



Test Administrator Manual

CoAlt Science

Spring 2024 Administration



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| For questions about | Contact |
| <ul style="list-style-type: none"> • Colorado assessment policies • Accommodations • Test incidents and security violations • General testing questions | Colorado Department of Education Assessment Division Directory: http://www.cde.state.co.us/assessment/generalinfo-about |
| <ul style="list-style-type: none"> • Shipment status • Missing shipments • Additional orders • Student information updates • PearsonAccess^{next} | Pearson Customer Service Monday through Friday, 7:00 a.m. to 6:00 p.m. MT Telephone: 1-888-687-4759 Live Chat: https://co.pearsonaccessnext.com |

| Available Resources | |
|--|--|
| Reference materials | Located at |
| <i>CMAS and CoAlt Procedures Manual</i> | https://coassessments.com/manuals |
| <i>CoAlt Test Administrator Manual</i> | https://coassessments.com/manuals |
| CoAlt Training Materials | https://coassessments.com/training-mods |
| Important Dates* | https://coassessments.com/manuals *Refer to Spring 2024 CMAS and CoAlt Critical Dates |
| <i>PearsonAccess^{next} Online Support</i> | https://coassessments.com/support/ |
| Released Items | https://coassessments.com/practice-resources |

Overview of the Colorado Alternate (CoAlt) Assessment

Purpose of the CoAlt: Science Assessment

The Colorado Alternate (CoAlt) Assessment is an academic, standards-based assessment designed specifically for eligible students with the most significant cognitive disabilities. The primary purpose of the assessment program is to determine the level at which Colorado students with the most significant cognitive disabilities meet the Extended Evidence Outcomes (EEOs) of the Colorado Academic Standards in the content area of science.

CoAlt Test Books and Item Types

Test Books

The pages of the CoAlt: Science test books are oriented so the CoAlt Test Administrator administers the test while facing the student. The test book is designed to allow the Test Administrator to read the scripted text (including question and answer choices) to the student while at the same time allow the student to view the necessary information, question, and/or answer choices. The CoAlt test book is 11 in. X 17 in. When administering the test, the CoAlt test book opens to 22 in. X 17 in.

Item Types

Selected Response items present three or four answer options from which the student selects an answer to the presented question. These scaffolded items are presented in sets with an initial stimulus the student uses to respond to the associated questions. The stimulus provides background information, and the art is repeated on the student facing page with each item.

Supported Performance Tasks (SPTs) require students to complete a chart or graphic. Students use option cards to respond to three related prompts for each item. Students may manipulate the option cards independently or indicate the desired placement to the Test Administrators through their preferred mode of expressive communication, such as verbal direction, physical gesture, or eye gaze. This item type allows students to demonstrate their knowledge and skills to create a product, revealing a different level of understanding of specific concepts and skills than that which are demonstrated through Selected Response items alone.

Administering the CoAlt Assessment

All CoAlt Test Administrators must thoroughly read the *CoAlt Test Administrator Manual* and practice administration procedures prior to test administration. Following the guidelines and test administration instructions within this manual and practicing the appropriate procedures ensures every student taking the CoAlt assessment receives the same standard directions and administration conditions during the assessment.

Responsibilities of the CoAlt Test Administrator

The primary responsibility of the CoAlt Test Administrator is to provide a standardized, ethical administration of the CoAlt assessment. This ensures every student has an equal opportunity to demonstrate what they know within standard conditions provided to all students taking the test.

CoAlt Test Administrators must perform the following tasks:

During All Stages

- ☐ Ensure all materials are secured at all times according to state policy.
- ☐ Follow the chain of custody requirements on page 5 of this manual.
- ☐ Follow the schedule for test administration as communicated by the School Assessment Coordinator (SAC).
- ☐ Follow the communication protocol for the school and, if an issue occurs, immediately notify the SAC.

Before Testing

- ☐ Read this manual, the *CoAlt Test Administrator Manual*.
- ☐ Participate in district and/or school CoAlt administration training.
- ☐ Ask the SAC or District Assessment Coordinator (DAC) for clarification of procedures as needed.
- ☐ A few days before testing, administer several available released items (available at <https://coassessments.com/practice-resources>) to students to prepare them for testing.
 - ☐ Practice administering the released items with adults. It is important that the Test Administrator is familiar with the scaffolds and supports used in the test.
 - ☐ Practice administering the released items with students. Teachers should be aware of how the student will respond in the testing environment and understand if additional accommodations may be needed. It is important that students are familiar and become comfortable with the testing item types and understand how to respond in their preferred mode of communication.
- ☐ In order to familiarize oneself with the questions and necessary accommodations, check out CoAlt test books and task manipulatives from SACs up to one week before testing, ensuring the materials are checked back in each day.
- ☐ All materials in each CoAlt: Science Assessment Kit will arrive wrapped in plastic. Inform the SAC if the kit is open, items are missing, or damaged.

- ☐ Write the student's name on the test book, the task manipulative return envelope, the Secure Return Form, and the answer document.
- ☐ Identify the form letter on the test book. Bubble in the appropriate form letter on the answer document.
- ☐ Prepare task manipulatives as described beginning on page 9 of this manual.
- ☐ Determine if any accommodations are needed for students. Accommodations for students must be indicated on the student's Individualized Education Program (IEP) prior to assessment administration. If any materials need adaptations, Test Administrators must notify their SACs and prepare/secure the needed accommodations for their assigned students.
- ☐ Prepare the testing environment as described on page 8 of this manual.

During Testing

- ☐ Administer the assessment according to instructions included in this manual on pages 10 through 14 and in trainings.
- ☐ Keep this manual open to the "Use During Administration" section on page 13.
- ☐ Administer all items of the assessment to all eligible students who are in attendance at any point during the assessment window. Test Administrators must administer the appropriate assessment to students based on the grade level in which the student is enrolled.
- ☐ Record student responses on the answer document included in the test kit.
- ☐ Track each student's time on test.
- ☐ All test materials, including the task manipulatives, must be returned to the SAC and stored together in a secure location large enough to contain the CoAlt: Science Assessment Kit for each break that may be needed.

After Testing

- ☐ Ensure accommodations on IEPs, accommodations used during testing, and student scores are recorded on the answer document according to instructions included in this manual on pages 7, 10, and 15. Confirm the correct form letter from the test book has been bubbled in on the answer document.
- ☐ **Optional:** Answer Test Administration Questions, including indication of the student's time on test.
- ☐ Return test materials, including task manipulatives, to the SAC to be securely stored after each individual administration session (if multiple sessions are needed).
- ☐ Sign the Secure Return Form found in the task manipulatives packet. Insert the form into the task manipulative return envelope with all task manipulatives. Do not seal the envelope.
- ☐ Do not place the CoAlt answer document, test book, or TAM in the envelope.
- ☐ Return all test materials, including the task manipulative return envelope, answer document and test book to the SAC.

Test Materials

The following table lists the test materials for CoAlt: Science assessments.

| Resources Provided by Pearson | Materials to Prepare |
|---|---|
| CoAlt Kit <ul style="list-style-type: none">• CoAlt Test Administrator Manual• CoAlt 11x17 Test Book• CoAlt Answer Document• CoAlt Task Manipulatives Packet<ul style="list-style-type: none">• Secure Return Form• Task Manipulatives for SPT items• CoAlt Task Manipulative Return Envelope | <ul style="list-style-type: none">• No. 2 pencil• Task Manipulatives (cut apart)• Individualized CoAlt accommodations (as needed)• Clock, watch, or stopwatch to record time on test• Clear plastic zip-top bag or alternate storage container (optional) |

Test Security

Reproducing Test Materials

Reproduction or redistribution of the test books, task manipulatives, and answer documents is not permitted in any way, except for allowable CoAlt accommodations using procedures detailed in “CoAlt Test Accommodations” on pages 6 and 7 of this manual. Reproduction or redistribution includes discussing, memorizing, photocopying, photographing, scanning, encoding, emailing, Morse code, note taking, text messaging, blogging and other forms of social networking, or any other reproduction methodology that may violate the security of the test.

Reproduction of student materials is only allowed for individualized accommodations. Treat these materials as secure. Return individualized accommodated student materials to the SAC after production and after each individual assessment session (if multiple sessions are needed) for secure storage in a location large enough to store the CoAlt assessment materials. Before and during the testing window, store all CoAlt assessment materials in a locked location large enough to store the CoAlt assessment materials, as predetermined by the SAC. Do not store secure materials in the classroom. Track distribution of assessment materials using a documented chain of custody. After testing, return all CoAlt task manipulatives and the Secure Return Form to Pearson in the task manipulative return envelope. Accommodated materials are returned by the SAC to the DAC. Only accommodated/adapted materials are destroyed locally; other materials are returned to Pearson.

Chain of Custody

Maintain a documented chain of custody for all test materials before, during, and after test administration. The following are chain of custody requirements for CoAlt test administration.

- Train anyone with access to CoAlt materials on testing protocols, including test security and ethics, included in the *CoAlt Test Administrator Manual* before providing access to assessment materials.
- Account for all secure CoAlt materials and store in a secure and locked location.
- The SAC is responsible for the distribution and collection of CoAlt materials to and from Test Administrators immediately before and after test sessions. CDE recommends distribution of assessment materials no more than 15 minutes prior to the test session and collection within 15 minutes after the test session.
 - Due to the unique nature of the CoAlt assessments, Test Administrators need access to the student's materials in advance of administration to prepare any necessary accommodations and to organize the provided student materials and task manipulatives.
 - If test administration for a student extends over multiple days, the Test Administrator must check materials out and back in each time the student is tested.
- The Test Administrator must secure all CoAlt assessment materials while in their possession. Do not store test materials in classrooms in advance of, or following, the administration.
- Students may not have access to any secure test content or secure test materials except when they are testing with the Test Administrator.
- After a student completes testing, Test Administrators must return test books, the task manipulative return envelope with the task manipulatives and Secure Return Form, and the answer documents to the SAC. Write the student's name on the envelope's label. Accommodated task manipulatives are returned to the SAC for secure destruction at the district level (original task manipulatives are not destroyed). Return all secure test materials, both used and unused, to the DAC by the district deadline.
 - Do not place the answer document in the task manipulative return envelope.
 - Original task manipulatives must be returned to SAC in the task manipulative return envelope.
- Report missing test materials or any test irregularities to the SAC or DAC.

Ethics

It is a breach of professional ethics for school personnel to provide verbal or nonverbal clues or answers to students; teach items on the test; share writing prompts; or coach, hint, or in any way influence a student's performance during the test administration. It is a breach of professional ethics not to administer all assessment items to a qualified student or to knowingly administer the assessment in any manner that is inconsistent with this manual or training. A breach of ethics may result in invalidation of test results and school, district, or CDE disciplinary action.

CoAlt Test Accommodations

Making CoAlt Accessible to Students

CoAlt is intended to be accessible to students with the most significant cognitive disabilities. For this reason, all questions and answer choices are read aloud to students, and all students are assessed individually in a setting where there are no distractions or other students. Because each student taking this assessment requires individualized support to meet their unique learning needs, **educators may need to adapt materials and presentation methods based on each student's needs**. Accommodations may enhance a teacher's ability to present the materials and/or enhance a student's ability to respond to task requirements.

To provide greater accessibility, the Test Administrator may adapt (e.g., enlarge or adapt contrast) the student-facing pages based on the student's IEP. Accommodations or adaptations must be documented in the student's IEP. To ensure the student can successfully use the accommodations, regular use during instruction and classroom assessments prior to the CoAlt assessment window is required. Test Administrators should inform their SAC of any necessary accommodations to prepare the materials prior to the test administration.

Adapt CoAlt test materials in a way that allows the individual student to access the test questions without changing the assessed test construct. The accommodation must not change the content of an item; *modifications* of items invalidate the assessment. A PDF of student-facing pages is available from the DAC for use in electronic adaptations, as appropriate. These electronic materials are secure; emailing and posting electronic materials is not allowed. Districts must have a process in place to ensure all secure electronic materials are removed from devices.

Adaptations of materials by size or contrast levels, use of concrete rather than two-dimensional testing materials, and assistive technology devices are all types of accommodations that make test materials accessible to the student. Test Administrators should use the picture symbols in the test materials, except in the following circumstances:

- The student needs to use objects/realia rather than pictures.
- The student needs pictures of real objects rather than drawings.
- The student has a personal lexicon with a specific representation for the concept or words in the student answer choices. In this case, present all answer choices from the student's personal lexicon for the entire test.

For students with visual impairments, including blindness, additional information related to adapting materials, including standardized picture descriptions, is available through the DAC.


List of Accommodations

Indicate CoAlt test accommodations for each student in the Pre-Test Information section of the answer document. Bubble in the accommodations listed in the student's IEP as well as those used during the assessment administration. If the student did not use any accommodations during testing, bubble "None."

The following accommodation types are recorded on the answer document:

- Assistive technology (including high technology and low technology devices, such as DynaVox, switches, E-tran board, and Velcro boards)
- Eye gaze
- Modified picture symbols (e.g., any adaptations of the student materials such as enlarged pictures and/or pictures of real objects)
- Objects (any materials presented as three-dimensional objects or representative objects)
- Sign language
- Translation into student's native language
- Other
- None

Example:

| Pre-Test Information – Must Be Completed | | | |
|---|---|-----------------------|------------------------|
|  | Test Accommodation (bubble all that apply) | IEP | Used onTest |
| | Assistive technology | <input type="radio"/> | <input type="radio"/> |
| | Eye gaze | <input type="radio"/> | <input type="radio"/> |
| | Modified picture symbols | <input type="radio"/> | <input type="radio"/> |
| | Objects | <input type="radio"/> | <input type="radio"/> |
| | Sign language | <input type="radio"/> | <input type="radio"/> |
| | Translation into student's native language | <input type="radio"/> | <input type="radio"/> |
| | Other | <input type="radio"/> | <input type="radio"/> |
| | None | <input type="radio"/> | <input type="radio"/> |

Standard Conditions for the CoAlt Test Administration

Administer the CoAlt assessment in a standardized manner. Test Administrators must provide a testing environment with equitable testing conditions for all students taking the CoAlt assessment.

Preparing the Testing Environment

Cover or remove anything posted in a classroom or other area used for the CoAlt assessment administration that could direct students to the correct answer for any test question. This includes posted material that provides tested content, concept, or skill information.

CDE strongly recommends the SAC or other designated personnel walk through all testing areas to ensure compliance with all posted materials guidelines. Ensure covered materials are properly secured. Insufficient material covers may come undone during testing, which can result in a misadministration.

While not a comprehensive list, ensure the following materials are covered:

- All reference materials that a reasonable person might conclude offer students in that classroom or space an unfair advantage over other students in Colorado (e.g., posters, maps, charts, and displays that define, explain, or illustrate terms or concepts in the tested subject area).
- All support materials a person may perceive as influencing student responses.
- Name plates in workspaces that include any of the materials listed above, or that provide a surface on which students may write notes.

In addition, Test Administrators should ensure that:

- The lighting in the room is adequate.
- There is adequate workspace for test materials, including the size of the test book and materials.
- Distracting sounds or visuals that may divert student attention are eliminated, including, but not limited to, other students in the testing environment.
- Only authorized personnel are in the room.
- Students are tested in a one-to-one setting without other students present.

Preparing Materials and Students for Testing

Test Administrators must prepare the test materials and task manipulatives once they are received:

- Ensure every student has their own test book, answer document, task manipulatives, and task manipulative return envelope.
 - Write the student's name on the front of the test book and on the demographic page (back) of the answer document.

- Write the student’s name, the teacher’s name, and the school and district names on the task manipulative return envelope. The task manipulatives will be returned to the SAC in the task manipulative return envelope after testing has been completed. **Optional:** Use the envelope to store the task manipulatives associated with that student’s form.
- The task manipulatives are provided in a shrink-wrapped package. Cut apart the option cards for each performance task in preparation for test administration. Each option card is labeled with a number that corresponds to the number in the introduction of the teacher script in each SPT.
- **Recommended:** Paperclip the cut apart option cards for SPT items to the corresponding chart/diagram from the task manipulative packet. Store these materials in either the task manipulative return envelope provided by Pearson or an alternate container, such as a large clear plastic zip-top bag, to ensure that each student’s materials are kept together. Prior to administration, insert the prepared materials into the test book at the appropriate position for ease of administration.

The CoAlt Test Administrator must review the materials and plan ahead:

- Read through the stimuli and items and think about the specific needs of the student. Consider the student’s best communication mode (e.g., verbal, communication board, picture cards, braille, eye gaze).
- Review the “Use During Administration” section on page 13.
- Identify and secure any individualized accommodations the student may need to complete the assessment.
- Administer several of the released CoAlt items, available at <https://coassessments.com/practice-resources>, to prepare students for testing and to determine if the planned accommodations are appropriate to provide the student with access to the assessment.

The Test Administrator must prepare students for testing:

- Help students approach testing in a relaxed, positive way.
- Encourage students to put forth their best efforts.
- Ask the student whether they have other needs prior to the beginning of testing.
- Discuss with the student what each type of item or task asks them to do on the test.

Test Materials and Task Manipulatives

Note: Each form contains unique items. The correct form letter must be selected for accurate scoring.

Pre-Test Information – Must Be Completed

| Form | Test Accommodation (Check all that apply) | IEP | Used on Test |
|-------------------------|--|-----------------------|-----------------------|
| <input type="radio"/> A | Assistive technology | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> B | Braille | <input type="radio"/> | <input type="radio"/> |
| | Modified picture symbols | <input type="radio"/> | <input type="radio"/> |
| | Others | <input type="radio"/> | <input type="radio"/> |
| | Sign language | <input type="radio"/> | <input type="radio"/> |
| | Translanguing into student's native language | <input type="radio"/> | <input type="radio"/> |
| | Other | <input type="radio"/> | <input type="radio"/> |
| | None | <input type="radio"/> | <input type="radio"/> |

The task manipulatives correspond to the student-facing pages within the test book for easy identification during test administration. The SPT administrator-facing pages within the test book are identified as “Item ##: (Task)” with the phrase “This task requires the use of specific manipulatives” preceding the task number. “Use Task Manipulatives Provided,” as a reminder for the Test Administrator to use the student response page and option cards that were previously prepared for that item. For details on how to prepare task manipulatives, see “Preparing Materials and Students for Testing” beginning on page 8 of this manual.

Test Layout

A test layout is provided at the beginning of each test book showing the item and task sequence numbers for the form. Use this information to plan the number of sessions required for each student based on the number of questions on the form. It also serves to alert Test Administrators to the placement of SPT items within the test book to have the associated task manipulatives ready for use. In the sample test layout below, items 16, 23, 33, 40, and 50 are SPTs.

| SAMPLE TEST LAYOUT | | | | | |
|--------------------|---|---------|---|---------|---|
| Item 1 | Stimulus information for this set found before Item 1. | Item 23 | Prepare task manipulatives. | Item 44 | Stimulus information for this set found before Item 44. |
| Item 2 | | Item 24 | Stimulus information for this set found before Item 24. | Item 45 | |
| Item 3 | | Item 25 | | Item 46 | |
| Item 4 | Stimulus information for this set found before Item 4. | Item 26 | Stimulus information for this set found before Item 27. | Item 47 | Stimulus information for this set found before Item 47. |
| Item 5 | | Item 27 | | Item 48 | |
| Item 6 | | Item 28 | | Item 49 | |
| Item 7 | Stimulus information for this set found before Item 7. | Item 29 | Stimulus information for this set found before Item 30. | Item 50 | Prepare task manipulatives. |
| Item 8 | | Item 30 | | Item 51 | Stimulus information for this set found before Item 51. |
| Item 9 | | Item 31 | | Item 52 | |
| Item 10 | Stimulus information for this set found before Item 10. | Item 32 | Stimulus information for this set found before Item 34. | Item 53 | |
| Item 11 | | Item 33 | | Item 54 | Stimulus information for this set found before Item 54. |
| Item 12 | | Item 34 | | Item 55 | |
| Item 13 | Stimulus information for this set found before Item 13. | Item 35 | Stimulus information for this set found before Item 37. | Item 56 | |
| Item 14 | | Item 36 | | Item 57 | Stimulus information for this set found before Item 57. |
| Item 15 | | Item 37 | | Item 58 | |
| Item 16 | Prepare task manipulatives. | Item 38 | Stimulus information for this set found before Item 41. | Item 59 | |
| Item 17 | Stimulus information for this set found before Item 17. | Item 39 | | | |
| Item 18 | | Item 40 | | | |
| Item 19 | | Item 41 | Stimulus information for this set found before Item 41. | | |
| Item 20 | Stimulus information for this set found before Item 20. | Item 42 | | | |
| Item 21 | | Item 43 | | | |
| Item 22 | | | | | |

CoAlt Test Items

In the test books, Test Administrators will only read aloud text that is in **bold font and shaded gray** to the student. Test Administrators may not adapt or add to this scripted text when administering the test. Additional instructions for the Test Administrator, including pointing to the diagrams and answer options, selecting the answer options, and the rubric for scoring the student's response in the SPTs, are in regular font.

Note: Maps depicted in the CoAlt assessment are not drawn to scale. Maps are enlarged and otherwise modified to best meet the needs of the students taking CoAlt assessments.

Selected Response Item Sets

Selected Response items are identified as “Item ##” in the test book. Selected response items are presented in sets of three with a common stimulus.

The stimulus for each set of items provides background information. The first time the stimulus is presented to the student it is presented alone on the right side of the student facing page. The Test Administrator must present the scripted text and point to the words in the diagram that appear in the test book. The stimulus diagram and the associated teacher script is repeated on the student facing page with each of the items. The Test Administrator may repeat the stimulus script on one or more of the items if the student needs or requests information about the stimulus.

Each prompt presents the student with a question and three or four answer options from which the student selects an answer. There is flexibility for presentation and response (in the student’s mode of communication). However, the Test Administrator must present the scripted text and the order of the answer options exactly as they appear in the test book.

Test Administrators mark the student’s response on each selected response item in the answer document using a No. 2 pencil. If the student has not responded to the item, the student may have a second opportunity to respond after a single repetition of the prompt and answer choices. If the student does not respond, the Test Administrator marks NR for that item in the answer document.

Supported Performance Tasks

SPTs are identified as “Item ##: (Task)” within the test book and include three prompts related to an overall task. These items require the student to manipulate option cards by placing them on corresponding chart/diagram from the task manipulative packet (e.g., placing option cards in designated boxes within a chart or diagram). Test Administrators will use the test book to read the prompts to the student. The student will use the option cards and the chart/diagram from the task manipulative packet to respond to the prompt. Students will not use the test book for these items.

As with Selected Response items, Test Administrators have flexibility for presentation (e.g., representative objects) and response (i.e., using the student’s particular mode of communication) with the SPTs. However, the Test Administrator must present the scripted text and the order of the answer options exactly as they appear in the test book.

Test Administrators score the student’s performance on each of the three prompts using a scoring rubric found on the administrator-facing pages. There are three total points possible for each SPT.

| Score Point SPT Scoring Rubric (utilized for each of the three prompts within each task) | |
|--|------------------------------|
| 1 | Student responds correctly |
| 0 | Student responds incorrectly |
| NR | Student does not respond |

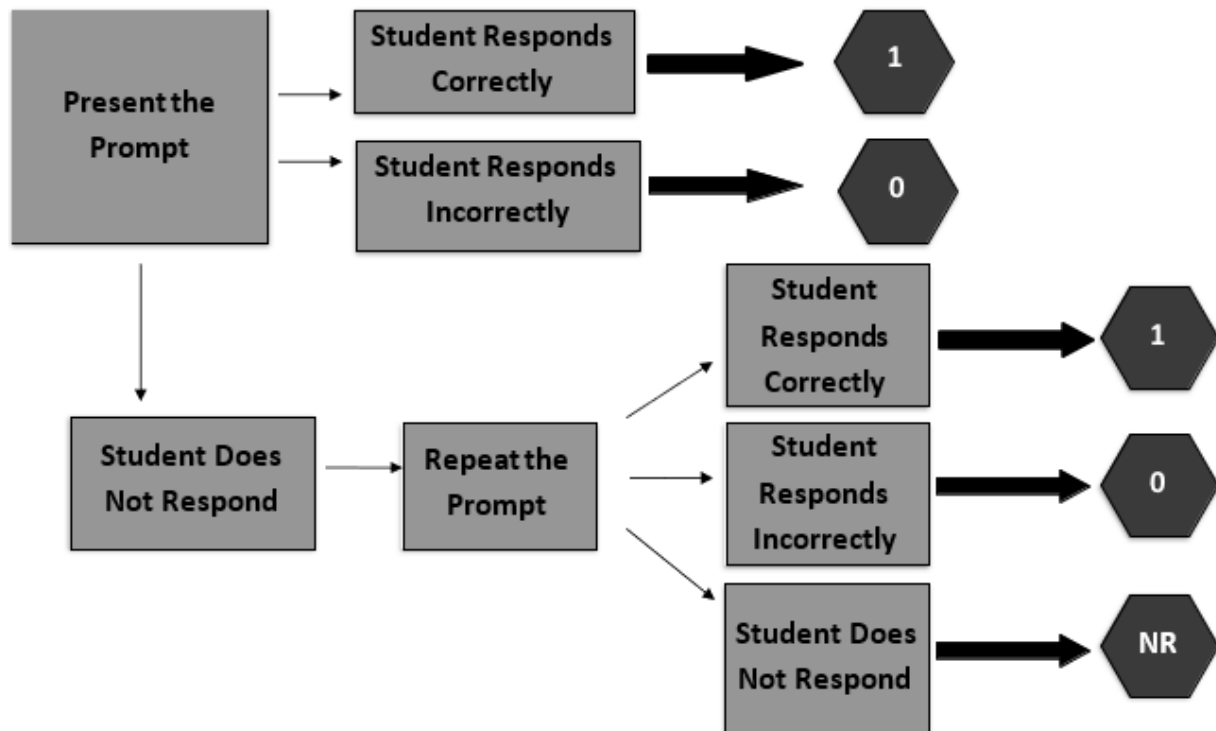
Each task requires the use of specific manipulatives—a student response page and option cards (prepared by the Test Administrator prior to test administration). See “Test Materials and Task Manipulatives” on page 10 for additional information.

Test Administrators mark the student's score on each SPT prompt in the answer document using a No. 2 pencil. If the student has not responded to the prompt, the student may have a second opportunity to respond after a single repetition of the prompt according to the SPT Item Scoring Flow Chart. If the student does not respond, the Test Administrator marks NR for that prompt in the answer document.

Use During Administration

SPT Item Scoring Flowchart

Use the following SPT Item Scoring Flowchart to determine when to repeat the prompt and when to enter the student's score.



Recording Responses on the CoAlt Answer Document

Using a No. 2 pencil, indicate a student's response to each selected response and identify the score for each SPT by fully shading the corresponding answer bubble in the answer document.

Notes:

- Some questions have more answer bubbles than answer options (e.g., ABCD in the answer document and ABC on the student facing page of the test book – D is not an appropriate response in this example).
- NR is used when there is “no response” from the student.

Student Responses

| | | | | | | | |
|----------|--|----------|--|----------|--|----------|--|
| 1 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 17 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | Prompt 1 | <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> NR | 47 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR |
| 2 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 18 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | Prompt 2 | <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> NR | 48 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR |
| 3 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 19 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | Prompt 3 | <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> NR | 49 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR |
| 4 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 20 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 34 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | Prompt 1 | <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> NR |
| 5 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 21 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 35 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | Prompt 2 | <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> NR |
| 6 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 22 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 36 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | Prompt 3 | <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> NR |
| 7 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | Prompt 1 | <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> NR | 37 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 51 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR |
| 8 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 23 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 38 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 52 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR |
| 9 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | Prompt 2 | <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> NR | 39 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 53 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR |
| 10 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | Prompt 3 | <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> NR | Prompt 1 | <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> NR | 54 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR |
| 11 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 24 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | Prompt 2 | <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> NR | 55 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR |
| 12 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 25 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | Prompt 3 | <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> NR | 56 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR |
| 13 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 26 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 41 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 57 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR |
| 14 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 27 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 42 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 58 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR |
| 15 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 28 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 43 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 59 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR |
| Prompt 1 | <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> NR | 29 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 44 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | | |
| 16 | Prompt 2 <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> NR | 30 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 45 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | | |
| Prompt 3 | <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> NR | 31 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | 46 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | | |
| | | 32 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> NR | | | | |

Record Time

Using a clock, watch, or stopwatch, record the amount of time the student takes to complete the assessment. Indicate this recorded time in the Teacher Administration Questions section of the answer document after testing is complete.

Note: There is no minimum or maximum testing time for administration of the CoAlt assessment.

Record only the time the student spends taking the assessment. Do not include the time it takes the Test Administrator to prepare test materials or any extended breaks from testing. Students who need multiple breaks will have multiple start and stop times. These sessions may occur over multiple days.

CoAlt Answer Document

Before assessment administration, the Test Administrator completes the **Pre-Test Information** section of the answer document included in the CoAlt kit (i.e., indication of the test book form letter and the test accommodations that appear on the student's IEP as well as those used during testing). During assessment administration, the Test Administrator records the student's responses in the **Student Responses** section of the answer document. Student scores are **not** entered in PearsonAccess^{next}. After testing, the Test Administrator has the option of responding to the questions in the **Teacher Administration Questions** section of the answer document, including indicating the amount of time the student took on the assessment. The answer document is then returned to Pearson with scorable materials.

Preparing Test Materials for Return to the SAC

After testing is complete, the Test Administrator must ensure:

- The student's name is written on the cover of the test book.
- The following information is complete on the answer document:
 - The student's name is written on the demographic (back) page.
 - Pre-Test Information is bubbled in.
 - Form letter and Test Accommodations.
 - Student Responses are bubbled in.
 - Optional: Teacher Administration Questions are bubbled in, including the time it took the student to complete the test.
- The student's name, the teacher's name, and the school and district names are written on the task manipulative return envelope.
- All of the following materials are placed in the task manipulative return envelope:
 - All pieces of task manipulatives.
 - A signed and dated Secure Return Form.
 - Do NOT place the test book, TAM, or the answer document in the task manipulative return envelope.
- All accommodations to the student materials are returned to the SAC as secure test materials.

At the completion of testing, the Test Administrator must return all test materials and any unused materials to the SAC. Do NOT seal the task manipulative return envelope. The SAC or DAC (as determined by the district) verifies the return of all materials. **The SAC, DAC, or other designee applies the student ID label to the demographic page of the answer document. If a student ID label is not available, the SAC or DAC ensures the demographic grid is completed accurately.** After confirming receipt of materials and completion of the aforementioned activities, the SAC or DAC seals the task manipulative return envelope for task manipulatives and returns it to Pearson, along with the test book (the test book does not fit in the envelope), in a nonscorable box. **Used answer documents are returned to Pearson in a scorable box.**

