)
  - test registration information
  - information on selected accommodations that a student will use during testing
- Determines the basis for the initial shipment of test materials to schools, including
  - Student ID Labels
  - test administration manuals
  - PBT test and answer booklets, including special test editions
- The accuracy of the SR/PNP is essential because it provides the record of students tested and accommodations used. This process assigns special test forms (paper forms, screen reader, assistive technology) and selected accommodations (including Spanish).

www.ride.ri.gov/Accommodations > RICAS > SR/PNP Information
http://ricas.pearsonsupport.com/training > Student Registration/Personal Needs Profile
SR/PNP: LEA and School Updates

www.ride.ri.gov/Accommodations > RICAS > SR/PNP Information
http://ricas.pearsonsupport.com/training > Student Registration/Personal Needs Profile

• Two methods to update student enrollment and add PNP information in Pearson Access Next (PAN):
  • Individual student changes
  • File export/import

• Two phases:
  • Initial paper orders for Braille, large print, standard paper as an accommodation (completed by February 7, 2020)
    • What to do if paper orders are needed after this deadline?
  • Continuing updates up to the testing window. Schools or districts must update the SR/PNP:
    • To enter accommodations and accessibility features
    • To update enrollment or demographic information
    • RIDE will be flagging and sending discrepancies between enrollment census and PAN to LEA contacts
SR/PNP: Manage Student Test Screen

www.ride.ri.gov/Accommodations > RICAS > SR/PNP Information
Enrollment Transfer Requests

- New process this year to transfer student enrollments
- If a student transfers, the Transfer Coordinator at the new school must request an enrollment transfer in PAN from student’s prior school
- The Transfer Coordinator will be notified via email
- The Transfer Coordinator is the Test Coordinator, but contact can be edited
RICAS Assessments

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The RICAS assessments are aligned to the Common Core State Standards (CCSS); our standards have not changed. Instruction in our classrooms should continue to be aligned to these standards in English language arts and mathematics for all students.

Below are important documents and other resources that will help LEAs and educators learn about and prepare for RICAS:

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- assessment results
- resources for families
- released items and practice tests
- technical reports

Test Design: English Language Arts Information
Test Design: Mathematics Information
Technical Skills for Students
Calculator Policy
RICAS Web Resources, Continued

RICAS Resource Center > Test Administration Guidance [http://ricas.pearsonsupport.com/manuals/]
RICAS Resource Center > Training [http://ricas.pearsonsupport.com/training/]
Accommodations and Accessibility Features
Accommodations and Accessibility Features

You need these documents:

1. *RISAP Accommodations and Accessibility Features Manual*
2. Accommodations and Accessibility Features Excel sheet
3. RICAS Student Registration and Personal Needs Profile Guide (SR/PNP)
   • Provides guidance on entering accommodations into PAN.
4. RICAS Assistive Technology Guide
5. Bilingual Dictionaries and Glossaries for EL Students

[www.ride.ri.gov/Accommodations](http://www.ride.ri.gov/Accommodations) > Assessment Accommodations information and manual
[http://ricas.pearsonsupport.com/training](http://ricas.pearsonsupport.com/training) > Modules to assist with pre-administration tasks
Accommodations Refresher: Guidelines for selecting accommodations

1. Only students with a 504 Plan or IEP
2. Any accommodation must be included in the 504 or IEP
3. Test supports for EL students should be formally documented.
4. Accommodations must address the diagnosed disability(ies) of the student
5. Educators should be able to provide a rationale and evidence as to why the accommodations were selected and what challenges the accommodation is expected to address.
6. Should be used during routine classroom instruction but not be selected as an attempt to replicate instructional practices/strategies.

www.ride.ri.gov/Accommodations > Assessment Accommodations information and manual
http://ricas.pearsonsupport.com/training > Modules to assist with pre-administration tasks
## Types of Accommodations and Who Receives Them

[www.ride.ri.gov/Accommodations](http://www.ride.ri.gov/Accommodations) > Assessment Accommodations information and manual
[http://ricas.pearsonsupport.com/training](http://ricas.pearsonsupport.com/training) > Modules to assist with pre-administration tasks

<table>
<thead>
<tr>
<th></th>
<th>Accessibility Features</th>
<th>Accommodations</th>
<th>Special Access Accommodations</th>
<th>EL Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IEP or 504 Plan</strong></td>
<td><strong>YES</strong></td>
<td><strong>YES</strong></td>
<td><strong>YES</strong>; criteria must be met</td>
<td>No</td>
</tr>
<tr>
<td><strong>EL Student</strong>*</td>
<td><strong>YES</strong></td>
<td>No</td>
<td>No</td>
<td><strong>YES</strong></td>
</tr>
<tr>
<td><strong>Any student</strong></td>
<td><strong>YES</strong></td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

* If an EL student *also* has an IEP/504 Plan, then any other non-EL accommodations should be included in their IEP/504 Plan.
### Accessibility Features: for any student, at principal’s discretion

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group test administration</td>
<td>(up to 10 students)</td>
</tr>
<tr>
<td>Individual (one-to-one) test administration</td>
<td></td>
</tr>
<tr>
<td>Frequent supervised breaks</td>
<td></td>
</tr>
<tr>
<td>Test in a separate location</td>
<td></td>
</tr>
<tr>
<td>Familiar test administrator</td>
<td></td>
</tr>
<tr>
<td>Seating in a specified area of room, including study carrel</td>
<td></td>
</tr>
<tr>
<td>Adaptive or specialized furniture or lighting</td>
<td></td>
</tr>
<tr>
<td>Noise buffer/noise-cancelling earmuffs/headphones (no music)</td>
<td></td>
</tr>
<tr>
<td>Student reads test aloud to self</td>
<td></td>
</tr>
<tr>
<td>Specific time of day</td>
<td></td>
</tr>
</tbody>
</table>

**“Stop Testing” policy:** If student is not responding to test questions after 15–20 minutes, test administrator may ask if student is finished. If so, collect the student’s test materials. Student may sit quietly or be excused.
Read Aloud Options
Accommodations: Read Aloud

• Read aloud accommodations options include the following:

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text-to-speech</td>
<td>Special Access Accommodation</td>
<td>Accommodation</td>
</tr>
<tr>
<td>Screen reader</td>
<td>Special Access Accommodation</td>
<td>Accommodation</td>
</tr>
<tr>
<td>(students with visual impairments/blindness)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human reader: English</td>
<td>Special Access Accommodation</td>
<td>Accommodation &amp; EL Accommodation</td>
</tr>
<tr>
<td>(either CBT or PBT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Reader: Spanish*</td>
<td>N/A</td>
<td>EL Accommodation*</td>
</tr>
<tr>
<td>(either CBT or PBT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human signer:</td>
<td>Special Access Accommodation</td>
<td>Accommodation</td>
</tr>
<tr>
<td>(either CBT or PBT)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Whole-test read aloud options are accommodations are restricted to students who have an IEP or 504 Plan and a diagnosed reading disability

* Read alouds of the Spanish math test must be done using a human reader for either the CBT or PBT Spanish test; an embedded Spanish read aloud option is not available.
Criteria for Receiving a Read Aloud for ELA

• Does the student meet one of the following conditions?
  1. Has blindness or a visual impairment. This means that the student:
     • has not learned or cannot access text through Braille and
     • cannot access text through large print/enlarged text.
  2. Deafness or hearing impairment that severely limits or prevents him/her from decoding text due to a documented history of early and prolonged language deprivation.
  3. A disability that severely limits or prevents him/her from accessing printed text even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text or read fluently);

**Decode printed text or read fluently means** the student is at the basal/foundational reading level (being at the beginning stages of sound/symbol relationship, able to decode consonant-vowel-consonant words, and some high-frequency words).
ELA Read Aloud: More Explanation

www.ride.ri.gov/Accommodations > RICAS

Remember the following:

• A very small number of students will be eligible.
  • RIDE may reach out to ensure criteria are understood.

• The distance between a student's current grade level and the grade level of their reading ability is not part of the criteria.
  • Example: 8th grade student reads at 2nd grade level does not meet criteria because of how "low" they are; consider what and how they can read.

• To receive a read aloud for the math test, the student must be a struggling reader, an EL student, or both.
  • This accommodation is for struggling readers who may be one or more grade levels below their current grade level or for EL students still learning English.
Additionally,

**IEP or 504 plan teams should also ensure that:**

- the student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter.
- the student’s inability to decode printed text or read Braille is documented in evaluation summaries from locally-administered diagnostic assessments.
- the student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important skill of independent reading.

This means that the student must receive printed instructional materials for all subjects in an audio format the majority of instructional time.
Read Aloud options for EL students

• Read aloud options for EL students who do not have disabilities:

<table>
<thead>
<tr>
<th></th>
<th>Computer-Based Test</th>
<th>Paper-Based Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text-to-speech</td>
<td>English</td>
<td>N/A</td>
</tr>
<tr>
<td>Human Reader</td>
<td>English or Spanish</td>
<td>English or Spanish</td>
</tr>
</tbody>
</table>

CBT Read Aloud (TTS) is available only in English. If a student needs a read aloud, it will have to be done by someone fluent in reading, speaking, and writing Spanish.

PBT can be provided using either a Spanish or an English paper test booklet and the read aloud can be in either Spanish or English. Bilingual read alouds are not permitted on RICAS because we do not have bilingual booklets.
Read Alouds

www.ride.ri.gov/Accommodations > RICAS

• All human read alouds must be done verbatim.
  • No translating
  • No explaining
  • No assistance of any kind may be provided to the student.

• Multiple students in one grade level may be tested together if they are in the same grade level and the read aloud is in the same language (English or Spanish).
Other accommodations for EL students

www.ride.ri.gov/Accommodations > RICAS

- Word-to-word Glossaries:
  - Approved lists are on the accommodations website
  - Glossaries may not have definitions or pictures
  - Electronic glossaries may not connect to the internet.
  - May be used on both the math and the ELA tests

- Extended Time:
  - EL students may have extended time as long as they are working productively

- Read aloud, repeat, or clarify general test directions:
  - These are the test directions that explain the test rules to the students, what the test is about, and when to start and stop testing.
  - General test directions can be translated by a qualified person into the student's native language. Under no circumstances is any part of the test item allowed to be translated.
CAUTION: This accommodation should not be given to every student with an IEP or 504 Plan because the teacher uses it as an instructional strategy for all students.

Students who have this as an accommodation in their IEP or 504 Plan for state assessments should have a documented disability for which a graphic organizer provides support and access to the ELA test and without this accommodation, the student would not be able to access the test to their fullest ability.
ELA Graphic Organizers: Proper Use

www.ride.ri.gov/Accommodations > RICAS

For students who have this accommodation in their IEP/504 Plan for the state assessments:

• Blank copies of the preferred graphic organizer can be provided as handouts only to students who have this as an accommodation in their IEP/504 plan

• Using individual student needs as a guide, graphic organizers can have items removed but not added.

• If a student prefers a different graphic organizer, it can be used as long as there is no text.

• One or two graphic organizers allowed during testing.

• Students without this as an accommodation must draw the graphic organizer on their own using blank paper.
Mathematics Reference Sheets vs. Calculation Tools
Two math accommodations for students who need different levels of support

<table>
<thead>
<tr>
<th>HIGHER LEVEL OF SUPPORT</th>
<th>LOWER LEVEL OF SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The calculation device or math tools for students whose disability:</td>
<td>Supplemental Reference Sheet is for students whose disability:</td>
</tr>
<tr>
<td>• Severely impacts their ability to perform simple calculations (1+1=2, 1x0=0, etc.) so they need a multiplication table or calculator to use for the duration of the test.</td>
<td>• Does not impact their ability to perform basic calculations</td>
</tr>
</tbody>
</table>
| • Severely impacts their spatial ability in that they need manipulatives to set up math problems. | • Does affect their ability to remember simple mathematical properties, procedures, and formulas, such as:  
  • The order of operations  
  • How to add, subtract, multiply, and divide fractions |
| | • Does affect their ability to multiply some numbers. For example, their 7's or 8's, but other than that, they don't have any with their multiplication tables. |
Guidance for Using the Supplemental Mathematics Reference Sheets

Education should be able to address the guidelines for selecting the accommodations regarding the rationale for how and why this accommodation was selected for a student.

➢ Use during testing:

• Use the Supplemental Reference Sheet along with the Standard Math Reference Sheet.
• Per individual needs, items can be removed but NOT added.
• If the student qualifies for Calculation Device/Mathematical Tools, and will use a multiplication table as part of that accommodation, use the multiplication table the student uses every day and delete the empty multiplication table from the Supplemental Reference Sheet.
• If using the multiplication table included on the Supplemental Reference Sheet: do not complete the multiplication table; it must remain blank. The student must complete the blank table on their own, during testing.
Assistive Technology

• Students may use assistive technology (AT), when it is listed in their IEP or 504 plan; for example:
  • Word prediction software
  • Speech-to-text programs
  • Adapted keyboard, mouse, screen enlargement

• There are two categories of assistive technology:
  1. Compatible technology that interacts with TestNav.
  2. External technology that does not interact with TestNav
     • Requires a second computer station not directly connected to TestNav
     • May require test administrator to facilitate transfer of information from external station to computer used for assessment.

• Internet access should be disabled or restricted during testing.
• Make sure AT works before testing begins!
Accommodations & Accessibility Features: Embedded and External

• Accommodations and accessibility features are divided into two categories:
  1. Embedded or Compatible with TestNav
  2. External or Non-Compatible with TestNav

• All students are expected to take the CBT but sometimes students don’t want to, or can’t, use the embedded tools in TestNav.

• In these cases students can use external versions
## RICAS Accessibility Features for All Students

[www.ride.ri.gov/Accommodations > RICAS](www.ride.ri.gov/Accommodations > RICAS)

<table>
<thead>
<tr>
<th>Embedded</th>
<th>Not-Embedded/External</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative background/font color <em>(PNP)</em></td>
<td>Colored overlays</td>
</tr>
<tr>
<td>Screen magnification/Zoom tool</td>
<td>Magnification device</td>
</tr>
<tr>
<td>Line reader tool</td>
<td>Tracking device/straight edge</td>
</tr>
<tr>
<td>Answer Eliminator</td>
<td>Use pencil to eliminate answer choices</td>
</tr>
<tr>
<td>Answer Masking <em>(PNP)</em></td>
<td>Masking using blank card</td>
</tr>
<tr>
<td>Item flag/bookmark</td>
<td>Place marker</td>
</tr>
<tr>
<td></td>
<td>Highlighter</td>
</tr>
<tr>
<td></td>
<td>Audio aids</td>
</tr>
<tr>
<td></td>
<td>Human read-aloud (or sign) <em>selected words</em> on math, as requested by student</td>
</tr>
<tr>
<td></td>
<td>Test administrator repeats/clarifies test directions</td>
</tr>
<tr>
<td></td>
<td>Test administrator redirects student’s attention to test</td>
</tr>
</tbody>
</table>
## Accommodations: Embedded and External Versions

<table>
<thead>
<tr>
<th>Student Need</th>
<th>Compatible/Embedded (CBT only)</th>
<th>Non-Compatibility/External (CBT or PBT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student has a visual impairment and requires the text of the test to be larger.</td>
<td>Magnifier or Zoom tool</td>
<td>Hand-held magnification device</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large-print paper test books</td>
</tr>
<tr>
<td>A student is blind</td>
<td>Text-to-Speech:</td>
<td>Human Read Aloud</td>
</tr>
<tr>
<td></td>
<td>• JAWS, NVDA</td>
<td>Hard-copy Braille Edition</td>
</tr>
<tr>
<td></td>
<td>• Refreshable Braille</td>
<td></td>
</tr>
<tr>
<td>A student speaks aloud and their answers are recorded.</td>
<td>Embedded Speech-to-Text</td>
<td>Human Scribe; Dragon Naturally Speaking on separate computer.</td>
</tr>
<tr>
<td>A student requires a word process or word prediction device for assistance in spelling words.</td>
<td>Embedded:</td>
<td>External device:</td>
</tr>
<tr>
<td></td>
<td>• Word Prediction</td>
<td>• word prediction</td>
</tr>
<tr>
<td></td>
<td>• Spell-checker</td>
<td>• spell-checker</td>
</tr>
<tr>
<td>A student requires text to be read aloud.</td>
<td>Embedded Text-to-Speech</td>
<td>Human Read Aloud</td>
</tr>
</tbody>
</table>
## Accommodations: Embedded and External Versions

<table>
<thead>
<tr>
<th>Student Need</th>
<th>Compatible/Embedded (CBT only)</th>
<th>Non-Compatible/External (CBT or PBT)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student is an English learner and needs a read aloud</strong></td>
<td>Text-to-speech:</td>
<td>Human Read Aloud:</td>
</tr>
<tr>
<td></td>
<td>• English only</td>
<td>• English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Spanish</td>
</tr>
<tr>
<td><strong>Student is an English learner who reads and receives instruction in Spanish</strong></td>
<td>CBT Spanish Edition</td>
<td>Spanish Paper Edition</td>
</tr>
</tbody>
</table>

---
<table>
<thead>
<tr>
<th>Student Need</th>
<th>Compatible/Embedded (CBT only)</th>
<th>Non-Compatible/External (CBT or PBT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is an English learner and needs a read aloud</td>
<td>Text-to-speech:</td>
<td>Human Read Aloud:</td>
</tr>
<tr>
<td></td>
<td>• English only</td>
<td>• English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Spanish</td>
</tr>
<tr>
<td>Student is an English learner and needs a word-to-word dictionary</td>
<td>Not available</td>
<td>Word-to-Word Dictionary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word-to-Word Glossary</td>
</tr>
<tr>
<td>Student is deaf or hard-of-hearing</td>
<td>Audio Controls</td>
<td>Human signer; audio controls</td>
</tr>
<tr>
<td>Student requires assistance organizing their writing</td>
<td>Not available</td>
<td>Graphic organizers for ELA</td>
</tr>
<tr>
<td>Student requires calculator on non-calculator section of test</td>
<td>Calculator tool</td>
<td>Hand-held calculator or other calculator tool</td>
</tr>
<tr>
<td>Student requires support on math test (does not need help calculating)</td>
<td>Not available</td>
<td>Supplemental Reference Sheet</td>
</tr>
</tbody>
</table>
Tasks to Complete Before Testing

- Plan your schedule
  - Test schedule and sessions
  - Student participation

- Student registration and PNP
  - Ensure SR/PNP file is up to date
  - Enter accessibility features and accommodations

- Assemble and train your team
  - Educator participation
  - Roles and responsibilities
  - Process for assigning users
  - Test security and administration policies

- Prepare technology
  - Test Nav 8
  - Infrastructure Trial

- Inventory materials received

- Use content resources

- Prepare students for testing
  - Technology skills
  - Student tutorial
  - Practice test

- One week before testing
  - Set up test sessions in PAN
  - Verify accommodated form assignments
  - Gather and organize testing materials
  - Proctor cache
  - Print testing tickets
Educator Participation in RICAS

www.ride.ri.gov/TC > RISAP Test Coordinator Handbook

- **Test Coordinators** are responsible for the overall coordination, supervision, and administration of a specific test. All **Test Coordinators** must be a certified education professional (e.g. principal, teacher, counselor).

- **Test Administrators** are responsible for administering the assessment according to the policies and procedures for that assessment. All **Test Administrators** must be a certified education professional employed by the local education agency.
  - Can be a long-term substitute
  - Can be certified staff such as social worker, counselor, librarian

- **Proctors** assist a Test Administrator in monitoring the test session. **Proctors do not** need to be a certified education professional; however, proctors **do** need to be a school employee and:
  - Must only be allowed to **monitor** a testing session under the supervision of a Test Administrator
  - Can be a student teacher
Important Roles of the Test Coordinator

A Test Coordinator is an individual who is responsible for the overall coordination of test administration. Responsibilities include:

- Developing a test schedule
  - **Remember**: Timing guidance, test window dates, and make-up testing

- Developing a security plan
  - **Remember**: Materials distribution, tracking, collection, and storage after each day of testing; How will students who need extra time transition; Policies for breaks, bathroom

- Developing a logistics plan
  - **Remember**: Reserve computer lab for testing; Ensure all testing devices are properly configured; Complete infrastructure trial prior to first day of testing

- Developing a training plan
  - **Remember**: Thoroughly train test administrators/teachers on test administration, test security, and key functions in PearsonAccess\textsuperscript{next}; Ensure students are comfortable with TestNav

- Providing guidance and support during testing
Roles: Test Administrator

A **Test Administrator** administers the assessment to students. Responsibilities include:

- Completing training necessary to understand RICAS policies and procedures
- Preparing testing room before testing (e.g. remove/cover up materials/resources that may unfairly help student answer a test item)
- Starting test sessions, locking/unlocking tests, and resuming student tests
- Helping students log in to TestNav
- Focusing full attention on students and testing environment during testing
- Following chain-of-custody procedures for all test materials, including scratch paper and math reference sheets (if applicable)
- Administering accommodations (if applicable) appropriately
- Following all security policies and test administration protocols
A Technology Coordinator sets up devices for computer-based testing. **The Test Coordinator must designate someone who will be on-site to serve as the Technology Coordinator during testing.** Responsibilities include:

- Ensuring testing devices meet technical requirements
- Conducting an Infrastructure Trial
- Installing ProctorCache (if using)
- Precaching test content (if using ProctorCache)
- Installing the TestNav application
- Removing (or disabling) any software that would allow secure test material on testing devices to be viewed on another device during testing
- Providing technical support during testing
- Purging test content from ProctorCache after all testing is complete (if using ProctorCache)
# Test Administration Training Materials

<table>
<thead>
<tr>
<th>Resource</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Coordinator’s Manual (TCM)</td>
<td><a href="http://ricas.pearsonsupport.com/manuals/">http://ricas.pearsonsupport.com/manuals/</a></td>
</tr>
</tbody>
</table>
| Test Administrator’s Manuals (TAM)                  | Will be shipped to schools (March 18-20)  
Also available at the Resource Center  
Can order additional materials from RICAS Service Center  
| • Grades 3-8 CBT                                    |                                                                         |
| • Grade 3-8 PBT                                    |                                                                         |
| Script-only portion of TAM (optional)               | [www.ride.ri.gov/assessment-manuals](http://www.ride.ri.gov/assessment-manuals) |
| Test Security Agreement                             | Printed in TCM and TAMs; also standalone at  
[www.ride.ri.gov/assessment-manuals](http://www.ride.ri.gov/assessment-manuals) |
| Training Sign-In                                    | Example in TCM Appendix                                                 |
| Pearson Access Next Modules                         | Modules will be posted to Resource Center  
| • Infrastructure Trial for Test Coordinators & Test Administrators – TA |                                                                         |
| • Infrastructure Trial for Technology Staff         |                                                                         |
| • Creating Sessions in PAN - TC                     |                                                                         |
| • Managing Sessions in PAN - TA                     |                                                                         |
| • Incorrect Accommodations - TC                     |                                                                         |
| • Moving Students Between Sessions - TC             |                                                                         |

*The two modules in red may be helpful in training Test Administrators. The other modules are appropriate for Test Coordinators and Technology Coordinators.*
Prepare for Statewide Assessment

On this page, you can find test manuals and other test-specific information needed by test coordinators, test administrators, technology coordinators, and data managers to prepare for each statewide assessment.

For information about the following topics for all statewide assessments, please follow the link to its corresponding page:

- test coordinator information
- training for test coordinators and administrators (view by assessment)
- assessment accommodations
- alternate assessment eligibility
- medical exemptions from testing
- resources for families
- assessment schedules
- help desk and support information
- assessment results
- released items and practice tests
- technical reports

Use the navigation menu to find general information about each assessment in the statewide assessment system.

The 2020 RISAP Test Coordinator Handbook (PDF) contains information and testing policies for all assessments included in the Rhode Island State Assessment Program. The manuals and information below contain specific information necessary to the successful administration of each assessment.

Materials for 2019-20 administration will be posted below as they become available.
Importing Users

http://ricas.pearsonsupport.com/pearsonaccessnext/

- RIDE loaded district users
- District users will load school users
- Reference the file layout and the file specifications in the Guide to Importing Users
## Online Accounts & Passwords

<table>
<thead>
<tr>
<th>Type of Account</th>
<th>Purpose</th>
<th>Login Info</th>
</tr>
</thead>
</table>
| Pearson Access Next (PAN) ricas.pearsonaccessnext.com | • Update student registration  
• Upload selected accessibility features and accommodations for each student  
• **Create and manage PAN sessions**  
• **Monitor online testing** | See previous slide                                                      |
| Pearson Access Next (PAN) training site trng-ricas.pearsonaccessnext.com | • Infrastructure trial  
• User and student practice prior to testing | Same as PAN                                     |
| RICAS Service Center                                 | • Order additional materials (manuals, materials for accommodations)  
• PCPA  
• Schedule UPS pickup, if applicable | Secure password mailed by the Service Center in January (hard copy letter) |
All individuals involved in test administration must participate in training and sign-in to acknowledge training participation, receipt of Test Administration Manual if applicable, and agreement to the Test Security Agreement (printed in TAM and TCM).

This is a sample form from the TCM that combines all agreements. Test Coordinators may also create their own forms.
Testing Irregularities and Security Breaches

Any actions that compromise test security or score validity:

✔ **Electronic Devices**
  - Using a cell phone or other prohibited device while secure test materials are distributed, while students are testing, or during a break. *Exception*: test coordinators, technology coordinators, and test administrators are permitted to use a cell phone in the testing environment only in cases of emergency.

✔ **Test Supervision**
  - Coaching students during testing, including giving students verbal or nonverbal cues to reconsider answers or write more
  - Leaving students unattended for any period of time while testing or allowing students to talk with each other during testing

✔ **Test Materials**
  - Losing a student testing ticket, test booklet, or answer document
  - Students using unapproved reference materials
  - Students testing without correct accommodation (usually related to TTS), requiring parent contact
Secure Test Materials

• Test content and student responses
  • Content on-screen for computer-based testing (CBT)
  • Test & answer booklets for paper-based testing (PBT)

• Student testing tickets for computer-based testing (CBT)

• Any mathematics reference sheets or graphic organizers with student writing

• Used scratch paper

• Secure materials should be stored in a secure, locked central location each day.

• Materials must be tracked using internal tracking forms and independent counts of testing materials and should not be left unattended.
Tasks to Complete Before Testing

- Plan your schedule
  - Test schedule and sessions
  - Student participation

- Student registration and PNP
  - Ensure SR/PNP file is up to date
  - Enter accessibility features and accommodations

- Assemble and train your team
  - Educator participation
  - Roles and responsibilities
  - Process for assigning users
  - Test security and administration policies

- Prepare technology
  - Test Nav 8
  - Infrastructure Trial

- Inventory materials received

- Use content resources

- Prepare students for testing
  - Technology skills
  - Student tutorial
  - Practice test

- One week before testing
  - Set up test sessions in PAN
  - Verify accommodated form assignments
  - Gather and organize testing materials
  - Proctor cache
  - Print testing tickets
http://ricas.pearsonsupport.com/technology-setup/
http://download.testnav.com/

- Hardware and software requirements
- Assistive technology guidelines
- Test Nav 8 and PAN user guides, error codes, Chromebook & iPad information
http://ricas.pearsonsupport.com/technology-setup/
http://download.testnav.com/

- Need updated version of app prior to testing
- TN 8 remembers the state or program the device was last signed into—if you see anything other than RI, click the top right menu icon and select “choose a different customer”
PAN Training Site (Brown site)

http://ricas.pearsonsupport.com/training/ > Infrastructure Trial for Technology Coordinators/Infrastructure Trial for Test Coordinators & Test Administrators modules and Infrastructure Trial Guide
https://trng-ricas.pearsonaccessnext.com/
Infrastructure Trial in PAN Training Site

http://ricas.pearsonsupport.com/training/ > Infrastructure Trial for Technology Coordinators/Infrastructure Trial for Test Coordinators & Test Administrators modules and Infrastructure Trial Guide

Test Coordinator and Test Administrator Role

Test coordinators:
- Locate documentation outlined on the Resources slide
- Plan, schedule, and oversee Infrastructure Trial activities
- Train staff who will be participating in the trial
- Report any technical issues to the technology coordinator
- Resolve issues prior to operational testing

Test administrators:
- Oversee students taking practice tests
- Start, manage, stop testing sessions in PearsonAccess
- Help students understand how to use the computer-based functionality (e.g., where to find the calculator, how to respond to drag-and-drop questions)
Infrastructure Trial in PAN Training Site

http://ricas.pearsonsupport.com/training/ > Infrastructure Trial for Technology Coordinators/Infrastructure Trial for Test Coordinators & Test Administrators modules and Infrastructure Trial Guide

PearsonAccessnext Tasks

1. PAN Setup
   • Generate sample student records
   • Create Sessions in PAN
   • Print student testing tickets

2. During and After the Trial
   • Administer practice tests to students
   • Manage student tests in PAN Sessions
   • Exit the practice test
   • Stop PAN Sessions
Before Operational Testing

http://ricas.pearsonsupport.com/technology-setup/

• Proctor caching configurations from the Infrastructure Trial can be downloaded and uploaded into the live site.

• Precaching content for the Infrastructure Trial is now available. Operational test content will be available for precaching on or around March 18, but schools should not precache until two weeks prior to the start of their testing window.

• If you chose to import students into the training site, make sure their SR/PNP information is up-to-date in the operational (blue) site.
Tasks to Complete Before Testing

- Plan your schedule
  - Test schedule and sessions
  - Student participation

- Student registration and PNP
  - Ensure SR/PNP file is up to date
  - Enter accessibility features and accommodations

- Assemble and train your team
  - Educator participation
  - Roles and responsibilities
  - Process for assigning users
  - Test security and administration policies

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- One week before testing
  - Set up test sessions in PAN
  - Verify accommodated form assignments
  - Gather and organize testing materials
  - Proctor cache
  - Print testing tickets
Materials Summary

Will receive with shipment, also see *Test Coordinator’s Manual*

<table>
<thead>
<tr>
<th>Ship To:</th>
<th>MP Ship Code:</th>
<th>Date Packed:</th>
<th>Contract:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>000001250000906679</td>
<td>03/12/20</td>
<td>104200</td>
</tr>
<tr>
<td>County Code:</td>
<td>County Name:</td>
<td></td>
<td>Administration:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2019–2020</td>
</tr>
<tr>
<td>District Code:</td>
<td>District Name:</td>
<td></td>
<td>Barrington</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Code:</td>
<td>School Name:</td>
<td></td>
<td>Primrose Hill School</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Boxes Shipped:</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**Materials delivery dates:**
- ELA materials by March 16
- Math materials by April 13

Inventory materials and (if needed) order additional materials using the iServices application (available via [http://ricas.pearsonsupport.com/support](http://ricas.pearsonsupport.com/support)) and the letter received with user name and password.

You will need the MP ship code found on this form.
Tasks to Complete Before Testing

- Plan your schedule
  - Test schedule and sessions
  - Student participation
- Student registration and PNP
  - Ensure SR/PNP file is up to date
  - Enter accessibility features and accommodations
- Assemble and train your team
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  - Roles and responsibilities
  - Process for assigning users
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- Prepare technology
  - Test Nav 8
  - Infrastructure Trial
- Inventory materials received
- Use content resources
- Prepare students for testing
  - Technology skills
  - Student tutorial
  - Practice test
- One week before testing
  - Set up test sessions in PAN
  - Verify accommodated form assignments
  - Gather and organize testing materials
  - Proctor cache
  - Print testing tickets
Resource: Content Materials

www.ride.ri.gov/RICAS > Test Design: English Language Arts/Test Design: Mathematics
www.ride.ri.gov/Released-Items > RICAS > Released items and item analysis tools

• Test Design
• Item Type examples and descriptions
• Reporting categories for ELA and mathematics
• Online tools and subject-specific technology skills
• Metadata for released and unreleased items
• Released items and scoring guides/rubrics
• Achievement Level Descriptors detail knowledge and skills demonstrate at each level across grade and domain
• Other resources available for ELA and mathematics
Math: Standard Reference Sheets

- Available to students on the testing platform
- Available for grades 5 – 8
- Can be shared with students throughout the year
- Posted on RIDE website

Grade 5 Mathematics Reference Sheet

<table>
<thead>
<tr>
<th>CONVERSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cup = 8 fluid ounces</td>
</tr>
<tr>
<td>1 pint = 2 cups</td>
</tr>
<tr>
<td>1 quart = 2 pints</td>
</tr>
<tr>
<td>1 gallon = 4 quarts</td>
</tr>
<tr>
<td>1 mile = 5280 feet</td>
</tr>
<tr>
<td>1 mile = 1760 yards</td>
</tr>
<tr>
<td>1 pound = 16 ounces</td>
</tr>
<tr>
<td>1 ton = 2000 pounds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AREA (A) FORMULAS</th>
<th>VOLUME (V) FORMULAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>square . . . . . . .$A = s \times s$</td>
<td>right rectangular prism . . . ( V = l \times w \times h )</td>
</tr>
<tr>
<td>( s = \text{length of a side} )</td>
<td>( l = \text{length}; w = \text{width}; h = \text{height} )</td>
</tr>
<tr>
<td>rectangle . . . . . . $A = b \times h$</td>
<td>OR</td>
</tr>
<tr>
<td>( b = \text{length of base}; h = \text{height} )</td>
<td>( V = B \times h )</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>( A = l \times w )</td>
<td>( B = \text{area of base}; h = \text{height} )</td>
</tr>
<tr>
<td>( l = \text{length}; w = \text{width} )</td>
<td></td>
</tr>
</tbody>
</table>
Math: Supplemental Reference Sheets

- Available only as an accommodation to students with an IEP or 504
- Must be documented in a student’s plan prior to testing
- Available for grades 3 – 8
- Information may be deleted to customize for an individual student
Tasks to Complete **Before** Testing

- Plan your schedule
  - Test schedule and sessions
  - Student participation

- Student registration and PNP
  - Ensure SR/PNP file is up to date
  - Enter accessibility features and accommodations

- Assemble and train your team
  - Educator participation
  - Roles and responsibilities
  - Process for assigning users
  - Test security and administration policies

- Prepare technology
  - Test Nav 8
  - Infrastructure Trial

- Inventory materials received

- Use content resources

- **Prepare students for testing**
  - Technology skills
  - Student tutorial
  - Practice test

- One week before testing
  - Set up test sessions in PAN
  - Verify accommodated form assignments
  - Gather and organize testing materials
  - Proctor cache
  - Print testing tickets
# Resource: RICAS Technology Skills

www.ride.ri.gov/RICAS > Technical Skills for Students

---

## Technology Skills for RICAS Assessments

Writing skills with digital tools begin in grade 1 with support; others begin in grade 3 (unless otherwise noted); complexity varies by grade.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Examples and notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General navigation skills</strong></td>
<td></td>
</tr>
<tr>
<td>Using navigation buttons</td>
<td>Login, logout, username, password, save, resume, quit</td>
</tr>
<tr>
<td>Pointing and selecting</td>
<td>Single-click/double-click/right-click/click-and-drag/highlight text/move mouse pointer</td>
</tr>
<tr>
<td>Browsing tabs and windows</td>
<td>Distinguish between tabs and windows (dialogue boxes); open/close/select/switch</td>
</tr>
<tr>
<td>Keyboarding</td>
<td>Identify, locate, use letter, number, and punctuation keys to enter characters; use special keys (e.g., enter/return, spacebar, delete, backspace, tab, number pad, etc.)</td>
</tr>
<tr>
<td>Scrolling</td>
<td>Scroll horizontally and vertically, within and across pages or screen views</td>
</tr>
<tr>
<td>Audio player</td>
<td>Launch, start, stop, pause; move to a specific point on a page (only students with text-to-speech will have an audio component in 2018)</td>
</tr>
<tr>
<td>Magnifying/zooming</td>
<td>Enlarge the screen or a portion of the screen</td>
</tr>
<tr>
<td><strong>Accessibility and accommodations</strong></td>
<td></td>
</tr>
<tr>
<td>Pop-up glossary</td>
<td>Launch, locate a word and its definition, close</td>
</tr>
<tr>
<td>Changing colors</td>
<td>Alter background or text color</td>
</tr>
<tr>
<td>Listening to content onscreen</td>
<td>Use a text-to-speech (TTS) reader to hear content</td>
</tr>
<tr>
<td>Masking answers</td>
<td>Reduce the visible response options to a test item</td>
</tr>
<tr>
<td><strong>General answering</strong></td>
<td></td>
</tr>
<tr>
<td>Inputting text</td>
<td>Use finite space (or a text box that scrolls as you type) to respond to constructed response and fill-in-the-blank test items.</td>
</tr>
<tr>
<td>Eliminating answer choices</td>
<td>Strikethrough and other options for eliminating answer choices</td>
</tr>
<tr>
<td>Using line readers/guides</td>
<td>Use a digital line reader/guide to aid in reading text onscreen</td>
</tr>
<tr>
<td>Dragging and dropping</td>
<td>Distinguish between instances when an answer option can be used only once or can be dragged and dropped multiple times.</td>
</tr>
</tbody>
</table>

---
Resource: TestNav 8 Student Tutorial

http://ricas.pearsonsupport.com > Student Tutorial & Practice Tests

Student Tutorial & Practice Tests

Access resources for educators to prepare students for testing: the student tutorial for CBT and practice tests for CBT and PBT. Rhode Island is administering the MCAS assessments and referring to them as RICAS. Selected resources may be linked to the MCAS website and contain the MCAS branding for the 2017-2018 school year.

Wait! Before you start, check that your computer, laptop, or tablet will work. The RICAS assessments work with many devices and browsers, but not all. Find out the technology guidelines here.

TestNav 8 Student Tutorial

This tutorial should be used to familiarize students with how to navigate the TestNav 8 computer-based environment (advancing, going back, tool bar, embedded supports and accommodations).

Practice Tests

Access CBT and PBT practice tests, as well as standard reference sheets for Mathematics, and approved ELA graphic organizers and reference sheets for students with disabilities.

English Language Arts Practice Tests

View English Language Arts Practice Tests

Mathematics Practice Tests

View Mathematics Practice Tests

Equation Editor

These quick reference guides will help familiarize students with how to use the Equation Editor Tool.

Equation Editor Guide

Mathematics Gridded Response Guidelines

These quick reference guides will help familiarize students with how to mark their responses using grids for Mathematics paper-based testing for grades 3-8.

Gridded Response Guidelines

Text-to-Speech Guide

This quick reference guide will help familiarize students with the use of the Text-to-Speech accommodation.
Resource: Practice Tests

http://ricas.pearsonsupport.com > Student Tutorial & Practice Tests

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View English Language Arts Practice Tests

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View Mathematics Practice Tests

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Text-to-Speech Guide
## Resource: Practice Tests

http://ricas.pearsonsupport.com > Student Tutorial & Practice Tests

<table>
<thead>
<tr>
<th>Location of Practice Tests</th>
<th>Description</th>
</tr>
</thead>
</table>
| RICAS Resource Center                                               | • Can easily be shared  
• No need to download TestNav application  
• Provides students’ scores at end of test                           |
| http://ricas.pearsonsupport.com/student                              |                                                                            |
| TestNav application                                                 | • Can easily be shared  
• Provides experience with TestNav app  
• Provides students’ scores at end of test                           |
| http://ricas.pearsonsupport.com/technology-setup                    |                                                                            |
| Practice tests in the Pearson Access Next (PAN) Training Site       | • Provides opportunities for the school community to practice using Pearson Access Next (PAN)  
• Does not provide students’ scores                                  |
|                                                                     |                                                                            |
Rhode Island Comprehensive Assessment System (RICAS)

Tasks to Complete *Close to Testing*
Tasks to Complete **Before** Testing

- Plan your schedule
  - Test schedule and sessions
  - Student participation
- Student registration and PNP
  - Ensure SR/PNP file is up to date
  - Enter accessibility features and accommodations
- Assemble and train your team
  - Educator participation
  - Roles and responsibilities
  - Process for assigning users
  - Test security and administration policies
- Prepare technology
  - Test Nav 8
  - Infrastructure Trial
- Inventory materials received
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  - Technology skills
  - Student tutorial
  - Practice test
- **One week before testing**
  - Set up test sessions in PAN
  - Verify accommodated form assignments
  - Gather and organize testing materials
  - Proctor cache
  - Print testing tickets
Creating Sessions in PAN

http://ricas.pearsonsupport.com/training/ > Creating Sessions

• Session: A group of students with the same test code (same grade and subject) in PAN who will be testing at the same time.

• Recommendations:
  • Create sessions any time prior to the start of testing, recommended close to the start of testing.
  • Create separate sessions for groups of students who will test at the same time and in the same location.
  • Create naming conventions easy for test administrators to find and manage.

<table>
<thead>
<tr>
<th>Option 1: SR/PNP import (Sessions are automatically created)</th>
<th>When would you use this option?</th>
</tr>
</thead>
<tbody>
<tr>
<td>when creating 5 or more PearsonAccessnext Sessions or when working with a large number of students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 2: PAN user interface</th>
<th>When would you use this option?</th>
</tr>
</thead>
<tbody>
<tr>
<td>when creating 4 or fewer PearsonAccessnext Sessions or when working with a small number of students</td>
<td></td>
</tr>
</tbody>
</table>

Creating sessions through the SR/PNP import is a “one time” procedure – after the first load, these must be adjusted in PAN interface (*Additional step in PAN if read aloud or human signer.*)
To view the sessions created and students assigned to sessions, go to Reports > Operational Reports > Online Testing > Session List and Session Roster.

The session rosters can be shared with test administrators.
In PAN, go to Testing > Sessions > check desired Session(s) > Go to Students in Sessions > Resources

- **Print Session Rosters** – Check assignment of special forms
- **Print Student Testing Tickets** – The testing ticket contains the user name and password for the student to log into Test Nav. The ticket is the same across both sessions in a content area as long as the session (in PAN) is not changed.
- **Proctor Testing Ticket**, if applicable

Other Required Materials

- See lists in Test Administrator’s Manuals for each grade and content
- Scratch paper and writing instruments required for all tests
# Student Session Roster

<table>
<thead>
<tr>
<th>Test Administration</th>
<th>Spring 2018 RICAS Gr. 3–8</th>
<th>Precaching Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session Status</td>
<td>Not Prepared</td>
<td>Scheduled Start Date</td>
</tr>
<tr>
<td>Session Name</td>
<td>BUCCI-HOARD MATH GRADE 8 GATORS</td>
<td>Scheduled Start Time</td>
</tr>
<tr>
<td>Organization</td>
<td>WOONSOCKET MIDDLE SCHOOL AT HAMLET (39131)</td>
<td>Actual Start Date</td>
</tr>
<tr>
<td>Test</td>
<td>Grade 8 Math</td>
<td>Actual Start Time</td>
</tr>
<tr>
<td>Proctor Reads Aloud</td>
<td>No</td>
<td>Lab Location</td>
</tr>
<tr>
<td>Form Group Type</td>
<td>Standard</td>
<td></td>
</tr>
<tr>
<td>Password</td>
<td>AE2B8E</td>
<td></td>
</tr>
</tbody>
</table>

## 7 Results

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Code</th>
<th>Date of Birth</th>
<th>Status</th>
<th>Form/Form G</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;String&gt;</td>
<td>1000211500</td>
<td>2003-02-22</td>
<td>Battery</td>
<td></td>
</tr>
<tr>
<td>&lt;String&gt;</td>
<td>1000211500</td>
<td>2003-02-14</td>
<td>Battery</td>
<td></td>
</tr>
<tr>
<td>&lt;String&gt;</td>
<td>1000203756</td>
<td>2004-02-09</td>
<td>Battery</td>
<td></td>
</tr>
<tr>
<td>&lt;String&gt;</td>
<td>1000203756</td>
<td>2004-06-30</td>
<td>Battery</td>
<td></td>
</tr>
<tr>
<td>&lt;String&gt;</td>
<td>1000203756</td>
<td>2004-08-23</td>
<td>Battery</td>
<td></td>
</tr>
<tr>
<td>&lt;String&gt;</td>
<td>1000203756</td>
<td>2004-06-30</td>
<td>Battery</td>
<td></td>
</tr>
<tr>
<td>&lt;String&gt;</td>
<td>1000203756</td>
<td>2004-08-23</td>
<td>Battery</td>
<td></td>
</tr>
</tbody>
</table>
Check Accessibility & Accommodations

Reports > Operational Reports > Students & Registrations > PNP Report

Ensure students have the correct:

• Test format (paper or online) assigned
• Accessibility and accommodations information assigned
• (Double check) accommodations requiring special forms: TTS, Assistive Technology, Screen Reader, Human Read Aloud/Human Signer, Spanish
Rhode Island Comprehensive Assessment System (RICAS)

Tasks to Complete During Testing
Tasks to Complete **During Testing**

- Track all secure materials
- Monitor test activity
- Investigate security breaches and testing irregularities
  - Follow procedures when tests must be marked complete or voided
  - Respond to all technology related issues
- Maintain a list of students requiring make-up tests and schedule their make-up tests
- Be available to test administrators and proctors
- Continue to check and update students’ Personal Needs Profiles (PNP)
Sample Blank Form for Paper-Based Testing

Spring 2020 RICAS Administration
Test Materials Internal Tracking Form

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

Test Administrator’s Name: ____________________________ Room Number: ____________________________

Grade: ____________________________ Subject/Sessions: ____________________________

<table>
<thead>
<tr>
<th>Materials Moved from Locked Storage Area to Room #</th>
<th>Date: ____________________________</th>
<th>Time: ____________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th># of Standard Test &amp; Answer Booklets</th>
<th># and Type of Special Materials</th>
</tr>
</thead>
</table>

Principal’s or Designee’s Count

Test Administrator’s Count

Principal’s or Designee’s Signature: ____________________________ Test Administrator’s Signature: ____________________________

Materials Moved from Room # ____________ to Locked Storage Area

<table>
<thead>
<tr>
<th>Date: ____________________________</th>
<th>Time: ____________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th># of Standard Test &amp; Answer Booklets</th>
<th># and Type of Special Materials</th>
<th>Scratch Paper Used? (no count needed)</th>
</tr>
</thead>
</table>

Principal’s or Designee’s Count

Test Administrator’s Count

Principal’s or Designee’s Signature: ____________________________ Test Administrator’s Signature: ____________________________

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

Retain this document in your school files for three years.
Managing Sessions in PAN

http://ricas.pearsonsupport.com/training/ > Managing Sessions

Prepare, Start, and Unlock Session

**Prepare Session:**
Preparing the session will assign test forms.

**Start Session:**
Start the session the day of testing.

**Unlock Tests:**
Unlock the test so students may log into TestNav.
Monitoring Session Progress

http://ricas.pearsonsupport.com/training/ > Managing Sessions

Monitor Student Testing Progress

Session List

Session List

ADAMS GR 4 MATH RM 102

In Progress

ADAMS GR 4 MATH RM 102 (4 Student Tests)

GridMath - Session 1

GridMath - Session 2

Find Students

Find Students

Filters

Filter by:

Organization

Clear

Clear

SA SID

SA SID

Local Student Code

Local Student Code

Clear

Hide

Clear

Hide

Displaying 25 Results

SA SID

Last Name

First Name

Middle Name

Username

Session

Gn4Math - Session 1

Gn4Math - Session 2

Form Group Type

Form

1549858906

STUDENT

NEW

5085757171

ADAMS GR 4 MATH RM 102

Grade 4 Math

Completed

Ready

Standard

3405526852

STUDENT

NEW

80855515931

ADAMS GR 4 MATH RM 102

Grade 4 Math

Resumed

Ready

Standard

5781217494

STUDENT

NEW

7237859120

ADAMS GR 4 MATH RM 102

Grade 4 Math

Exited

Ready

Standard
### Managing Sessions: Student Test Statuses

http://ricas.pearsonsupport.com/training/ > Managing Sessions

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gray</td>
<td>Ready (gray) status means a student has not yet logged in.</td>
</tr>
<tr>
<td>Active</td>
<td>Active (green) status means a student is logged into TestNav and actively testing.</td>
</tr>
<tr>
<td>Exited</td>
<td>Exited (red) status means the student is not currently testing and has not submitted final answers. Students could also be in exited status if they unintentionally exited the test during a test session. The test status will need to be changed to Resumed by the test administrator before the student can log back into the test and resume testing.</td>
</tr>
<tr>
<td>Resumed</td>
<td>Resumed (yellow) status means the student has been authorized by the test administrator to resume the test but has not yet logged back into TestNav.</td>
</tr>
<tr>
<td>Resumed Upload</td>
<td>Resumed Upload (yellow) status means the student has been authorized by the proctor to resume the test but has not yet logged back into TestNav. This is used in rare circumstances when TestNav cannot find a Student Response File (SRF). Resumed Upload status directs the user to browse for an SRF on the testing machine when the student signs back in to continue testing.</td>
</tr>
<tr>
<td>Completed</td>
<td>Completed (blue) status means the test session was submitted by the student through TestNav and the data has processed.</td>
</tr>
<tr>
<td>Marked Complete</td>
<td>Marked Complete (blue) status means the student is finished or otherwise will not complete the test session as scheduled. This status means that a test administrator marked the test session complete for the student since the student did not finish as expected.</td>
</tr>
</tbody>
</table>
Managing Sessions: Student Test Statuses

http://ricas.pearsonsupport.com/training/ > Managing Sessions

- Tests are **marked complete** in a small number of circumstances when a student has not finished the test session and will not return to finish the test in the usual manner (for example, the student took Session 1 but will not take Session 2, mark Session 2 complete).

- In cases of a technical problem or if a student does not log out of TestNav properly, the TA will need to **resume** a test for the student to continue.

- These tasks are completed in **Testing > Students in Sessions > Select Tasks**
Moving Students Between Sessions:

How to move students within a school to correct a session, update a session, or move a student for make-up sessions

Resolving Incorrect Accommodations During Testing:

If incorrect accommodations are found after students begin actively testing, there are two types of solutions:

• For *accommodated CBT test forms* (assistive technology, screen reader, text-to-speech, human read aloud or human signer, Spanish), the process is more complicated and requires a new test. Please follow the void procedures on an upcoming slide.

• For alternative background, font color, answer masking, and spell-checker, the procedure is more simple. The student logs out, the PNP is updated in the Manage Student Tests task, and the student logs back into the test.

Please view the module and/or script for instructions.
Follow these steps to report a test irregularity:

1. All test irregularities must be reported by the test administrator to the school test coordinator.
2. The school test coordinator must collect any information and/or documentation and inform the LEA or district test coordinator.
3. The LEA or district test coordinator must contact RIDE.
4. The Office of Instruction, Assessment, and Curriculum will inform the local LEA/district if it is required to submit a formal investigation report of the irregularity to RIDE.
Not Tested Codes & Void Test Score Codes

Non-tested codes note a reason for not testing, but the student will still count as a non-participant for accountability.

**Not Tested Codes** and **Void Test Score Code** drop downs are available in the Manage Student Tests task interface. **These should only be used if:**

- A medical exemption has been received and approved by RIDE
- An void that requires a new test start (such as wrong accommodation) has been emailed and approved by RIDE. **All void requests must be submitted to RIDE. If the student has completed a substantial portion of the test, we recommend approval from RIDE prior to voiding test.** To report a void, please email **assessment@ride.ri.gov** with:
  - LEA name
  - School name
  - Student SASID and initials only
  - Void reason
  - Approximate amount of session(s) completed
RIDE conducts test administration monitoring visits to ensure that testing procedures are followed and to obtain feedback for improvement.

- Selection can be based on:
  - Random selection
  - Prior year irregularities
  - LEA or school requests
- Preparation for the visit includes a conference call using the questions in the handbook.
- Visit includes at least two regular classrooms and one accommodation session, if possible.
- Concludes with debrief with principal and/or test coordinator.
Rhode Island Comprehensive Assessment System (RICAS)

Tasks to Complete *After Testing*
Tasks to Complete After Testing

- After each day of testing:
  - Collect and document all secure materials
  - Schedule make-up sessions as needed

- After all testing is completed:
  - Ensure all test sessions have been marked complete
  - Destroy/shred secure computer-based testing materials (used scratch paper, reference sheets, student testing tickets)
  - Recycle unused non-secure test materials
  - Schedule materials pick-up for any paper-based tests
  - Complete the PCPA
  - Notify Technology Coordinator that all testing is done and have him/her purge cached test content
  - Keep all records on file for 3 years
What to do with Testing Materials

RICAS Test Coordinator’s Manual

• CBT Materials
  • Used scratch paper, reference sheets, and all testing tickets must be securely destroyed (shredded) after testing
  • Non-secure materials can be recycled
  • Purge test content from computers

• PBT Materials
  • See TCM for scheduling and packing instructions
  • Complete the Materials Summary
  • Schedule early or regular UPS pickup (see deadlines in TCM)

• Complete the online PCPA (see deadline in TCM)
Rhode Island Comprehensive Assessment System (RICAS)

If you need support...
<table>
<thead>
<tr>
<th>Contact your LEA Test Coordinator or RIDE with questions about:</th>
<th>Contact the RICAS Service Center with questions about:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Testing schedule</td>
<td>• Navigating Pearson Access Next</td>
</tr>
<tr>
<td>• Testing accommodations</td>
<td>• TestNav 8</td>
</tr>
<tr>
<td>• Questions about general testing policies or protocols</td>
<td>• Setting up test sessions</td>
</tr>
<tr>
<td>• School emergencies that affect testing</td>
<td>• Managing student data</td>
</tr>
<tr>
<td>• Unusual circumstances on test days</td>
<td>• Managing user IDs and passwords</td>
</tr>
<tr>
<td>• Violations of test security</td>
<td>• Infrastructure trial</td>
</tr>
<tr>
<td>• Reporting irregularities</td>
<td>• Setting up proctor caching</td>
</tr>
<tr>
<td>• Anytime a test will be voided</td>
<td>• Submitting additional materials orders</td>
</tr>
</tbody>
</table>


# Quick Guide for Service Center Calls

<table>
<thead>
<tr>
<th>Topic</th>
<th>Information to Provide</th>
</tr>
</thead>
</table>
| Student is not found in PAN          | Student name  
|                                      | Student ID  
|                                      | Grade  
|                                      | School  |
| Performance issue within PAN         | Type of device being used  
|                                      | Operating system  
|                                      | Browser  
|                                      | Description of the issue  
|                                      | Troubleshooting steps already taken  |
| Issue while live testing             | School name  
|                                      | Session name  
|                                      | Using proctor cache or not  
|                                      | Student information (if only affecting specific students)  
|                                      | Description of the issue  |
| User Account Issues                  | Username  
|                                      | Did they request a password reset?  |
### Contact Information

<table>
<thead>
<tr>
<th>Resource</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>RICAS Service Center (technology)</td>
<td><a href="mailto:ricasservicecenter@cognition.org">ricasservicecenter@cognition.org</a></td>
<td>855-222-8936</td>
</tr>
<tr>
<td>RIDE Assessment (questions for content teams)</td>
<td><a href="mailto:assessment@ride.ri.gov">assessment@ride.ri.gov</a></td>
<td>401-222-8490</td>
</tr>
<tr>
<td>Kamlyn Keith (state policy, administration)</td>
<td><a href="mailto:Kamlyn.Keith@ride.ri.gov">Kamlyn.Keith@ride.ri.gov</a></td>
<td>401-222-8413</td>
</tr>
<tr>
<td>Heather Heineke (accommodations, medical exemptions)</td>
<td><a href="mailto:Heather.Heineke@ride.ri.gov">Heather.Heineke@ride.ri.gov</a></td>
<td>401-222-8493</td>
</tr>
<tr>
<td>Phyllis Lynch (Director)</td>
<td><a href="mailto:Phyllis.Lynch@ride.ri.gov">Phyllis.Lynch@ride.ri.gov</a></td>
<td>401-222-4693</td>
</tr>
<tr>
<td>Andres Blanco (RICAS discrepancy process)</td>
<td><a href="mailto:Andres.Blanco@ride.ri.gov">Andres.Blanco@ride.ri.gov</a></td>
<td>401-222-8488</td>
</tr>
<tr>
<td>Mario Goncalves (eRIDE enrollment)</td>
<td><a href="mailto:Mario.Goncalves@ride.ri.gov">Mario.Goncalves@ride.ri.gov</a></td>
<td>401-222-8968</td>
</tr>
</tbody>
</table>
Rhode Island Comprehensive Assessment System (RICAS)

Thank you!