



# TEST ADMINISTRATOR'S MANUAL

for Computer-Based and Paper-Based Tests

## BIE SCIENCE ASSESSMENT

Spring 2025 | Grades 5, 8, and 11

## BIE and Help Desk Contact Information

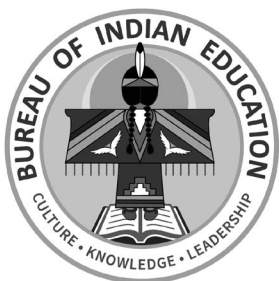
General Administration Questions	Policy Questions
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\*BIE should only be contacted by the school test coordinator (STC). Test administrators (TAs) should contact their school test coordinator (TC) with any questions or concerns.

**Note:** This manual is available online at [bie.onlinehelp.cognia.org/resources](http://bie.onlinehelp.cognia.org/resources).

## Spring 2025 Important Dates

Paper-Based Testing	
Summative test administration window	March 10–April 18, 2025
Computer-Based Testing	
Practice Tests Live (Summative)	All year
Summative tests available for scheduling in Portal	March 3, 2025
Summative test administration window	March 10, 2025, 7 a.m. MT–April 18, 2025, 9 p.m. MT



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# BIE Science Assessment

## Suggested Testing Schedule Options

Multiple Day Schedule				
Grade	Session	Duration (Minutes)*	Day	Number of Questions
Grades 5 and 8	1	50	1	17
	2	50	2	17
	3	50	3	14
Grade 11	1	55	1	18
	2	55	2	17
	3	55	3	16

\*This estimated duration does not include the additional 15 minutes per session normally recommended for the TA to distribute materials and read directions to the students.

Single Day Schedule			
Grade	Session	Duration (Minutes)*	Number of Questions
Grades 5 and 8	1	50	17
	2	50	17
	3	50	14
Grade 11	1	55	18
	2	55	17
	3	55	16

\*This estimated duration does not include the additional 15 minutes per session normally recommended for the TA to distribute materials and read directions to the students.

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# 1. Overview

## 1.1 About this Manual

This manual outlines the steps to be followed before, during, and after administration of the spring 2025 Bureau of Indian Education (BIE) assessment. Understanding of and compliance with each of these steps is vital for a successful administration. Please read this manual to become familiar with the test administration procedures before testing begins.

## 1.2 About the Test

The BIE Science assessment is based on Next Generation Science Standards (NGSS), and is administered to students in grades 5, 8, and 11. The standards focus on important disciplinary core ideas, scientific and engineering practices (e.g., asking questions, developing and using models), and crosscutting concepts (e.g., patterns cause and effect, stability and change) that apply across scientific disciplines.

The assessment will provide information regarding each student's progress toward achievement of essential knowledge and skills that will help them explain and make sense of phenomena in the world around them, solve problems, and apply their scientific literacy to understand that scientific dilemmas they may face as adults.

The BIE Science assessments comprise three sessions. Calculators are not allowed on the BIE Science assessments. Refer to [section 2.2.2](#) for additional information about the number of sessions for each student.

## 1.3 Test Administrator Responsibilities

Test administrators (TAs) are vital to the success of the BIE Science assessment. For this reason, the instructions given in this manual must be followed exactly by each TA.

**The TA must be a certified staff member who has received training from the School Test Coordinator (STC) or BIE.** In the event that schools require additional staff to administer the BIE Science assessment, other staff members (who have received training and have signed the Confidentiality Agreement) may be used to provide one-on-one accommodations. Please contact BIE with questions.

The TA's primary responsibilities include

- reading this manual,
- meeting with the STC to review the testing schedule,
- preparing the test environment so that nothing is visible that would provide aid in answering any of the questions on the test,
- ensuring a standardized test environment by following the directions and scripts in this manual, and
- testing the assigned group(s) of students according to the instructions in this manual.
- For paper-based testing, the TA (and/or proctor) is also responsible for the test materials during test administration and must report any missing test booklets or answer documents to the STC.

A TA task checklist is provided in [Appendix A](#).

## 2. Administration Policies

### 2.1 Security Guidelines

#### 2.1.1 Security of Test Materials

The BIE Assessment Program requires that the BIE Science assessment receive the highest level of test security and accountability. The security of the BIE Science assessment materials must be maintained before, during, and after the test administration. Please follow the guidelines in this manual for distributing, collecting, and returning these materials. Be sure that all testing personnel have access to a central, locked storage space for safekeeping of test materials until the materials are returned to Cognia.

To maintain the validity of the tests administered in the BIE Assessment Program, keeping all test questions secure is absolutely necessary. If security is breached or compromised, the assessment results may not be valid. If one student or school has advantages not awarded to another, the test administration is no longer standardized and loses the important distinction of being appropriate for program accountability.

TAs must follow these security guidelines before, during, and after testing:

- Receive training on test security and administration by the STC.
- Complete the Confidentiality Agreement and return it to the STC. (The Confidentiality Agreement form is available on the website—see link in [Appendix B.](#))
- Follow the testing schedule established by your school.
- Ensure that you are not assigned to a classroom in which a relative is being tested.
- Carry out standard examination procedures.
- Ensure secure test materials are stored in a central and locked, secure area when not in use.
- Use the Security Checklist or a similar tracking tool daily, as provided by the STC, during test administration to check in and check out all test materials. See [Appendix C.](#)
- Report any possible breaches of security to the STC immediately.

Examples of security breaches include, but are not limited to,

- improper handling of test materials, such as
  - someone reproducing any student responses;
  - allowing any unauthorized access to test materials before, during, or after testing; or
  - leaving test materials (including computers being used for computer-based testing) unsecured when the TA or a proctor is not in the classroom; and
- improper test administration procedures, such as
  - coaching students during testing, or
  - altering student responses in any way, or
  - stray mark cleanup, including but not limited to, erasing double-marked, lightly erased, or lightly marked answers.

**School staff are prohibited from studying or discussing online test questions in any manner, either among themselves or with students, before, during, or after testing.**



### ***What Is Considered Secure Material?***

For computer-based test (CBT) administration,

- the Student Login Tickets, periodic tables written on by students (if locally printed), scratch paper written on by students, and human reader scripts (if applicable) are secure.
- students may be provided with scratch paper for their use on the test. All scratch paper must be collected and securely shredded at the school immediately following testing.

For paper-based test (PBT) administration,

- test booklets, answer documents, and periodic tables are secure.
- scratch paper written on by students.

It is important that students are not provided access to secure test materials except during test administration. Early exposure to secure test materials will invalidate the data results for the student's test.

### ***Reproduction or Unauthorized Distribution of Secure Materials***

Unauthorized reproduction of test materials is a violation of the Federal Copyright Act and is a violation of BIE test security policy, which addresses test security and administration of BIE assessments. One requirement of this regulation is that signs be posted near school copy machines prior to and during the test administration window to notify individuals that BIE Science materials may not be reproduced in any fashion, including paraphrasing.

The test materials may not be provided to any persons not coordinating and administering the test or being tested.

Test questions may not be taught in part or in whole prior to, during, or after testing. Test questions may only be presented to students during the test administration period via the standardized procedures described in this manual and the *Test Coordinator's Manual*. The answers to questions may not be provided to students by any method (e. g., orally or in writing). Answers to test questions may not be deleted or altered by anyone except the student while taking the test. Reading test questions aloud to students, except in instances specified in this manual, is only permitted if the student qualifies for such an accommodation. Please see the list of prohibited activities in [section 2.1.3](#).

## **2.1.2 Electronic Device Policy**

Under direction of the BIE, schools must enforce a strict cell phone policy during standardized testing to maintain test security. This policy applies to administrations of all BIE assessments. If parents or family members need to contact a student during testing days, they may call the school office.

### ***What is Considered an Electronic Device?***

The term electronic device includes any personal, non-educational device with an on-off switch excepting medical equipment. This includes the following common devices:

- cell phones
- smart phones
- smart watches
- MP3 players, iPods, or other music players
- iPads, tablets, laptops, or other computers
- Bluetooth ear buds

## ***Before Testing Begins***

Schools must clearly inform students that

- bringing an electronic device into the testing area violates school and BIE policy, and
- violation of this policy is grounds for confiscation and a search of the device.

The following procedures must be implemented when test materials are distributed:

- Electronic devices must be turned completely off. They may not be on “silent” or “vibrate” modes.
- Electronic devices may not be on a student’s body. This includes in pockets or otherwise stored in clothing.
- If brought to school, electronic devices must be stored in a secure location away from students. Acceptable storage includes in a bag, desk, locker, or central location in a classroom or school office.

## ***During Testing***

If an electronic device is found on a student during testing, schools must proceed as follows:

- Confiscate the electronic device.
- Check the device for pictures, texts, transmissions by applications (such as Facebook), and any other recent use.
- If possible, run a data recovery program that is compatible with the device’s operating system (commonly Windows, Android, Apple, and Blackberry) to determine recent use of the device.
- Continue testing the student.
- Contact the STC or the Principal.
- At the completion of a testing session, interview the student regarding use of the device.
- Enforce school/district disciplinary action.
- Fill out Testing Irregularity Reporting Form and submit to the STC.
- Students caught with electronic devices during testing may have assessments invalidated by the STC or BIE.

### **2.1.3 Prohibited Activities**

It is unethical and shall be viewed as a violation of test security for any person to

- allow students to share information during the test administration;
- provide assessment accommodations that do not have instructional relevance or are not connected to a specific skill deficit determined by the student’s educational team;
- give special assistance of any kind that could influence students’ responses to test questions;
- direct a student to change responses to test questions or suggest that he or she should;
- allow students access to BIE Science assessment questions prior to testing;
- change a student’s response to a test question;
- photocopy, transcribe, or in any way duplicate any part of the BIE Science assessment;
- allow students to have cell phones or electronic devices not medically necessary during test sessions;
- fail to return all used and unused secure test materials;
- review the test questions for any reason;
- discuss the test with students/colleagues during or after the test administration; or
- fail to report any violations of these test administration security measures.

**School staff are prohibited from studying or discussing test items in any manner, either among themselves or with students, before, during, or after testing.**

## 2.1.4 Testing Irregularities and Security Breaches

All administrations of the tests are to be conducted under the standardized procedures described in this manual. Testing irregularities, such as potential cheating, and any suspected or actual breach of security should be reported immediately by the TA to the STC.

## 2.1.5 Student Confidentiality

The Family Education Rights and Privacy Act requires that access to individual students' information be restricted to the student, his/her parents/guardians, and authorized school personnel. All EPAs, principals, and STCs are responsible for maintaining the privacy and security of all student records.

Individual test scores, as well as all other aspects of a student's record, are confidential. Scores can only be released in instances of school staff having a need to know them, valid requests for transcripts, and the student/parent enforcing his or her right to inspect and request explanations of his or her records. In some instances, a court order or subpoena may require the release of this information; however, the student/parent must be informed of this request before any information is released. Test scores may also be released to parents or guardians of all students enrolled in a BIE school.

Those who work with student test scores are required to withhold confidential information unless proper release is granted by the caretaker of student records. School personnel are also charged with maintaining the results of standardized tests as part of student records.

## 2.2 Administration Information

### 2.2.1 Testing Requirements

BIE will administer the BIE Science assessment to all eligible students enrolled in grades 5, 8, and 11. BIE will hold all schools accountable for participation in the BIE Science assessment.

Students participate either under standard testing conditions or with accommodations that do not interfere with the comparability of scores. Exceptions to the requirement for all students to participate are permitted only in the following circumstances:

- Students with significant cognitive disabilities who meet the eligibility criteria established by the BIE and participate in the Multi-State Alternate Assessment are not required to participate.

For additional information about testing requirements, please contact the BIE: Aurelia Shorty, Education Program Specialist, Assessment & Accountability ([aurelia.shorty@bie.edu](mailto:aurelia.shorty@bie.edu)).

## 2.2.2 Test Design and Durations

### *Question types*

The BIE Science assessment is composed of a variety of question types. Some questions are grouped together in clusters that correspond to a shared stimulus (e.g., a passage), while other questions are standalones. There are open-ended response questions (OEs), which are human-scored, and one- and two-part, machine-scored questions (MS-1s and MS-2s). The MS-1s are worth one point each, and the MS-2s are worth two points each. The MS-1s and MS-2s include multiple-choice, multi-select, and various technology-enhanced interaction types, including the following:

- drag-drop
- fill in the blank
- graphing (bar, point/line)
- hot spot
- inline choice
- matching

### *Administration Times*

All test sessions, including make-up testing, must be completed during the test administration window. (Refer to the Important Dates table on the inside front cover of this manual.)

Administration time is the total time that schools should schedule for each test session. It includes the estimated session testing time and the approximate times for administrative tasks such as reading directions, answering questions, and distributing and collecting test materials. See the following tables.

#### **Administration Time: Guidelines for Test Scheduling**

<b>Task</b>	<b>Estimated time to be allotted for Test Administration</b>
1. Pre-administration tasks, including reading instructions to students and answering questions.	10 minutes
2. Distribution of test materials to students.	5 minutes
3. Administration of session.	Refer to the session testing time tables
4. End-of-session activities, including collecting test materials.	5–15 minutes

## BIE Science Assessment Session Testing Times

The BIE Science summative assessment is an untimed test. Estimated times are provided to assist with scheduling.

Subject	Session	Estimated Testing Duration (Minutes) <sup>1</sup>	Number of Questions	Question Types <sup>2</sup>
Science 5 and 8	Session 1	50	17	MS-1, MS-2, OE
	Session 2	50	17	
	Session 3	50	14	
		Total: 150	Total: 48	
Science 11 (HS)	Session 1	55	18	MS-1, MS-2, OE
	Session 2	55	17	
	Session 3	55	16	
		Total: 165	Total: 51	

<sup>1</sup>This estimated duration does not include the additional 15 minutes per session normally recommended for the TA to distribute materials and read directions to the students.

<sup>2</sup>MS-1 = machine-scored, 1-point, multiple-choice; MS-2 = machine-scored, 2-point, two-part (including multi-select and technology-enhanced interaction types); OE = open-ended response

For more information about the test design, refer to the BIE Science test specifications available at <https://bie.onlinehelp.cognia.org/resources> OR [https://bie.onlinehelp.cognia.org/wp-content/uploads/sites/24/2022/01/BIE-Science\\_SummativeTestSpecifications.pdf](https://bie.onlinehelp.cognia.org/wp-content/uploads/sites/24/2022/01/BIE-Science_SummativeTestSpecifications.pdf).

### Practice Tests

Administering the practice tests is an important preparation step for both administration staff and students. The practice tests allow students and staff to become familiar with the format and types of questions they will see on the operational BIE tests. Both computer-based and paper-based practice tests are available.

## 3. Accessibility Features and Accommodations

### 3.1 Overview and Policies

Accommodations and participation decisions will be made by each student’s educational team. The team should have ensured that the student received the agreed-upon, allowable accommodation(s) in instruction and classroom assessments in the content area for a sufficient amount of time prior to the BIE Science assessment administration so that the student will be comfortable with using it on the BIE Science assessment. Unlike accessibility features, the use of each accommodation in daily instruction must have written documentation (in the IEP, 504, or EL plan). Only students on IEP, 504, or EL plans are eligible for accommodations. Students who have achieved fluent English proficiency are not eligible for EL accommodations.

**For PBT administration**, fill in the bubble for each accommodation used for each student in accommodations boxes H and I on the next-to-last page of the PBT answer document, as applicable.

**For CBT administration**, The STC **must** assign accessibility features and accommodations embedded in the iTester system prior to the start of testing. TAs cannot perform this task.

Modifications are changes in test administration that interfere with the comparability of scores. Examples of such modifications include giving students test administration directions that are not included in this manual.

**Any assessment in which modifications are provided must be invalidated.**

### 3.2 Requirements for Computer-Based Testing

#### 3.2.1 Setting Accessibility Features and Accommodations

The STC **must** assign accessibility features and accommodations embedded in the iTester system prior to the start of testing. TAs cannot perform this task. For example, the Text-to-Speech accommodation **must** be assigned prior to scheduling a test and **cannot** be assigned after the student has logged in to any session of any test without delaying your testing schedule. Other accommodations to be delivered locally are also documented in the Portal. Call the BIE Help Desk with any questions related to assigning accommodations in the iTester system.

To set accessibility features or accommodations, follow these steps:

- From the **Students** tab, select the student to set accommodations for by clicking **Edit**.
- On the **Accommodations** tab, click the check box next to each accessibility feature and/or accommodation you want to set.
- Click **Save**.

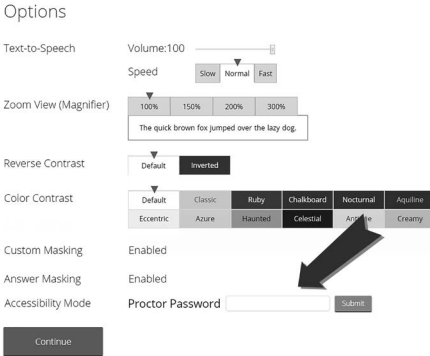
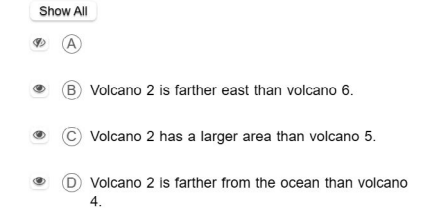





Student Information	Accommodations	Classes
<p><i>Accessibility Feature</i> Delivered by the Test Platform</p> <p><input type="checkbox"/> <b>Color Contrast</b> ⓘ</p>	<p><i>Accommodation (IEP/504)</i> Delivered Externally</p> <p><input type="checkbox"/> <b>Assistive Technology Device Presentation</b> ⓘ</p>	
<p><i>Accessibility Feature</i> Delivered Externally</p> <p><input type="checkbox"/> <b>Headphones/Noise Buffer</b> ⓘ</p> <p><input type="checkbox"/> <b>Read Aloud to Self</b> ⓘ</p> <p><input type="checkbox"/> <b>Alternative Setting</b> ⓘ</p>	<p><input type="checkbox"/> <b>Assistive Technology Device Responses</b> ⓘ</p> <p><input type="checkbox"/> <b>Braille Notetaker</b> ⓘ</p> <p><input type="checkbox"/> <b>Braille Writer</b> ⓘ</p> <p><input type="checkbox"/> <b>Commercial Word-To-Word Dictionary</b> ⓘ</p> <p><input type="checkbox"/> <b>Customized Dual Language Glossary</b> ⓘ</p> <p><input type="checkbox"/> <b>Directions in Native Language</b> ⓘ</p> <p><input type="checkbox"/> <b>Human Reader</b> ⓘ</p> <p><input type="checkbox"/> <b>Human Scribe</b> ⓘ</p> <p><input type="checkbox"/> <b>Human Signer</b> ⓘ</p> <p><input type="checkbox"/> <b>Picture Dictionary</b> ⓘ</p> <p><input type="checkbox"/> <b>Speech-to-Text</b> ⓘ</p> <p><input type="checkbox"/> <b>Tactile Graphics</b> ⓘ</p> <p><input type="checkbox"/> <b>Word Prediction</b> ⓘ</p> <p><input type="checkbox"/> <b>Pocket Word-To-Word Translator</b> ⓘ</p> <p><input type="checkbox"/> <b>Extended Time</b> ⓘ</p> <p><input type="checkbox"/> <b>Small Group</b> ⓘ</p>	
<p><i>Accommodation (IEP/504)</i> Delivered by the Test Platform</p> <p><input type="checkbox"/> <b>Science TTS English</b> ⓘ</p> <p><input type="checkbox"/> <b>Word Prediction (Embedded)</b> ⓘ</p> <p><input type="checkbox"/> <b>Allow Accessibility Mode Testing</b> ⓘ</p>		

### **Text-to-Speech**

For Text-to-Speech, you must select the **Text-to-Speech** option appropriate and applicable to the student to enable this accommodation. Note that for the BIE Science assessment, Text-to-Speech is treated as an accommodation.

### 3.2.2 Online Portal Accessibility Features and Accommodations Chart

The following accessibility features and accommodations are available to some students.

Feature/ Accommodation	Icon	Description/Action
<b>Allow Accessibility Mode Testing</b>		<p>Allows students to use third-party assistive technology software within the portal. The proctor will be required to enter the proctor password on the Options page to enable Accessibility Mode. Available on Windows operating systems only.</p>
<b>Answer Masking</b>		<p>The Answer Masking tool allows students to hide an answer option. This will help the students narrow down their correct answer. By clicking the eye icon again, it will display the answer option again.</p>
<b>Color Contrast</b>		<p>Students can choose a text and background color from a set of 12 predefined color combinations. Use this tool to change the background color and text color of the test content.</p>
<b>Custom Masking</b>		<p>Provides the ability to mask certain parts of the test interface or question. It can be re-sized, and it is draggable.</p>
<b>Reverse Contrast</b>		<p>Inverts color values on the screen.</p>
<b>Text-to-Speech English</b>		<p>(Accommodation*) Students can play, pause, skip, or stop audio. They can select specific text for on-demand audio, and the Gear icon allows students to change the volume or speed of the text being read aloud.</p>
<b>Word Prediction (Embedded)</b>		<p>Students taking English language tests can access Co-Writer® word prediction function in text entry items. This function is available in Windows and Mac. It is also available in Spanish. It does NOT require a Co-Writer license.</p>

\*Text-to-Speech accommodation must be assigned before scheduling the test.



If selected in the portal, both accessibility features and accommodations will appear and can be adjusted on the student's test interface.

Options

Text-to-Speech

Volume: 100

Speed: Slow Normal Fast

Zoom View (Magnifier)

100% 150% 200% 300%

The quick brown fox jumped over the lazy dog.

Reverse Contrast

Default Inverted

Color Contrast

Default Classic Ruby Chalkboard Nocturnal Aquiline  
Eccentric Azure Haunted Celestial Antique Creamy

Custom Masking

Enabled

Answer Masking

Enabled

Accessibility Mode

Proctor Password  Submit

Continue

### 3.3 Requirements for Paper-Based Testing

***Please read these directions carefully before you administer the test.***

#### 3.3.1 Test Security

All security measures outlined in this manual are applicable and must be followed when testing with the large-print, braille, and Human Reader versions of the test. **Duplication or retention of any large-print, braille, or Human Reader test material is not permitted.**

#### 3.3.2 Administering the Large-Print Version

Students who are administered a large-print version of the BIE Science assessment must be given a large-print test material packet. The packet includes a large-print instructions sheet, a large-print test booklet, and a standard-sized test booklet and answer document. Please consider the following when administering the large-print test:

- Read the directions and scripts in this manual the same way as for a standard administration.
- The large-print test booklet is 11" × 17". It is recommended that these tests be administered to students at tables (perhaps library-sized) to allow for the booklet's size and to ensure student comfort.
- In addition to the materials in the large-print packet, students should also be provided with soft-lead No. 2 pencils.

#### ***Student Responses***

Only responses bubbled and written in the answer document or typewritten responses to short-answer and open-ended questions will be scored. All responses to multiple-choice, short-answer, and open-ended questions that are not completed directly in the answer document or typewritten **must** be transcribed into an answer document prior to shipping. Consider the following options with the student to determine the best method for recording the student's responses:

- Students may use No. 2 soft-lead pencils to record their responses in the answer document. (Do not allow students to use mechanical pencils.)
- Students may respond to all questions in the large-print test booklet. **Answers in the large-print test booklet will not be scored. Therefore, answers written in the large-print test booklet must be copied into the answer document to be scored and reported. The scribe must be sure to transcribe exactly what the student has marked.**

- Students may type their responses with a word processor (without the aid of either a spelling or grammar check). **NOTE: You (or the proctor) must transcribe all multiple-choice answers into the answer document.**
- Students may use a scribe to write oral responses or fill in bubbles for multiple-choice questions in the answer document. Staff members acting as scribes must be certified educators.

If typewritten responses to short-answer and open-ended questions are permitted as an accommodation, follow the instructions in [section 3.3.5](#).

To see the TA Special Instructions that accompany the large print kit, see [Appendix G](#).

### 3.3.3 Administering the Braille Version

Students who are administered a braille version of the BIE Science assessment must be given a braille test material packet. The packet includes a braille instructions sheet, a braille test booklet and test administrator notes, a standard test booklet, and a standard answer document. Please consider the following when administering the braille test:

- You should read the directions and scripts in this manual the same way as for a standard administration. You may make adjustments to the specific directions for administering a test as needed to ensure that students taking the braille version of the test understand the testing procedures. For example, you should tell students they do not need to read or pay attention to the copyright notice that appears in the braille version.
- Various materials (e.g., braille writers, slates and styluses, Cranmer modified abacuses, and word processors without the aid of spelling or grammar checks) may be required by the students and must be furnished prior to the appropriate subtest. Additionally, you should have available braille paper and placeholders.

#### *Student Responses*

Only responses bubbled and written inside an answer document or typewritten responses to short-answer and open-ended questions will be scored. All responses to multiple-choice, short-answer, and open-ended questions that are not completed directly in the answer document or typewritten **must** be transcribed into an answer document prior to shipping. Consider the following options with the student to determine the best method for recording the student's responses. Students may use any combination of these options to answer test items:

- Students may record their responses using braille on a separate braille sheet of paper.
- Students may record their responses directly in the braille version of the test booklet.
- Students may respond to the short-answer and open-ended questions using a word processor (without a spelling or grammar check) and respond to the multiple-choice questions directly in the braille version of the test booklet.
- Students may use a scribe to write oral responses or fill in bubbles for multiple-choice questions in the answer document.

The TA or proctor must transcribe the student's braille responses and all other responses in the braille test booklet **verbatim** into the student's answer document after testing is completed. **Only answers copied into the answer document will be scored and reported.**

If typewritten responses to the short-answer and open-ended questions are permitted as an accommodation, follow the instructions in [section 3.3.5](#).

To see the TA Special Instructions that accompany the braille kit, see [Appendix H](#).

### 3.3.4 Administering the Human-Reader Version

Students who are administered a human-reader version of the BIE Science test must be given a human-reader test material packet. The packet includes a human-reader administrator script, two standard-size test booklets, one answer document, and a TA human-reader special instructions sheet.

In addition to the materials in the human-reader packet, students should also be provided with soft-lead No. 2 pencils. The appropriate periodic table should be made available for students taking the BIE Science test grade 11.

#### ***Student Responses***

Note the following regarding student responses:

- Only responses bubbled and written in the answer document or typewritten responses to short-answer and open-ended questions will be scored.
- All responses to multiple-choice, short-answer, and open-ended questions that are not completed directly in the answer document or typewritten **must** be transcribed into an answer document prior to shipping.
- Students may use No. 2 soft-lead pencils to record their responses in the answer document. (Do not allow students to use mechanical pencils.)

If typewritten responses to the short-answer and open-ended questions are permitted as an accommodation, follow the instructions in [section 3.3.5](#).

To see the TA Special Instructions that accompany the human reader kit, see [Appendix I](#).

### 3.3.5 Typed Responses for Paper-Based Testing

Typed responses to short-answer and open-ended questions may be submitted for those students who qualify for accommodation code 13 (Assistive Technology Devices). Refer to the *Student Assessment Accommodations Manual* for more information about this accommodation.

Each page of the typed response must contain the following information:

- Student's first and last name
- Student's NASIS ID number (which also appears on the student's ID label)
- Unique answer document number found on each page inside the student's answer document
- District name (BOS, NAV, TCS)
- School name
- Session name (e.g., Science Session 1)
- Question number (e.g., #6)

At the end of testing, staple all sheets of paper containing typewritten responses from an individual student once in the top left corner and provide them to the STC with the answer document at the end of testing. Never staple, tape, or glue typed response pages into an answer document.

**Note: You must transcribe all multiple-choice answers into the answer document.**

## 4. Before Computer-Based Testing

### 4.1 Preliminary Preparation

Inform students of the importance of the BIE Science assessment and of the testing schedule before testing begins. Be sure that students are familiar and comfortable with standardized test procedures and test-taking strategies. Ensure students are prepared to take tests containing questions with a variety of interaction types, including multiple-choice, multi-select, two-part, technology-enhanced, and open-ended questions. The BIE Science practice test provides an opportunity for students to become familiar with these interaction types as well as the features and tools available in the online testing portal.

TAs should become familiar with all administration procedures prior to testing.



Carefully read through this manual and the *Kiosk User Guide* (available at [bie.onlinehelp.cognia.org](http://bie.onlinehelp.cognia.org)), review the testing schedule established by the school, and be sure to gather materials for each session before the start of testing. You should have a list of the students who will be testing in your classroom and their printed Student Login Tickets, as well as a list of students requiring accommodations and the accommodations each student requires. Please review the session scripts that you will read to students during testing (see [sections 5.3–5.5](#)).

### 4.2 Test Scheduling

Plan to administer each test session within the testing window scheduled by your school. Test sessions must be administered in accordance with BIE test schedule guidelines. Sessions are to be completed within the suggested time and should not exceed the recommended time. (see [section 2.2.2](#)).

Breaks of at least 15 minutes should be provided between sessions. Students should be allowed to leave the testing room to use the restroom as needed during the testing session, provided they are escorted to the facility. Before leaving the classroom, the students must give their login tickets and scratch paper to you or the proctor. While the student is in the restroom, ensure that the remaining students are supervised and login tickets and scratch paper do not leave the classroom.

When students complete all the sessions scheduled for the day, collect their used scratch paper and instruct the students to sit quietly or quietly read a book at their desks until all students have finished. Reading is the only activity allowed. TAs should not activate any other session of the test at this time.

#### 4.2.1 Testing Disruptions

The schedule should provide sufficient time to ensure that each test session will be completed before lunch or afternoon dismissal. If it is estimated that students cannot finish a session before dismissal, the students should not begin the session and the session should be rescheduled for a makeup day.

Except in the following circumstances, students are not allowed to stop in the middle of a session and resume at a later point:

- Sudden student illness
- Emergency evacuation
- Fire drill

In these circumstances, students may be allowed to complete the session later, but they **may not** change responses to any test questions already answered.

## 4.2.2 Absences

Parents and guardians should be urged in advance of testing to avoid making medical appointments or planning trips for their child on a scheduled testing day. If a student is unable to take a test session(s) on the scheduled testing day(s) due to illness, a medical appointment that cannot be rescheduled, or unforeseen circumstances, the student may be administered the test session(s) that was missed on a makeup testing day.

As a TA, you must keep a record of all student absences for each session of the regular and makeup BIE Science assessment sessions that you administer and then forward this record to the STC. In turn, the STC must keep a record of all students who miss both the regular and makeup administrations of any test session.

## 4.2.3 Makeup Testing

If a student misses a session due to illness or some other legitimate reason, a makeup session must be held before the end of the testing window. Makeup tests may be administered throughout the main testing window except during regular testing. Makeup tests are considered valid so schools and districts are not penalized for legitimate student absences.

# 4.3 Preparing for Administration

## 4.3.1 Preparing the Testing Environment

Prepare the testing room by ensuring the following:

- Student workstations are ready for testing; this includes making sure computers or laptops are fully charged.
- Computer monitors are positioned to prevent students from seeing each other's work.
- You have obtained scratch paper and pencils for each student you will be testing.
- You have obtained or printed Session Access Codes.
- You have obtained or printed Student Login Tickets for each student assigned to you for testing.
- The room has adequate lighting.
- The room has a "Testing—Do Not Disturb" sign on the door.
- Nothing is visible that would give clues to any of the answers on the test, such as rubrics, writing guides, word walls, hundreds charts, fact tables, etc.

If you have questions about student computers, see your technology coordinator. If you have questions about Student Login Tickets or any other facet of administering the tests, see the STC or refer to selections from the suite of training materials available at [bie.onlinehelp.cognia.org](http://bie.onlinehelp.cognia.org).

Students may use scratch paper on any session of the BIE Science assessment. All used scratch paper for the BIE Science assessment must be collected and securely destroyed at the testing location. Calculators are not allowed on the BIE Science assessment.

## 4.3.2 Materials Needed

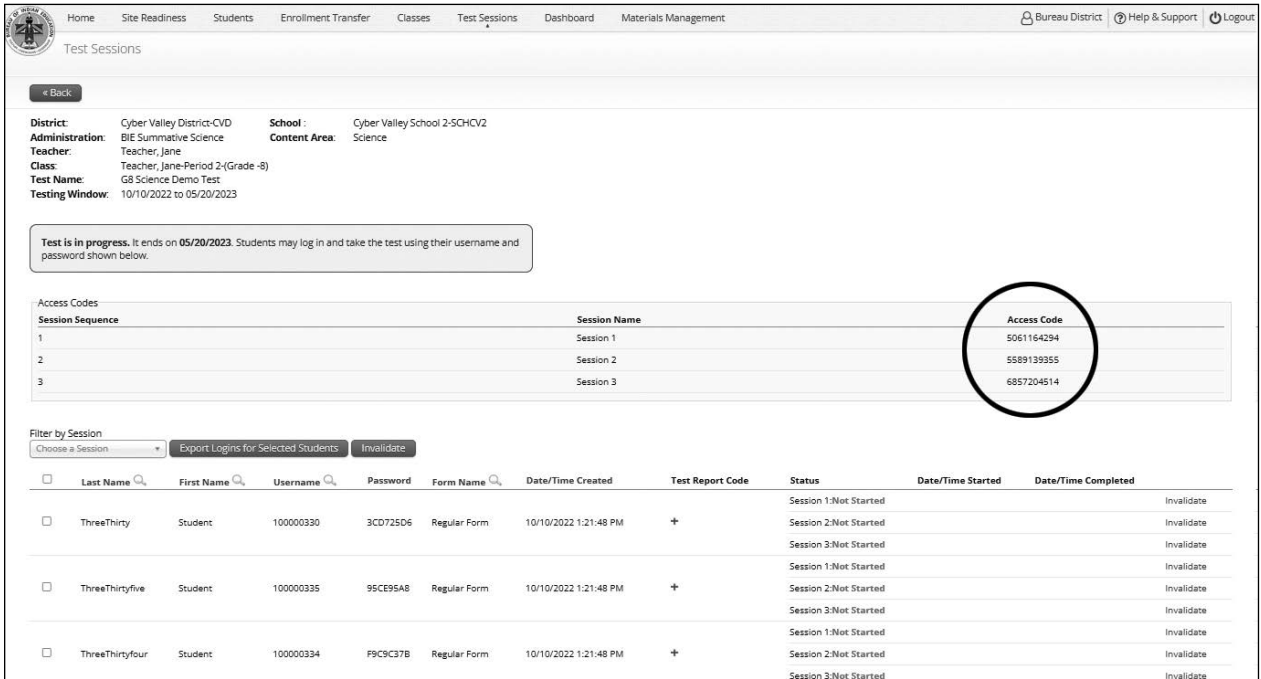
The following materials are needed for computer-based testing:

- this manual, which includes administration scripts
- a "Testing—Do Not Disturb" sign for the classroom door
- scratch paper
- two pencils with erasers for each student
- student login tickets

### 4.3.3 Session Access Codes

STCs schedule tests via the Test Sessions tab in the online portal. Please check with your STC for your local policies and procedures for obtaining Session Access Codes.

In some schools, after the test has been scheduled, TAs may go to the “View Details/Student Logins” page for the applicable class scheduled for the test. On this page, the TA will see access codes for each session of the test.



**Test Sessions**

District: Cyber Valley District-CVD School: Cyber Valley School 2-SCHCV2  
 Administration: BIE Summative Science Content Area: Science  
 Teacher: Teacher, Jane  
 Class: Teacher, Jane-Period 2(Grade -8)  
 Test Name: G8 Science Demo Test  
 Testing Window: 10/10/2022 to 05/20/2023

Test is in progress. It ends on 05/20/2023. Students may log in and take the test using their username and password shown below.

Session Sequence	Session Name	Access Code
1	Session 1	5061164294
2	Session 2	5589139355
3	Session 3	6857204514

Filter by Session: Choose a Session | Export Logins for Selected Students | Invalidate

<input type="checkbox"/>	Last Name	First Name	Username	Password	Form Name	Date/Time Created	Test Report Code	Status	Date/Time Started	Date/Time Completed
<input type="checkbox"/>	ThreeThirty	Student	100000330	3CD725D6	Regular Form	10/10/2022 1:21:48 PM	+	Session 1:Not Started Session 2:Not Started Session 3:Not Started		Invalidate
<input type="checkbox"/>	ThreeThirtyfive	Student	100000335	95CE95A8	Regular Form	10/10/2022 1:21:48 PM	+	Session 1:Not Started Session 2:Not Started Session 3:Not Started		Invalidate
<input type="checkbox"/>	ThreeThirtyfour	Student	100000334	F9C9C37B	Regular Form	10/10/2022 1:21:48 PM	+	Session 1:Not Started Session 2:Not Started Session 3:Not Started		Invalidate








The session access codes also display on the PDF with student test tickets.






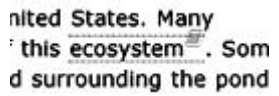
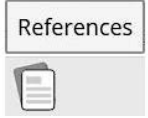




Teacher Name: Teacher, Jane Class Name: Teacher, Jane-Period 2-(Grade -8) Test Name: G8 Science Demo Test Testing Window: 10/10/2022 to 5/20/2023				
Session Sequence	Session Name	Access Code		
1	Session 1	5061164294		
2	Session 2	5589139355		
3	Session 3	6857204514		
Student Name	Date of Birth	Username	Password	Accommodations
ThreeThirty, Student	9/3/1999	100000330	3CD725D6	
ThreeThirtyfive, Student	9/8/1999	100000335	95CE95A8	Headphones/Noise Buffer, Alternative Setting
ThreeThirtyfour, Student	9/7/1999	100000334	F9C9C37B	
ThreeThirtyone, Student T	9/4/1999	100000331	228C37B7	Science TTS English
ThreeThirtythree, Student	9/6/1999	100000333	97339D39	
ThreeThirtytwo, Student	9/5/1999	100000332	F8854A23	



#### 4.3.4 Online Portal Universal Tools and Navigation Features

The following tools and navigation buttons are available to all students.

Navigation/ Universal Tool	Icon	Description/Action
<b>Answer Eliminator</b>	 	<p>The Answer Eliminator tool allows students to eliminate response option(s) by placing a strike through over the option. Students must click on the icon in the tool bar to activate the eliminator, and then click on the response options they wish to eliminate.</p> <p>To select a response option as their answer choice, the answer eliminator tool must be turned off before selecting the response option.</p> <p>Options that have been eliminated cannot be selected as an answer choice. To undo an eliminated response option, the student must turn on the answer eliminator, deselect the option, then turn off the answer eliminator tool and select their answer choice.</p>
<b>Back Button</b>		Click the "Back" button to move to the previous test question.
<b>Bookmark</b>		Bookmark or save items to come back to later by clicking the star icon. The Jump to Question icon is a picture of a down arrow. Click the down arrow to be taken to a test review screen to jump to another test question.
<b>Clear Button</b>		Click the "Clear" button to clear an entire answer from the screen.

Navigation/ Universal Tool	Icon	Description/Action
<b>Constructed Responses Writing Tools (rich text editor response option)</b>		Both open-ended and short answer constructed response items will also have a series of writing tools that are shown with the symbols for undo, redo, bold, italicize, underline, bullet list, numbered list, increase indent, decrease indent, and spell checker.
<b>Finish Button</b>		Click the “Finish” button to submit your test; the “Finish” button is only active on the last item of the session.
<b>Line Reader</b>		The line reader can be used to assist in reading by raising and lowering the tool for each line of text onscreen. It is resizable and draggable.
<b>Notepad</b>		Use the Notepad tool to type notes in the Notepad for each separate test question. Notes on a stimulus are viewable for all items pertaining to that stimulus. The Notepad can be moved around on the screen and resized as desired.
<b>Pause and Inactivity Timeout Button</b>		This button allows the student to exit the test (log out and close the kiosk) or pause the test, in which case they will have a timer that will allow them to re-enter the test from the pause timer screen using only their password if they return in less than 45 minutes.
<b>Pop-Up Glossary</b>		Students can view definitions of pre-selected words by selecting words with a book icon to launch a pop-up screen with the word’s definition.
<b>Periodic Table (for Grade 11)</b>		Available to grade 11 students only. Use the information in the periodic table to help answer some test questions. Note that the platform icon will read “References,” but it will take the student to the periodic table.
<b>Sketch</b>		Use the Sketch tool to sketch, highlight, or underline text on the screen. This tool will only appear on items that do not have a sketchpad widget or rich text editor response option.
<b>Highlighter</b>		Use the Highlighter tool to select text and highlight the selection.
<b>Turn In Button</b>		Once students complete answering all questions and click the “Finish” button, they are ready to click “Turn in” to ensure all the answers are submitted and the test status will show as finished and completed.
<b>Zoom View (magnifier)</b>		Students can magnify the entire screen in four increments: 100%, 150%, 200%, and 300%.



## 5. During Computer-Based Testing

### 5.1 Directions for Test Administration

In sections 5.3–5.5 below, the directions that are to be read aloud to students are in **bold** font. Directions to you are interspersed within the script and are in regular font and in brackets. Read the directions for students exactly as written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “No. That is wrong. Listen again.” Then read the direction or question again.

- Encourage the students to do their best.
- Check periodically to make sure that the students are recording their answers properly.
- Ensure that the students work until they reach the end of each testing session.
- Remember that you are prohibited from spelling words for students during all testing sessions.

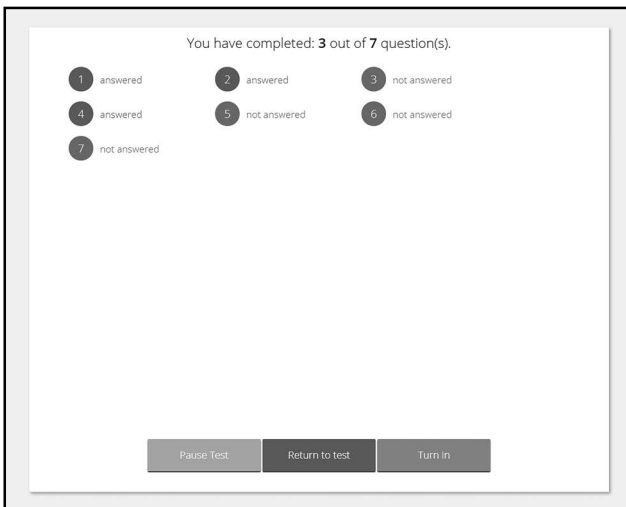


### 5.2 Monitoring Test Sessions

At the beginning of each session of the test, walk around the room to check that students are logged in correctly. During each test session, ensure they are working appropriately by clicking to the next item when necessary, typing or drawing their answers in the appropriate answer boxes, and not spending too much time on any one item. If you have a concern or are unsure how to proceed, please contact the STC.

#### IMPORTANT REMINDERS FOR TEST ADMINISTRATORS:

You may not help students in any way, except during the general instructions or as specified in this manual. **You may assist a student if a technology issue occurs.** Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.



Test administrators may not view student responses.

When students have reached the test map, which shows which items have been completed, instruct them to re-check their online responses for unintentionally skipped items before asking them to return to the final item and click the “Finish” button and then click “Turn In.”

Once a test is turned in, have the students click “Exit” in the upper-right corner before allowing them to sit quietly and/or read a book at their desk.

If you encounter a technology problem during testing please call the BIE Help Desk at 800-887-7027. Please be prepared to answer the following questions along with a description of the issue.

1. Is there an error message? If yes, what is the error message?
2. Is it affecting more than one student? If yes, how many?
3. What is the operating system and version of the device experiencing the issue (Windows 10, Chrome OS 116, macOS 14.0)?

While restarting the student's test device may immediately resolve the issue, we recommend contacting the Help Desk prior to restarting the device. The Help Desk may be able to provide guidance that will prevent the issue from reoccurring during another student's test.

For more information and guidance on all Kiosk error messages please reference the *BIE Science Assessment Kiosk User Guide* at [bie.onlinehelp.cognia.org/resources](http://bie.onlinehelp.cognia.org/resources).



## 5.3 Session 1 Directions and Scripts

**Recommended Session Time:** Refer to the tables in [section 2.2.2](#).\*

\*Allow an additional 15 minutes to distribute materials, have the students log on to the system, and read the directions to the students, be sure to prepare the testing space as described in [section 4.3.1](#).

**Materials Needed:** Student Login Tickets, sharpened pencils with erasers, and scratch paper

**Note:** Spelling words for students is prohibited.

**SAY** **You are not allowed to have a cell phone or other electronic device during testing.** [Please refer to the Policy on Electronic Devices in [section 2.1.2](#).] **If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.** [Collect and store students' devices according to the procedure at your school.]

**SAY** **If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.**

**Do not touch the computers until you are instructed to do so. In this session, you will answer some questions by selecting your responses on the computer screen. You may work out problems on scratch paper. You will answer other questions by writing your answers in the boxes provided on your screen. Some questions have two or more parts. Be sure to answer all parts. For open-ended questions, show or explain all of your work by using numbers, words, or sentences. For questions requiring you to write your answers, type your answers within the boxes provided for each question on your screen. Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY** **Make sure your computer is turned on. Do not open any other programs.** [If necessary, wait for workstations to boot up.]

**SAY** **Now double-click the BIE Science icon on your desktop. Once the program opens, you will see a student login page.**

Wait for everyone to have the student sign-in page displaying on their screens. Work with students who need extra help accessing the portal. Remember, no other programs should be running while the testing kiosk is being launched.

**SAY** **Each of you should see the student sign-in page on your screen. Raise your hand if you do not see the sign-in page.**

Work with students who need extra help accessing the sign-in page. Remember, no other programs should be running while the students are launching the kiosk.

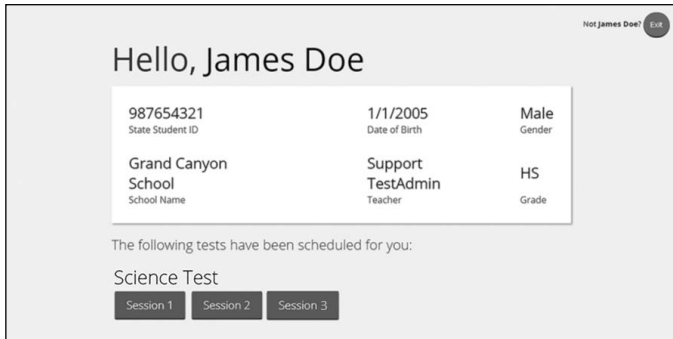
Distribute the Student Login Tickets. Post the Session 1 Access Code at the front of the room.

**SAY** **You have been given a test ticket with your name and test login information. Check the ticket to be sure you have your own. If someone else's name is on the ticket, raise your hand.**

If any students have the wrong ticket, make the correction.

**SAY** Carefully type the username and password in the sign-in screen exactly as it appears on the ticket. Then click the *Sign In* button. Keep your login ticket on your desk. It will be collected at the end of this test.

If you have successfully logged in, you will see the word “Hello” followed by your name. Verify that your name, student testing ID number, and date of birth are correct. If the information on the screen is not correct, raise your hand.



Work with any students who may need extra help logging in to the program.

**SAY** Click the blue button that says **Session 1**.

You will now enter a **Session Access Code** in the box labeled “**Session Access Code**.” The code is [read the Session Access Code to the students and display the session 1 access code only]. Enter the code now, and then click **Submit**. Do not go on until you are instructed to do so.

The page you are on should be titled “**Session 1 Directions**.” [Pause to make sure students are on the correct screen. Students with accommodations will see the “Options” screen before they get to the Directions screen. The Options screen lets them experiment with and change accommodations settings.]

**SAY** Follow along as I read them aloud.

**“Welcome to the Bureau of Indian Education (BIE) Science assessment!**

**This is Session 1. You should complete all items in this session.**

**Use the navigation buttons to move to the next question or to go back to the previous question in each session.**

**Each question will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer.**

**Some questions will require you to type a response and will be followed by a text box. Type your answer in the text box.**

**For some questions, important information will be shown on the left side of the screen. Be sure to read all the information before you answer the questions on the right side of the screen. You may need to use the scroll bar to see all the information.”**

**Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY** Now click the *Continue* button and we will go over some tools and navigation instructions together. The first question in Session 1 should be showing on your screen. Look at the buttons on the bottom right of the screen.



These are your navigation buttons. *Clear* will clear your answers for the questions on the page. If you click this button, you will be asked if you are sure you want to clear the current question.

*Pause/Exit* will take you to another screen, where you will have the option to pause the test, exit the test, or cancel. If you select *Pause Test*, a timer will begin to count down from 45 minutes. To return to your test within that 45 minutes, enter your password and click *Resume*. Any sketching or highlighting you did before pausing will still be there when you resume. If you do not return within 45 minutes after pausing, or if you select *Exit Test*, you will be exited from the test. Any sketching or highlighting will be deleted. To resume testing, you will need to log in again using your username and password and the session access code. [If 45 minutes have elapsed, the proctor password will also be required.]

Clicking the *Next* button will take you to the next question. Click the *Next* button now. Clicking the *Back* button will take you to the previous item. Click the *Back* button now. You can bookmark any item to go back to later by clicking on the star next to the item number in the upper left of the screen, next to the question number. Click this star now.

Another way to navigate through the form is by using the Test Map. You can access the Test Map by clicking the down arrow next to the question number at the top left of the screen. Click this arrow now.

The Test Map is a visual representation of all of the questions on the test. Answered questions will appear blue; questions you have viewed, but not answered are red; bookmarked questions have a yellow star next to them; and questions that have not been visited are gray. (Notice that you have a bookmarked question.) Clicking a question number will take you directly to that question on the test. You can pause the test, return to the test or turn in your test from the Test Map.

Click the first question number on your test map. You are now back to the first question in Session 1. Click the bookmark star to remove the bookmark.

In the lower-left corner is your toolbox. There you will see several tools available to use on this test.



The Answer Eliminator tool looks like lines with an X over them. This tool allows you to put a red X through answer choices on multiple choice items. Click the tool to enable it. Click it again to disable it.



The Notepad tool looks like a pencil and a pad of paper. You can use the Notepad tool to make notes, plan your response, or work out science questions. You can also copy and paste from the Notepad into the constructed-response answer space. Notes typed in the Notepad tool will NOT be saved or scored, so you must type your answer in the designated answer space.

Click the Notepad tool now. You can move the Notepad by clicking in the dark band at the bottom and dragging to the new location. You can also resize the Notepad by clicking the right corner of the band and dragging out or in. Click the “X” in the upper-right corner of the Notepad tool to close it.



The Line Reader tool has the letters “abc.” This tool provides a small window that you can move up and down the page to cover some of the words to help with reading. You can also resize it to add more white space or more gray space.



The Sketch tool looks like a pencil. Clicking on it will open a toolbox containing several colored pencils, an eraser, and a highlighter. Use this tool to highlight parts of the passage or question that you want to stand out. Do not use it to write your answers. Click this tool now.

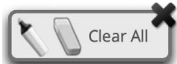


Now, click the yellow highlighter and highlight a word in the item.

Now click the blue pencil and circle a word in the item. You can erase the marks you just made by clicking the eraser and then clicking the mark. Click the “X” in the upper right corner of the tool to close the Sketch tool.



The Highlighter tool looks like a highlighter. This tool will allow you to select specific words you want to highlight.



From the pop-up menu, you can choose to highlight text or use the eraser to remove some or all of the highlighted text.



[For Grade 11 only, say the following.] The References tool looks like a sheet of paper. Clicking on it will bring up a periodic table reference sheet that you may use as needed.

In addition to these tools, some words on the test may have a small book next to them. You can click on the book to open a pop-up glossary that will provide you with the definition of the word.

When you come to the last item in the test, you will see the *Finish* button on the bottom right of the screen. Once you have answered the last item, click *Finish* to be taken to the Test Map.



You may click any question to return directly to that specific question or click *Return to test* to go back to the last question in the test.

When you have answered all of the questions, click *Turn In*.



**Are there any questions about available tools and navigation?** [If there are any procedural questions, reread the directions.]

**SAY** Begin with the first question in Session 1. Work until you reach the end of this session.

**You may go back to any of the questions in this session to review your answers. Does everyone understand what to do?** [If there are any procedural questions, reread the directions.]

**SAY** You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can.

**When you are finished with this session, make sure you have clicked *Finish* and then *Turn In*. You will be asked if you are sure you want to turn in your test. Click *Turn In* if you are sure. By clicking *Turn In* you will ensure all of your answers are submitted and you will not be able to access this session again. When you have successfully turned in your test, you will see the “Hello” screen again, with Session 1 crossed out. Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY** You may begin.

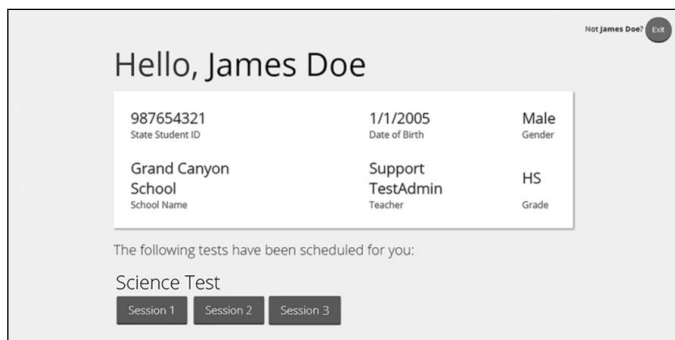
Remain attentive in the room during the entire testing session. (Reading, grading papers, or doing other work is prohibited.) Circulate throughout the room during the testing session. Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students’ responses.

After students have finished (approximately 50 minutes for grades 5 & 8, 55 minutes for grade 11), continue reading the following script.

**SAY** If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time. [Explain to students how extended time is to be handled in your school.]

**SAY** Now click the red *Exit* button in the upper-right corner.



**SAY** This completes Session 1. Please wait quietly at your seat while I collect the scratch paper, pencils, and Student Login Tickets. [Collect the scratch paper, pencils, and tickets from the students. Give all the tickets and used scratch paper to the STC at the end of testing.]



**If you will immediately continue with Session 2**, provide students with a short break and proceed to the directions in [section 5.4](#), on the next page.

**If you will not immediately continue with Session 2**, instruct the students to log out of their computers, and shut off their computers, if appropriate. Laptops should be moved to a charging cart or otherwise plugged in. Store the Student Login Tickets in central, secure, and locked storage until the next testing session.



## 5.4 Session 2 Directions and Scripts

**Recommended Session Time:** Refer to the tables in [section 2.2.2](#).\*

\*Allow an additional 15 minutes to distribute materials, have the students log on to the system, and read the directions to the students, be sure to prepare the testing space as described in [section 4.3.1](#).

**Materials Needed:** Student Login Tickets, sharpened pencils with erasers, and scratch paper, be sure to prepare the testing space as described in [section 4.3.1](#)

**Note:** Spelling words for students is prohibited.

**SAY** **You are not allowed to have a cell phone or other electronic device during testing.** [Please refer to the Policy on Electronic Devices in [section 2.1.2](#).] **If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.** [Collect and store students' devices according to the procedure at your school.]

**SAY** **If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.**

**Do not touch the computers until you are instructed to do so. In this session, you will answer some questions by selecting your responses on the computer screen. You may work out problems on scratch paper. You will answer other questions by writing your answers in the boxes provided on your screen. Some questions have two or more parts. Be sure to answer all parts. For open-ended questions, show or explain all of your work by using numbers, words, or sentences. For questions requiring you to write your answers, type your answers within the boxes provided for each question on your screen. Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY** **Make sure your computer is turned on. Do not open any other programs.** [If necessary, wait for workstations to boot up.]

**SAY** **Now double-click the BIE Science icon on your desktop. Once the program opens, you will see a student login page.**

Wait for everyone to have the student sign-in page displaying on their screens. Work with students who need extra help accessing the portal. Remember, no other programs should be running while the testing kiosk is being launched.

**SAY** **Each of you should see the student sign-in page on your screen. Raise your hand if you do not see the sign-in page.**

Work with students who need extra help accessing the sign-in page. Remember, no other programs should be running while the students are launching the kiosk.

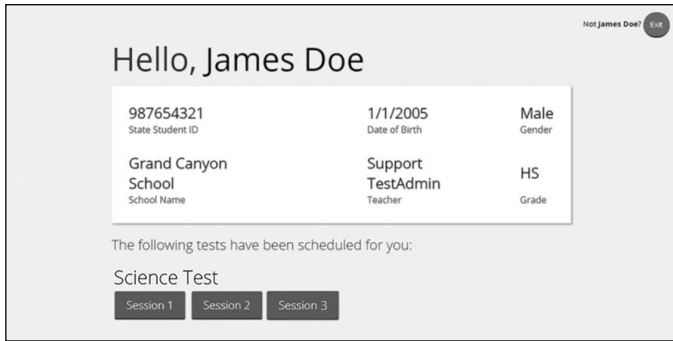
Distribute the Student Login Tickets. Post the Session 2 Access Code at the front of the room.

**SAY** **You have been given a test ticket with your name and test login information. Check the ticket to be sure you have your own. If someone else's name is on the ticket, raise your hand.**

If any students have the wrong ticket, make the correction.

**SAY** Carefully type the username and password in the sign-in screen exactly as it appears on the ticket. Then click the *Sign In* button. Keep your login ticket on your desk. It will be collected at the end of this test.

If you have successfully logged in, you will see the word “Hello” followed by your name. Verify that your name, student testing ID number, and date of birth are correct. If the information on the screen is not correct, raise your hand.



Work with any students who may need extra help logging in to the program.

**SAY** Click the blue button that says **Session 2**.

You will now enter a **Session Access Code** in the box labeled “**Session Access Code**.” The code is [read the Session Access Code to the students and display the session 2 access code only]. Enter the code now, and then click **Submit**. Do not go on until you are instructed to do so.

The page you are on should be titled “**Session 2 Directions**.” [Pause to make sure students are on the correct screen. Students with accommodations will see the “Options” screen before they get to the Directions screen. The Options screen lets them experiment with and change accommodations settings.]

**SAY** Follow along as I read them aloud.

**“Welcome to the Bureau of Indian Education (BIE) Science assessment!**

**This is Session 2. You should complete all items in this session.**

**Use the navigation buttons to move to the next question or to go back to the previous question in each session.**

**Each question will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer.**

**Some questions will require you to type a response and will be followed by a text box. Type your answer in the text box.**

**For some questions, important information will be shown on the left side of the screen. Be sure to read all the information before you answer the questions on the right side of the screen. You may need to use the scroll bar to see all the information.”**

**Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY** Now click the *Continue* button and we will go over some tools and navigation instructions together. The first question in Session 2 should be showing on your screen. Look at the buttons on the bottom right of the screen.



These are your navigation buttons. *Clear* will clear your answers for the questions on the page. If you click this button, you will be asked if you are sure you want to clear the current question.

*Pause/Exit* will take you to another screen, where you will have the option to pause the test, exit the test, or cancel. If you select *Pause Test*, a timer will begin to count down from 45 minutes. To return to your test within that 45 minutes, enter your password and click *Resume*. Any sketching or highlighting you did before pausing will still be there when you resume. If you do not return within 45 minutes after pausing, or if you select *Exit Test*, you will be exited from the test. Any sketching or highlighting will be deleted. To resume testing, you will need to log in again using your username and password and the session access code. [If 45 minutes have elapsed, the proctor password will also be required.]

Clicking the *Next* button will take you to the next question. Click the *Next* button now. Clicking the *Back* button will take you to the previous item. Click the *Back* button now. You can bookmark any item to go back to later by clicking on the star next to the item number in the upper left of the screen, next to the question number. Click this star now.

Another way to navigate through the form is by using the Test Map. You can access the Test Map by clicking the down arrow next to the question number at the top left of the screen. Click this arrow now.

The Test Map is a visual representation of all of the questions on the test. Answered questions will appear blue; questions you have viewed, but not answered are red; bookmarked questions have a yellow star next to them; and questions that have not been visited are gray. (Notice that you have a bookmarked question.) Clicking a question number will take you directly to that question on the test. You can pause the test, return to the test or turn in your test from the Test Map.

Click the first question number on your test map. You are now back to the first question in Session 2. Click the bookmark star to remove the bookmark.

In the lower-left corner is your toolbox. There you will see several tools available to use on this test.



The Answer Eliminator tool looks like lines with an X over them. This tool allows you to put a red X through answer choices on multiple choice items. Click the tool to enable it. Click it again to disable it.



The Notepad tool looks like a pencil and a pad of paper. You can use the Notepad tool to make notes, plan your response, or work out science questions. You can also copy and paste from the Notepad into the constructed-response answer space. Notes typed in the Notepad tool will NOT be saved or scored, so you must type your answer in the designated answer space.

Click the Notepad tool now. You can move the Notepad by clicking in the dark band at the bottom and dragging to the new location. You can also resize the Notepad by clicking the right corner of the band and dragging out or in. Click the “X” in the upper-right corner of the Notepad tool to close it.



The Line Reader tool has the letters “abc.” This tool provides a small window that you can move up and down the page to cover some of the words to help with reading. You can also resize it to add more white space or more gray space.



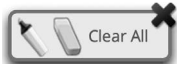
The Sketch tool looks like a pencil. Clicking on it will open a toolbox containing several colored pencils, an eraser, and a highlighter. Use this tool to highlight parts of the passage or question that you want to stand out. Do not use it to write your answers. Click this tool now.



Now, click the yellow highlighter and highlight a word in the item. Now click the blue pencil and circle a word in the item. You can erase the marks you just made by clicking the eraser and then clicking the mark. Click the “X” in the upper right corner of the tool to close the Sketch tool.



The Highlighter tool looks like a highlighter. This tool will allow you to select specific words you want to highlight.



From the pop-up menu, you can choose to highlight text or use the eraser to remove some or all of the highlighted text.



[For Grade 11 only, say the following.] The References tool looks like a sheet of paper. Clicking on it will bring up a periodic table reference sheet that you may use as needed.

In addition to these tools, some words on the test may have a small book next to them. You can click on the book to open a pop-up glossary that will provide you with the definition of the word.

When you come to the last item in the test, you will see the *Finish* button on the bottom right of the screen. Once you have answered the last item, click *Finish* to be taken to the Test Map.



You may click any question to return directly to that specific question or click *Return to test* to go back to the last question in the test.

When you have answered all of the questions, click *Turn In*.



**Are there any questions about available tools and navigation?** [If there are any procedural questions, reread the directions.]

**SAY** Begin with the first question in Session 2. Work until you reach the end of this session.

**You may go back to any of the questions in this session to review your answers. Does everyone understand what to do?** [If there are any procedural questions, reread the directions.]

**SAY** You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can.

**When you are finished with this session, make sure you have clicked *Finish* and then *Turn In*. You will be asked if you are sure you want to turn in your test. Click *Turn In* if you are sure. By clicking *Turn In* you will ensure all of your answers are submitted and you will not be able to access this session again. When you have successfully turned in your test, you will see the “Hello” screen again, with Session 2 crossed out. Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY** You may begin.

Remain attentive in the room during the entire testing session. (Reading, grading papers, or doing other work is prohibited.) Circulate throughout the room during the testing session. Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students’ responses.

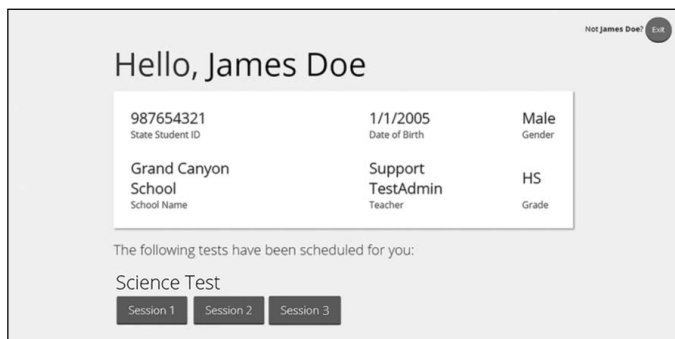
If a student sees the following error message when they attempt to turn in their test, please take the steps outlined in [Appendix D](#) or contact the BIE Service Desk at 800-887-7027.

**Please raise your hand and notify your proctor.**  
 A connection to the network could not be established. Your test has been saved offline.

After students have finished (approximately 50 minutes for grades 5 & 8, 55 minutes for grade 11), continue reading the following script.

**SAY** If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time. [Explain to students how extended time is to be handled in your school.]

**SAY** Now click the red *Exit* button in the upper-right corner.



**SAY** This completes Session 2. Please wait quietly at your seat while I collect the scratch paper, pencils, and Student Login Tickets. [Collect the scratch paper, pencils, and tickets from the students. Give all the tickets and used scratch paper to the STC at the end of testing.]



**If you will immediately continue with Session 3**, provide students with a short break and proceed to the directions in [section 5.5](#), on the next page.

**If you will not immediately continue with Session 3**, instruct the students to log out of their computers, and shut off their computers, if appropriate. Laptops should be moved to a charging cart or otherwise plugged in. Store the Student Login Tickets in central, secure, and locked storage until the next testing session.

## 5.5 Session 3 Directions and Scripts

**Recommended Session Time:** Refer to the tables in [section 2.2.2](#).\*

\*Allow an additional 15 minutes to distribute materials, have the students log on to the system, and read the directions to the students, be sure to prepare the testing space as described in [section 4.3.1](#).

**Materials Needed:** Student Login Tickets, sharpened pencils with erasers, and scratch paper, be sure to prepare the testing space as described in [section 4.3.1](#)

**Note:** Spelling words for students is prohibited.

**SAY** **You are not allowed to have a cell phone or other electronic device during testing.** [Please refer to the Policy on Electronic Devices in [section 2.1.2](#).] **If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.** [Collect and store students' devices according to the procedure at your school.]

**SAY** **If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.**

**Do not touch the computers until you are instructed to do so. In this session, you will answer some questions by selecting your responses on the computer screen. You may work out problems on scratch paper. You will answer other questions by writing your answers in the boxes provided on your screen. Some questions have two or more parts. Be sure to answer all parts. For open-ended questions, show or explain all of your work by using numbers, words, or sentences. For questions requiring you to write your answers, type your answers within the boxes provided for each question on your screen. Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY** **Make sure your computer is turned on. Do not open any other programs.** [If necessary, wait for workstations to boot up.]

**SAY** **Now double-click the BIE Science icon on your desktop. Once the portal opens, you will see a student login page.**

Wait for everyone to have the student sign-in page displaying on their screens. Work with students who need extra help accessing the portal. Remember, no other programs should be running while the testing kiosk is being launched.

**SAY** **Each of you should see the student sign-in page on your screen. Raise your hand if you do not see the sign-in page.**

Work with students who need extra help accessing the sign-in page. Remember, no other programs should be running while students are launching the kiosk.

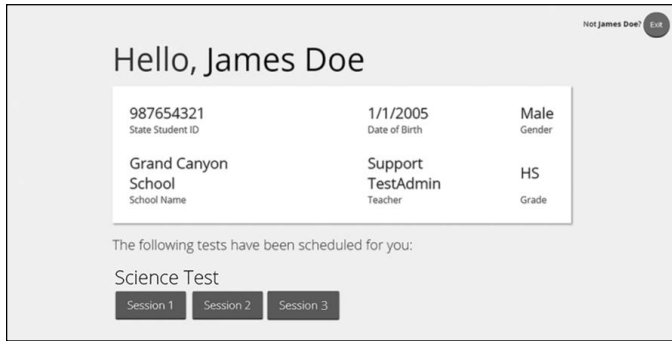
Distribute the Student Login Tickets. Post the Session 3 Access Code at the front of the room.

**SAY** **You have been given a test ticket with your name and test login information. Check the ticket to be sure you have your own. If someone else's name is on the ticket, raise your hand.**

If any students have the wrong ticket, make the correction.

**SAY** Carefully type the username and password in the sign-in screen exactly as it appears on the ticket. Then click the *Sign In* button. Keep your login ticket on your desk. It will be collected at the end of this test.

If you have successfully logged in, you will see the word “Hello” followed by your name. Verify that your name, student testing ID number, and date of birth are correct. If the information on the screen is not correct, raise your hand.



Work with any students who may need extra help logging in to the program.

**SAY** Click the blue button that says **Session 3**.

**You will now enter a Session Access Code in the box labeled “Session Access Code.” The code is [read the Session Access Code to the students and display the session 3 access code only]. Enter the code now, and then click *Submit*. Do not go on until you are instructed to do so.**

**SAY** The page you are on should be titled “**Session 3 Directions**.” [Pause to make sure students are on the correct screen. Students with accommodations will see the “Options” screen before they get to the Directions screen. The Options screen lets them experiment with and change accommodations settings.]

**SAY** Follow along as I read them aloud.

**“This is Session 3. You should complete all items in this session.**

**Use the navigation buttons to move to the next question or to go back to the previous question in each session.**

**Each question will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer.**

**Some questions will require you to type a response and will be followed by a text box. Type your answer in the text box.**

**For some questions, important information will be shown on the left side of the screen. Be sure to read all the information before you answer the questions on the right side of the screen. You may need to use the scroll bar to see all the information.”**

**Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY** Now click the *Continue* button and we will go over some tools and navigation instructions together. The first question in Session 3 should be showing on your screen. Look at the buttons on the bottom right of the screen.





These are your navigation buttons. *Clear* will clear your answers for the questions on the page. If you click this button, you will be asked if you are sure you want to clear the current question.

*Pause/Exit* will take you to another screen, where you will have the option to pause the test, exit the test, or cancel. If you select *Pause Test*, a timer will begin to count down from 45 minutes. To return to your test within that 45 minutes, enter your password and click *Resume*. Any sketching or highlighting you did before pausing will still be there when you resume. If you do not return within 45 minutes after pausing, or if you select *Exit Test*, you will be exited from the test. Any sketching or highlighting will be deleted. To resume testing, you will need to log in again using your username and password and the session access code. [If 45 minutes have elapsed, the proctor password will also be required.]

Clicking the *Next* button will take you to the next question. Click the *Next* button now. Clicking the *Back* button will take you to the previous item. Click the *Back* button now. You can bookmark any item to go back to later by clicking on the star next to the item number in the upper left of the screen, next to the question number. Click this star now.

Another way to navigate through the form is by using the Test Map. You can access the Test Map by clicking the down arrow next to the question number at the top left of the screen. Click this arrow now.

The Test Map is a visual representation of all of the questions on the test. Answered questions will appear blue; questions you have viewed, but not answered are red; bookmarked questions have a yellow star next to them; and questions that have not been visited are gray. (Notice that you have a bookmarked question.) Clicking a question number will take you directly to that question on the test. You can pause the test, return to the test or turn in your test from the Test Map.

Click the first question number on your test map. You are now back to the first question in Session 3. Click the bookmark star to remove the bookmark.

In the lower-left corner is your toolbox. There you will see several tools available to use on this test.



The Answer Eliminator tool looks like lines with an X over them. This tool allows you to put a red X through answer choices on multiple choice items. Click the tool to enable it. Click it again to disable it.



The Notepad tool looks like a pencil and a pad of paper. You can use the Notepad tool to make notes, plan your response, or work out science questions. You can also copy and paste from the Notepad into the constructed-response answer space. Notes typed in the Notepad tool will NOT be saved or scored, so you must type your answer in the designated answer space.

Click the Notepad tool now. You can move the Notepad by clicking in the dark band at the bottom and dragging to the new location. You can also resize the Notepad by clicking the right corner of the band and dragging out or in. Click the "X" in the upper-right corner of the Notepad tool to close it.



The Line Reader tool has the letters “abc.” This tool provides a small window that you can move up and down the page to cover some of the words to help with reading. You can also resize it to add more white space or more gray space.



The Sketch tool looks like a pencil. Clicking on it will open a toolbox containing several colored pencils, an eraser, and a highlighter. Use this tool to highlight parts of the passage or question that you want to stand out. Do not use it to write your answers. Click this tool now.



Now, click the yellow highlighter and highlight a word in the item.

Now click the blue pencil and circle a word in the item. You can erase the marks you just made by clicking the eraser and then clicking the mark. Click the “X” in the upper right corner of the tool to close the Sketch tool.



The Highlighter tool looks like a highlighter. This tool will allow you to select specific words you want to highlight.



From the pop-up menu, you can choose to highlight text or use the eraser to remove some or all of the highlighted text.



[For Grade 11 only, say the following.] The References tool looks like a sheet of paper. Clicking on it will bring up a periodic table reference sheet that you may use as needed.

In addition to these tools, some words on the test may have a small book next to them. You can click on the book to open a pop-up glossary that will provide you with the definition of the word.

When you come to the last item in the test, you will see the *Finish* button on the bottom right of the screen. Once you have answered the last item, click *Finish* to be taken to the Test Map.



You may click any question to return directly to that specific question or click *Return to test* to go back to the last question in the test.

When you have answered all of the questions, click *Turn In*.



**Are there any questions about available tools and navigation?** [If there are any procedural questions, reread the directions.]

**SAY** Begin with the first question in Session 3. Work until you reach the end of this session.

You may go back to any of the questions in this session to review your answers. Does everyone understand what to do? [If there are any procedural questions, reread the directions.]

**SAY You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can.**

**When you are finished with this session, make sure you have clicked *Finish* and then *Turn In*. You will be asked if you are sure you want to turn in your test. Click *Turn In* if you are sure. By clicking *Turn In* you will ensure all of your answers are submitted and you will not be able to access this session again. When you have successfully turned in your test, you will see the “Hello” screen again, with Session 3 crossed out. Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY You may begin.**

Remain attentive in the room during the entire testing session. (Reading, grading papers, or doing other work is prohibited.) Circulate throughout the room during the testing session. Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students’ responses.

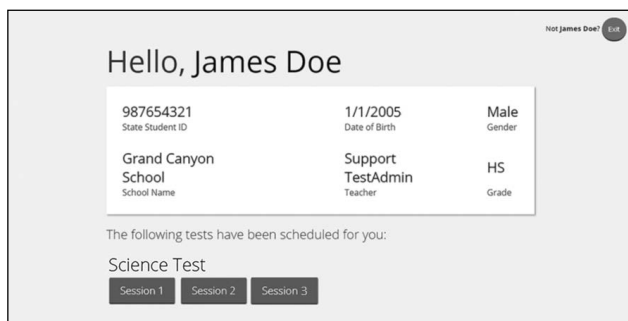
If a student sees the following error message when they attempt to turn in their test, please take the steps outlined in [Appendix D](#) or contact the BIE Service Desk at 800-887-7027.

**Please raise your hand and notify your proctor.**  
 A connection to the network could not be established. Your test has been saved offline.

After students have finished (approximately 50 minutes for grades 5 & 8, 55 minutes for grade 11), continue reading the following script.

**SAY If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time.** [Explain to students how extended time is to be handled in your school.]

**SAY Now click the red *Exit* button in the upper-right corner.**



**SAY This completes the BIE Science assessment. Please wait quietly at your seat while I collect the scratch paper, pencils, and Student Login Tickets.** [Collect the scratch paper, pencils, and tickets from the students. Give all the tickets and used scratch paper to the STC at the end of testing.]



This is the end of the English version of the BIE Science administration.

## 6. After Computer-Based Testing

### 6.1 Final Reminders

1. Make sure that the students click “TURN IN” once they complete a test session. By clicking “Turn In” the students will ensure all of their answers are submitted and their test status will show as finished and completed.
2. All used scratch paper and student login tickets must be collected and securely shredded at the school immediately following testing.



## 7. Before Paper-Based Testing

### 7.1 Preliminary Preparation

Inform students of the importance of the BIE Science assessment and of the testing schedule before testing begins. Be sure that students are familiar and comfortable with standardized test procedures and test-taking strategies. Ensure students are prepared to take tests in which they select answers to multiple-choice questions and write their own answers to open-ended questions.

TAs should become familiar with all administration procedures prior to testing.

Carefully read through this manual, review the testing schedule established by the district/school, and be sure to gather materials for each session before the start of testing. You should have a list of the students who will be testing in your classroom, as well as a list of students requiring accommodations and the accommodations each student requires. Please review the session scripts that you will read to students during testing (see [sections 8.3–8.5](#)).

### 7.2 Test Scheduling

Plan to administer each test session within the testing window scheduled by your school. Test sessions must be administered in accordance with BIE test schedule guidelines. See [section 2.2.2](#) for approximate session administration times.

Breaks of at least 15 minutes should be provided between sessions. Students should be allowed to leave the testing room to use the restroom as needed during the testing session, provided they are escorted to the facility. Before leaving the classroom, students must give their test booklets with inserted answer documents and all other test materials to you or the proctor. While the student is in the restroom, ensure that the remaining students are supervised and the test materials do not leave the classroom.

When students complete all the sessions scheduled for the day, collect their test booklets with inserted answer documents and instruct the students to sit quietly or quietly read a book at their desks until all students have finished. Reading is the only activity allowed.

#### 7.2.1 Testing Disruptions

The schedule should provide sufficient time to ensure that each test session will be completed before lunch or afternoon dismissal. If it is estimated that students cannot finish a session before dismissal, the students should not begin the session and the session should be rescheduled for a makeup day.

Except in the following circumstances, students are not allowed to stop in the middle of a session and resume at a later point:

- Sudden student illness
- Emergency evacuation
- Fire drill

In these circumstances, students may be allowed to complete the session later, but they **may not** change responses to any test questions already answered.

#### 7.2.2 Absences

Parents and guardians should be urged in advance of testing to avoid making medical appointments or planning trips for their child on a scheduled testing day. If a student is unable to take a test session(s) on the scheduled testing day(s) due to illness, a medical appointment that cannot be rescheduled, or unforeseen circumstances, the student may be administered the test session(s) that was missed on a makeup testing day.



As a TA, you must keep a record of all student absences for each session of the regular and makeup BIE Science sessions that you administer and then forward this record to the STC. In turn, the STC must keep a record of all students who miss both the regular and makeup administrations of any test session.

### 7.2.3 Makeup Testing

If a student misses a session due to illness or some other legitimate reason, a makeup session must be held before the end of the testing window. Makeup tests may be administered throughout the main testing window except during regular testing. Makeup tests are considered valid so schools and districts are not penalized for legitimate student absences.

## 7.3 Preparing for Administration

### 7.3.1 Preparing the Testing Environment

Prepare the testing room by ensuring the following:

- There is sufficient lighting and space between students' desks.
- The room has a "Testing—Do Not Disturb" sign on the door.
- Nothing is visible that would give clues to any of the answers on the test, such as rubrics, writing guides, word walls, hundreds charts, fact tables, etc.

### 7.3.2 Materials Required, Permitted, and Not Permitted

The following materials are required for paper-based testing:

- this manual, which includes English scripts
- a "Testing—Do Not Disturb" sign for the classroom door
- two No. 2 pencils with erasers for each student
  - › **Mechanical pencils are not allowed.**
- test booklets
- answer documents

The following materials are permitted (but not required) for paper-based testing:

- highlighters
  - › Students may use highlighters to mark in the test booklets.
- scratch paper

The following materials are **not** permitted for paper-based testing:

- mechanical pencils
- calculators



## 8. During Paper-Based Testing

### 8.1 Directions for Test Administration

In sections 8.3–8.5, the directions that are to be read aloud to students are in **bold** font. Directions to you are interspersed within the script and are in regular font and in brackets. Read the directions for students exactly as written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “No. That is wrong. Listen again.” Then read the direction again.

- Encourage the students to do their best.
- Check periodically to make sure that the students are recording their answers properly and are only working in the current test session.
- Ensure that the students work until they reach the end of each testing session.
- Remember that you are prohibited from spelling words for students during all testing sessions.

### 8.2 Completing Answer Documents

To ensure accurate processing of the answer documents, they should be marked properly and kept in good physical condition. Remind the students to

- handle test booklets and answer documents with care;
- record their answers with heavy, dark marks;
- use only a No. 2 pencil (no mechanical pencils are allowed);
- avoid making extra marks in the answer documents;
- avoid folding answer document covers back;
- leave extra space blank if answer boxes appear to be larger than necessary; and
- remember that only what is darkened in the response circles and written in the answer boxes will be scored.



## 8.3 Session 1 Directions and Scripts

**Recommended Session Time:** Refer to the tables in [section 2.2.2](#).\*

\*Allow an additional 15 minutes to distribute materials and read the directions to the students.

**Materials Needed:** test booklets, answer documents, sharpened No. 2 pencils with erasers, (for grade 11 only) periodic table reference sheets

On the day(s) of the BIE Science assessment, be sure to prepare the testing space as described in [section 7.3.1](#).

**Note:** Calculators and scratch paper **may not** be used. Spelling words for students is prohibited.

**SAY** **You are not allowed to have a cell phone or other electronic device during testing.** [Please refer to the Policy on Electronic Devices in [section 2.1.2](#).] **If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.** [Collect and store students' devices according to the procedure at your school.]

**SAY** **If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.**

**I will now give you your test booklet and answer document. Leave both closed until I tell you what to do.** [For Grade 11 only, say the following.] **I will also give you a periodic table reference sheet for you to use as needed.**

[Distribute the test booklets, answer documents, and two pencils to each student. For grade 11 only, distribute a reference sheet to each student.]

**SAY** **Only No. 2 pencils may be used. Mechanical pencils may NOT be used.**

**Look at the name boxes on the front covers of your test booklet and answer document. Print your first and last name neatly on the lines on each document.** [Pause.]

**SAY** **Open your test booklet to the Session 1 Science directions. Open your answer document to the first page that says "Session 1 Science." Do not fold your answer document back during this test.**

Walk around the room to make sure everyone has the booklets open to the correct pages. Answer documents should be open flat, not folded back.

**SAY** **In this session, each question will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer. You will answer other questions by writing your answers in the boxes provided in your answer document. Be sure to fit your answers within the boxes. Some questions have two or more parts. Be sure to answer all parts. While you are working, be sure to erase completely any changes that you make and clearly fill in the bubble for your intended answer.**

**Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud. "Directions: Read each question carefully. For each multiple-choice question, decide which is the best answer. Be sure to mark or write your answers in your answer document. Only answers and work written inside the answer boxes will be scored." Are there any questions?** [If there are any procedural questions, reread the directions.]



**SAY** [For grades 5 and 8 students] **Answer the questions in this session within the suggested time of 50 minutes per session.** [For grade 11 students] **Answer the questions in this session within the suggested time of 55 minutes per session. If you are not sure about the answer to a question, do the best you can. You may draw or write in your test booklet if this will help you answer the questions. Begin with the first question in this session and continue working until you see the stop sign. Do not work past the stop sign. Remember to mark or write all of your answers inside the answer boxes in the answer document. Anything written in the test booklet will NOT be scored.**

**When you are finished with this session, close your test booklet and answer document and insert your answer document into your test booklet. You may then sit quietly or quietly read a book at your desk. Do you have any questions?** [If there are any procedural questions, reread the directions.]

**SAY You may begin.**

Remain attentive and circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Ensure all students are working in the correct session and have not skipped to a different session.

Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students' responses.

After students have finished (approximately 50 minutes for grades 5 & 8, 55 minutes for grade 11), continue reading the following script.

**SAY If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time.** [Explain to students how extended time is to be handled in your school.]

**SAY This completes Session 1.**

**If you will immediately continue with Session 2,** provide students with a short break and proceed to the directions in [section 8.4](#).

**If you will not immediately continue with Session 2,** collect the test booklets with inserted answer documents and the pencils with erasers from the students as they finish. Place all test materials in central, secure, and locked storage until the next testing session.

## 8.4 Session 2 Directions and Scripts

**Recommended Session Time:** Refer to the tables in [section 2.2.2](#).\*

\*Allow an additional 15 minutes to distribute materials and read the directions to the students.

**Materials Needed:** test booklets, answer documents, sharpened No. 2 pencils with erasers, (for grade 11 only) periodic table reference sheets

On the day(s) of the BIE Science assessment, be sure to prepare the testing space as described in [section 7.3.1](#).

**Note:** Calculators and scratch paper **may not** be used. Spelling words for students is prohibited.

If you are not immediately continuing from the prior session,

**SAY You are not allowed to have a cell phone or other electronic device during testing.**

[Please refer to the Policy on Electronic Devices in [section 2.1.2](#).] **If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.** [Collect and store students' devices according to the procedure at your school.]

**SAY If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.**

**I will now give you your test booklet and answer document. Leave both closed until I tell you what to do.** [For Grade 11 only, say the following.] **I will also give you a periodic table reference sheet for you to use as needed.**

[Distribute the test booklets, answer documents, and two pencils to each student. For grade 11 only, distribute a reference sheet to each student.]

**SAY Only No. 2 pencils may be used. Mechanical pencils may NOT be used.**

**Look at the name boxes on the front covers of your test booklet and answer document. Print your first and last name neatly on the lines on each document.** [Pause.]

For all students,

**SAY Open your test booklet to the Session 2 Science directions. Open your answer document to the first page that says "Session 2 Science." Do not fold your answer document back during this test.**

Walk around the room to make sure everyone has the booklets open to the correct pages. Answer documents should be open flat, not folded back.

**SAY In this session, each question will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer. You will answer other questions by writing your answers in the boxes provided in your answer document. Be sure to fit your answers within the boxes. Some questions have two or more parts. Be sure to answer all parts. While you are working, be sure to erase completely any changes that you make and clearly fill in the bubble for your intended answer.**

**Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud. "Directions: Read each question carefully. For each multiple-choice question, decide which is the best answer. Be sure to mark or write your answers in your answer document. Only answers and work written inside the answer boxes will be scored." Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY** [For grades 5 and 8 students] **Answer the questions in this session within the suggested time of 50 minutes per session.** [For grade 11 students] **Answer the questions in this session within the suggested time of 55 minutes per session. If you are not sure about the answer to a question, do the best you can. You may draw or write in your test booklet if this will help you answer the questions. Begin with the first question in this session and continue working until you see the stop sign. Do not work past the stop sign. Remember to mark or write all of your answers inside the answer boxes in the answer document. Anything written in the test booklet will NOT be scored.**

**When you are finished with this session, close your test booklet and answer document and insert your answer document into your test booklet. You may then sit quietly or quietly read a book at your desk. Do you have any questions?** [If there are any procedural questions, reread the directions.]

**SAY You may begin.**

Remain attentive and circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Ensure all students are working in the correct session and have not skipped to a different session.

Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students' responses.

After students have finished (approximately 50 minutes for grades 5 & 8, 55 minutes for grade 11), continue reading the following script.

**SAY If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time.** [Explain to students how extended time is to be handled in your school.]

**SAY This completes Session 2.**

If you will immediately continue with Session 3, provide students with a short break and proceed to the directions in [section 8.5](#).

If you will not immediately continue with Session 3, collect the test booklets with inserted answer documents and the pencils with erasers from the students as they finish. Place all test materials in central, secure, and locked storage until the next testing session.

## 8.5 Session 3 Directions and Scripts

**Recommended Session Time:** Refer to the tables in [section 2.2.2](#).\*

\*Allow an additional 15 minutes to distribute materials and read the directions to the students.

**Materials Needed:** test booklets, answer documents, sharpened No. 2 pencils with erasers, (for grade 11 only) periodic table reference sheets

On the day(s) of the BIE Science assessment, be sure to prepare the testing space as described in [section 7.3.1](#).

**Note:** Calculators and scratch paper **may not** be used. Spelling words for students is prohibited.

If you are not immediately continuing from the prior session,

**SAY You are not allowed to have a cell phone or other electronic device during testing.**

[Please refer to the Policy on Electronic Devices in [section 2.1.2](#).] **If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.** [Collect and store students' devices according to the procedure at your school.]

**SAY If a cell phone or other electronic device is discovered during testing, it will be confiscated and subject to search.**

**I will now give you your test booklet and answer document. Leave both closed until I tell you what to do.** [For Grade 11 only, say the following.] **I will also give you a periodic table reference sheet for you to use as needed.**

[Distribute the test booklets, answer documents, and two pencils to each student. For grade 11 only, distribute a reference sheet to each student.]

**SAY Only No. 2 pencils may be used. Mechanical pencils may NOT be used.**

**Look at the name boxes on the front covers of your test booklet and answer document. Print your first and last name neatly on the lines on each document.** [Pause.]

For all students,

**SAY Open your test booklet to the Session 3 Science directions. Open your answer document to the first page that says "Session 3 Science." Do not fold your answer document back during this test.**

Walk around the room to make sure everyone has the booklets open to the correct pages. Answer documents should be open flat, not folded back.

**SAY In this session, each question will have specific directions explaining how to answer. For some questions, you may need to choose more than one correct answer. You will answer other questions by writing your answers in the boxes provided in your answer document. Be sure to fit your answers within the boxes. Some questions have two or more parts. Be sure to answer all parts. While you are working, be sure to erase completely any changes that you make and clearly fill in the bubble for your intended answer.**

**Look at the directions in the test booklet at the top of the page. Follow along as I read them aloud. "Directions: Read each question carefully. For each multiple-choice question, decide which is the best answer. Be sure to mark or write your answers in your answer document. Only answers and work written inside the answer boxes will be scored." Are there any questions?** [If there are any procedural questions, reread the directions.]

**SAY** [For grades 5 and 8 students] **Answer the questions in this session within the suggested time of 50 minutes per session.** [For grade 11 students] **Answer the questions in this session within the suggested time of 55 minutes per session. If you are not sure about the answer to a question, do the best you can. You may draw or write in your test booklet if this will help you answer the questions. Begin with the first question in this session and continue working until you see the stop sign. Do not work past the stop sign. Remember to mark or write all of your answers inside the answer boxes in the answer document. Anything written in the test booklet will NOT be scored.**

**When you are finished with this session, close your test booklet and answer document and insert your answer document into your test booklet. You may then sit quietly or quietly read a book at your desk. Do you have any questions?** [If there are any procedural questions, reread the directions.]

**SAY You may begin.**

Remain attentive and circulate throughout the room during the testing session. (Reading, grading papers, or doing other work is prohibited.) Ensure all students are working in the correct session and have not skipped to a different session.

Remember that identifying and pointing out questions a student did not complete either during or after the test is not allowed. Remind students as part of the general instructions to complete all of the questions and to check to be sure they have completed this session.

**Reminder:** You may not review the students' responses.

After students have finished (approximately 50 minutes for grades 5 & 8, 55 minutes for grade 11), continue reading the following script.

**SAY If you have not finished, you may have additional time to complete the test. Raise your hand if you need additional time.** [Explain to students how extended time is to be handled in your school.]

**SAY This completes the BIE Science assessment.**

This is the end of the BIE Science administration.

Collect the test booklets with inserted answer documents and the pencils with erasers from the students. Follow the directions in [section 9.1](#) and [section 9.3](#) for completing student information on the answer document biogrids. Return all test booklets and answer documents to the STC.

## 9. After Paper-Based Testing

### 9.1 Completing Student Information on the Biogrid

The biogrid is located on the last two pages of the answer document. A sample biogrid is provided for your reference in [section 9.4](#). Please refer to this section when reviewing the rules below for completing the biogrid.

**Note:** When using the biogrid, use only the NASIS ID number for the section “state student ID.”

**Do NOT ALLOW students to fill in any information in sections 1, 2, or 3 of the biogrid.**

Please remember that bubbling a field on the biogrid for new students or students whose Pre-ID label is not valid will not update or be automatically uploaded to NASIS. Corrections to NASIS must be made by school administrators. Be sure to make these corrections or updates before the close of the testing window to ensure reporting accuracy. Directions for bubbling each of the boxes on the biogrid are provided in [section 9.3](#) for reference, as needed.

**Personnel at all schools—public, charter, state supported, and BIE—need to conduct a final check of all the biogrids to verify that the information has been recorded accurately and the correct label has been applied before the materials are sent for shipping.**

### 9.2 Rules for the Use of Pre-ID Labels

#### 9.2.1 Purpose of Pre-ID Labels

Pre-ID labels simplify school personnel’s task of completing student identification on the biogrid by eliminating the need to “bubble” all the demographic information for the student that is already stored in BIE’s student information system. Bypassing the hand-bubbling step helps ensure the accuracy of the demographic information associated with each student, such as gender, ethnicity, ELL status, etc. School personnel must ensure the NASIS demographic information is accurate and kept up to date.

Pre-ID labels are provided for public schools, charter schools, state educational institutions, and BIE schools.

#### 9.2.2 Valid versus Invalid Pre-ID Labels

Only valid Pre-ID labels may be used. A Pre-ID label is valid only if all three essential identifiers are accurate. These three essential identifiers are

1. Student’s last name, first name, and middle initial
2. Student’s date of birth
3. Student’s state identification number

#### 9.2.3 Valid Pre-ID Labels

If all three essential identifiers are valid, the label may be used. For each answer document, match the Pre-ID label with the name the student wrote on the front cover and apply it to the bottom right corner on the back cover. You do not need to bubble boxes A–F.

#### 9.2.4 Invalid Pre-ID Labels

If any of the three essential identifiers are incorrect, the label is invalid and must be destroyed by shredding. In this case, school staff must hand-bubble boxes A–F of the biogrid and update NASIS with the correct information.

If you did not receive a Pre-ID label for a student, bubble boxes A–F and update NASIS with the correct student information.

Please refer to the Rules for Completing PBT Biogrids table in [section 9.3](#).

## 9.3 Rules for Completing PBT Biogrids

	Section 1: TESTING	Section 2: IDENTIFICATION
BIE state educational institutions	Bubble Box(es)	Bubble Box(es)
1. Pre-ID label has 3 correct identifiers.	Any that apply	Leave blank
2. Pre-ID label has 1 or more incorrect identifiers.	Any that apply	A-F
3. Student does not have a Pre-ID label.	Any that apply	A-F
4. Student is new.	Any that apply	A-F

### 9.3.1 Directions for Each Box

**NOTE: The box letters are organized by biogrid section 1 or 2.**

**Section 1: TESTING** (All schools, as needed)

**Box G. Test Report Codes**—Mark the bubble corresponding to the student’s test report code indicating the student’s test completion status if the student was not tested in all sessions, or if a modification/other testing irregularity occurs.

**Box H. IEP/504 Accommodations**—Mark the bubble(s) that corresponds to the accommodation(s) used for any students who are Special Education and/or have a 504 Plan who participated in any part of this administration with an accommodation.

**Box I. EL Accommodations**—Mark the bubble(s) that corresponds to the accommodation(s) used for any students who are EL and participated in any part of this administration with an accommodation.

**Box J. Void-Do Not Score**—Mark this bubble if the answer document needs to be voided completely and not scored.

**Section 2: IDENTIFICATION** (All BIE students who attend BIE state educational institutions whose Pre-ID label is not valid)

**Box A. Student Name**—Write in and mark the bubbles for the first 20 characters of the student’s last name, the first 16 characters of the first name, and the middle initial (MI).

**Box B. School Code**—Mark the bubbles with the correct school code. You can find the code for your school by logging onto the [iTester Portal](#).

**Box C. District Code**—Mark the bubbles with the correct district code. You can find the code for your district by logging onto the [iTester Portal](#).

**Box D. Birth Date**—Mark the bubble for the month of birth; then write in and mark the bubbles for the day and year of birth.

**Box E. NASIS ID**—Write in and mark the bubbles for the nine-digit state student ID number.

**Box F. Gender**—Mark the bubble corresponding to the student’s gender.



# 9.4 Sample BIE Science Biogrid

Back cover of answer document

**SECTION 2: IDENTIFICATION:** Bubble Boxes **A–F** if this student’s Pre-ID label is invalid. (See TAM section “Rules for Completing English PBT Biogrids” for clarification.)

A	LAST NAME																				FIRST NAME																				MI	B SCHOOL CODE			
A	A																				A																				A	0			
B	B																				B																				B	1			
C	C																				C																				C	2			
D	D																				D																				D	3			
E	E																				E																				E	4			
F	F																				F																				F	5			
G	G																				G																				G	6			
H	H																				H																				H	7			
I	I																				I																				I	8			
J	J																				J																				J	9			
K	K																				K																				K	R			
L	L																				L																				L	L			
M	M																				M																				M	M			
N	N																				N																				N	N			
O	O																				O																				O	O			
P	P																				P																				P	P			
Q	Q																				Q																				Q	Q			
R	R																				R																				R	R			
S	S																				S																				S	S			
T	T																				T																				T	T			
U	U																				U																				U	U			
V	V																				V																				V	V			
W	W																				W																				W	W			
X	X																				X																				X	X			
Y	Y																				Y																				Y	Y			
Z	Z																				Z																				Z	Z			



C DISTRICT CODE	
<input type="radio"/> BOS	
<input type="radio"/> NAV	
<input type="radio"/> TCS	

D BIRTH DATE		
MONTH	DAY	YEAR
JAN <input type="radio"/>		
FEB <input type="radio"/>		
MAR <input type="radio"/>	0 0	0 0 0
APR <input type="radio"/>	1 1 1	1 1
MAY <input type="radio"/>	2 2 2	2 2
JUN <input type="radio"/>	3 3	3 3
JUL <input type="radio"/>	4	4 4
AUG <input type="radio"/>	5	5 5
SEP <input type="radio"/>	6	6 6
OCT <input type="radio"/>	7	7 7
NOV <input type="radio"/>	8	8 8
DEC <input type="radio"/>	9	9 9 9

E NASIS ID									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

F GENDER	
<input type="radio"/> Male	
<input type="radio"/> Female	



**BIE Science  
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11**

16

1234567890



## Inside back cover of answer document

**SECTION 1: TESTING:** If student did not test all sessions, mark the appropriate Test Report Code indicating the student's test completion status in Box **G**. Bubble accommodations used in Box **H** and Box **I**. Bubbling Box **J** will void the entire answer document. **Caution:** Filling in the bubble in Box **J** will result in all of the answer document not being scored.

<b>G TEST REPORT CODES</b>	
<i>(Mark one bubble for each content)</i>	
Withdrew Before Test Completion	①
Non-Allowed Modification	②
Medical Emergency	③
Other Non-Completion	④
Test Irregularities	⑤
Absent	⑥
Participating in MSAA	⑧

<b>H IEP/504 ACCOMMODATIONS</b>	
Assistive Technology Device Presentation	<input type="radio"/>
Assistive Technology Device Responses	<input type="radio"/>
Human Reader	<input type="radio"/>
Human Scribe	<input type="radio"/>
Human Signer	<input type="radio"/>
Speech-to-Text	<input type="radio"/>
Tactile Graphics	<input type="radio"/>
Word Prediction	<input type="radio"/>
Large print	<input type="radio"/>
Braille	<input type="radio"/>

<b>I EL ACCOMMODATIONS</b>	
Picture Dictionary	<input type="radio"/>
Directions in Native Language	<input type="radio"/>
Commercial Word-to-Word Dictionary	<input type="radio"/>
Customized Dual Language Glossary	<input type="radio"/>
Pocket Word-to-Word Translator	<input type="radio"/>

<b>J VOID-DO NOT SCORE</b>
<input type="radio"/> Void this answer document

For Internal Use Only					
A	①	②	③	④	⑤
B	⑥	⑦	⑧	⑨	⑩
C	⑪	⑫	⑬	⑭	⑮
D	⑯	⑰	⑱	⑲	⑳
E	㉑	㉒	㉓	㉔	㉕



## 9.5 Final Reminders

Check the answer documents and verify that

- the Pre-ID label is properly affixed to the correct answer document.
- each student's responses have been made with a black soft-lead (No. 2) pencil.
- any answer document that has been badly folded, crumpled, torn, or otherwise damaged is placed at the top of the stack of answer documents for inclusion in the Special Handling Envelope.

Check the large-print materials to

- verify that all of the answers written in the large-print test booklet were transcribed **exactly** into the student's answer document. Only answers in the answer document or typed responses will be scored.
- include any typewritten or handwritten pages as instructed in [section 3.3.5](#).

Check the braille materials to

- verify that the student's answers were transcribed **exactly** into the student's answer document. (If the responses are not transcribed into the student's non-braille answer document, they will **not** be scored.)
- include any typewritten or handwritten pages with the answer document as instructed in [section 3.3.5](#).

**Return all test booklets and answer documents to the STC at the completion of testing.**



**This page intentionally left blank**

## Appendix A: Computer-Based Testing Checklist for Test Administrators

**Please note:** This checklist is provided as a summary only. It is essential that you thoroughly read this entire manual in order to ensure the proper administration and security of the online test.

<b>Test Administrator Task Checklist</b>	
<b>Before Testing</b>	
	Read the <i>Test Administrator's Manual</i> (TAM).
	Have students take the practice test to become familiar with the portal interface and tools as well as the various question types.
	Meet with the School Test Coordinator (STC) to review the testing schedule and the procedures in this manual.
	Obtain Student Login Tickets and Session Access Codes from the STC for all students assigned to you.
	Secure scratch paper and pencils with erasers for each student you will be testing.
	Remember to charge laptops prior to testing.
<b>During Testing</b>	
	Post a "Testing—Do Not Disturb" sign on your classroom/lab door.
	Be sure that all students have comfortable and adequate computer workstations.
	Distribute student login tickets for each student assigned to you for testing.
	Post the Session Access Code for the test session at the front of the room.
	Monitor students to ensure they have logged on successfully and answer any procedural questions.
	Speak with your technology coordinator and/or Cognia Technical Support [800-887-7027] about any technology-related issues that arise.
	If a student needs to leave the test room for any reason, be sure an escort is available to accompany the student to and from the test room.
<b>After Testing</b>	
	Instruct students to exit the BIE Science testing kiosk at their workstations.
	Collect the Student Login Tickets and scratch paper.
	Remove (erase) the posted Session Access Code.

## Appendix B: Important Resources & References

Resource	Location
<b>Forms and Checklists</b>	
Staff Confidentiality Agreement Form	<a href="http://bie.onlinehelp.cognia.org">bie.onlinehelp.cognia.org</a>
Principal's Verification Form	
Testing Irregularities Reporting Form	
Test Security Checklists	
<b>Guides and Training</b>	
<i>Kiosk Installation Guide</i>	<a href="http://bie.onlinehelp.cognia.org/resources">bie.onlinehelp.cognia.org/resources</a>
<i>Kiosk User Guide</i>	
<i>Portal User Guide</i>	
<i>Technology Guidelines</i>	
<i>Browser Testing User Guide</i>	
<i>Science Benchmark Scoring Guide</i>	
<i>Quickstart Guide: Printing Student Logins</i>	
<i>Quickstart Guide: Student Interface</i>	
<i>Quickstart Guide: Scheduling Test Sessions</i>	
<i>Online System Tutorials</i>	
<i>BIE Reporting User Guide 2024-2025</i>	<a href="https://bie.onlinehelp.cognia.org/reporting">https://bie.onlinehelp.cognia.org/reporting</a>
<i>BIE Science Report Interpretation Quick Guide Training Resources</i>	
<b>Other</b>	
<i>Test Coordinator Manual</i>	<a href="http://bie.onlinehelp.cognia.org/resources">bie.onlinehelp.cognia.org/resources</a>
<i>Test Administrator's Manual</i>	
Human Reader Script	

# Appendix C: BIE Science Security Checklist for Paper-Based Testing



Cognia  
 Login Manager  
 22 Marin Way Unit 2B  
 Stratham, NH 038850

## BIE Science Assessment Security Checklist

### Ship To:

<b>Ship Code:</b>	00000000357225		<b>Date Packed:</b>	XX/XX/2024
<b>Contract:</b> 800400	<b>Contract Name:</b> BIE Science		<b>Administration:</b> 2024–2025	
<b>County Code:</b> 00	<b>County Name:</b>	<b>SU Code:</b>	<b>Superintendent Unit Name:</b>	
<b>District Code:</b> BOS	<b>District Name:</b> Bureau Operated Schools			
<b>School Code:</b> DXXXXXX	<b>School Name:</b> Demo School		<b>Grade:</b> XX	

Use the information in the table below to track the secure test materials. Retain this document for your records after testing has been completed.

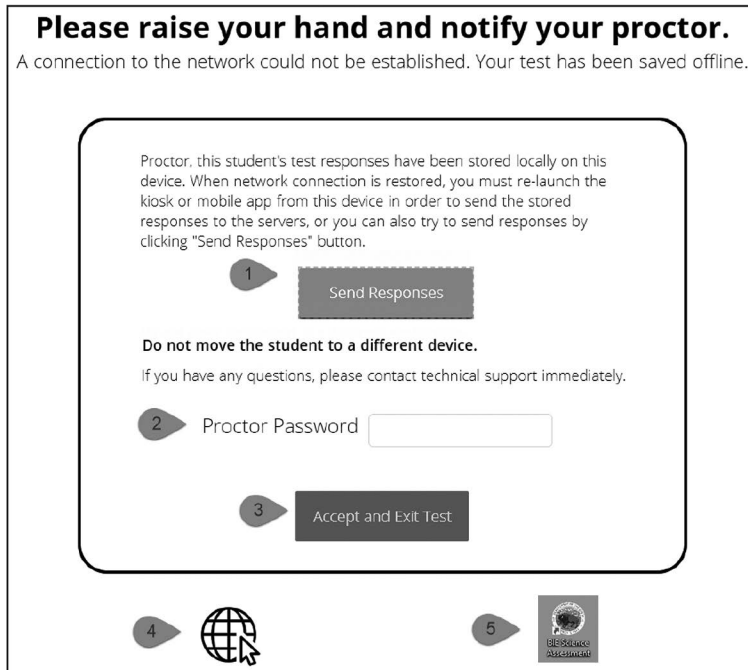
Description											Qty Shipped			
Gr XX Test Booklets with ADs inserted											77			
CPI	Booklet Numbers	Student name	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN
0505689	1301001733													
0505689	1303001995													
0505689	1304002026													
0505689	1302003921													
0505689	1301005713													
0505690	1301001563													
0505690	1303003756													
0505690	1304003890													
0505690	1304003979													
0505690	1302005764													
0505692	1303001993													
0505692	1304002017													
0505692	1302003932													
0505692	1302003939													
0505692	1301005522													

Ship Code:

**\*000000000357225\***

Page: 1 of 4

## Appendix D: Submitting a Test Offline



### **What happened and why did my student receive this message?**

Internet connectivity was lost after the student began testing and was not restored by the time the student completed the test. The student completed the test session and clicked "Turn in Test." The student's responses will be saved to the local folder configured when the BIE Science Kiosk was initially installed.

### **What do I do next?**

1. Read the instruction in the message and click *Send Responses*, you will be notified to wait 10 seconds to allow time for the kiosk to check for an internet connection. If internet connectivity was reestablished before clicking *Send Responses*, the stored responses on this device will be sent to the servers and the kiosk will submit and exit the test. If there is no internet connection, the *Send Response* button will show up again. From here you can try to establish internet connection and click *Send Responses* again or move on to step 2.
2. Enter the proctor password to acknowledge that you have read and understand the instructions.
3. Select *Accept and Exit Test*.
4. Reestablish the device's connection to the internet as soon as possible.
5. Relaunch the BIE Science Kiosk from the same device that received the initial error. Student responses will be automatically sent as soon as the BIE Science Kiosk is relaunched and the BIE Science Kiosk will be available for another student's test.

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## Appendix E: Forms and Signs

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## BIE Science Assessment Principal's Verification Form

**Purpose of Form:** This form is completed by the principal to declare that school staff have been provided with test security training and assessment policy guidance as required by BIE.

### Procedure for Completing:

- Principal verifies all activities took place by placing a check mark in each box.
- Principal completes and signs form.
- Keep a copy for school site records and submit a copy to district office within 10 business days of the end of testing for each semester.
- Both school and district must keep for five (5) years.
- Form is not submitted to BIE.

**I verify that the following is true for all state-mandated testing for the semester.**

	The School Principal(s), School Test Coordinator(s) (STC), Test Administrators (TAs), Proctors, Hall Monitors, and any staff who handled tests received test security training by the STC prior to testing each semester. Sign-in sheets with printed name, signature, and position of each attendee will be retained at the School level for five (5) years.
	All staff followed set procedures for storage, chain of custody, and return of all testing materials to the contractor in accordance with the BIE policies and packing and shipping instructions in the Test Coordinator Manual (TCM).
	All TAs administering the Science assessments met training requirements for administration. All training certificates will be retained at School level for five (5) years.
	All STCs and TAs met licensure requirements.
	Students received assigned accommodations as prescribed on IEPs, 504 Plans, and/or EL Plans.
	STCs properly reported possible test irregularities to BIE within three (3) days of the event. Tests were voided or scores invalidated for any students who received inappropriate accommodations, were discovered with electronic equipment on their person, or who were administered the test inappropriately.

Principal Printed Name:		Principal Signature:	
School Code:		School Name:	
District Code:	District Name:		Date:

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## **BIE Science Assessment Staff Confidentiality Form**

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### **Procedure for Completing Form:**

BIE bureau-wide assessments provide valid measures of student achievement to guide instruction and evaluate school and district performance. During administration, certain local educational agency (LEA) staff members must handle secure test materials in the course of their work. Stringent procedures ensure that standardized tests are handled, stored, prepared for, and administered in a uniform and secure manner. A violation of test security requirements will result in an investigation by an LEA and BIE that could invalidate test results and may have severe consequences for the LEA and staff members.

BIE Policy authorizes BIE to take corrective actions for a violation of test security, including the following:

- Direct the named individual to stop engaging in a particular testing irregularity or the administration of further standardized tests during the current school year;
- Confiscate any standardized test material that jeopardizes security;
- Recommend any further action necessary to maintain test security;
- Invalidate the test results and require administration of a similar or alternative form, or any affected student will not receive scores;
- Take any other action authorized by BIE or federal law or regulation;

**I acknowledge that standardized assessment materials constitute and contain confidential, proprietary, and trade secret information that is not subject to disclosure under BIE/Federal law or regulations.**

**I agree not to record, store, keep, or copy in any format any materials and information pertaining to the contents of standardized assessments that are handled during the course of my work, including test items, item answers, methodologies, and all ancillary and related materials, including revisions and other derivative works and materials.**

**I agree not to disclose or otherwise divulge to anyone outside the context of the work I perform for the BIE any information pertaining to the contents of standardized assessments including all aforementioned contents.**

Name (printed) \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

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## BIE Science Assessment Testing Irregularity Reporting Form

**Purpose of Form:** This form should be used to document and report the occurrence of a testing irregularity.

**Definition of Testing Irregularity:** Any incident in the handling or administration of a test that results in questioning the accuracy of the data or security of the test that may or may not result in an invalidation.

**Procedure for Reporting:**

- When a testing irregularity occurs, the school must notify/report the incident to BIE by email ([aurelia.shorty@bie.edu](mailto:aurelia.shorty@bie.edu)) within 3 days.
- All sections of this form must be completed by school personnel and submitted to the BIE within 10 days of the incident.

All sections of this form, along with supporting documentation, must be typed.

District Code:		District Name:		Date of Incident:	
For which assessment program did the irregularity occur?					
Who is completing this form?					
Phone:			Email:		
<b>SCHOOL AND STUDENT INFORMATION</b>					
If the incident involved multiple students, provide a supplemental sheet identifying the specific test, grade level, and NASIS ID number for each student. Do <b>not</b> include additional student identifiable information.					
School Code:		School Name:		Test Subject(s):	
Grade(s):		NASIS ID:			
<b>INCIDENT INFORMATION</b>					
Description or Incident: (What happened?)					
School Action: (How was the incident handled by the district?)					
School Recommendation: (Do you recommend invalidating scores?)					
<b>PERSONNEL INFORMATION</b>					
Name/Position of Staff Involved and License Number.				Did staff receive training in test security? <input type="checkbox"/> YES <input type="checkbox"/> NO Date(s) of Training:	
Name/Email of School Test Coordinator.					
<b>BIE USE ONLY</b>					
Report processed by:				Date:	
BIE decision:				Date school notified:	

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# BIE Science Assessment



**TESTING IN  
PROGRESS**

**DO NOT  
DISTURB**

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## BIE Science Assessment

**Unauthorized  
electronic devices  
MAY NOT be used  
or visible at ANY  
time during testing  
session.**



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## **BIE Science Assessment**

# **You Should Now Be Working in Session 1**

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## **BIE Science Assessment**

# **You Should Now Be Working in Session 2**

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**BIE Science Assessment**

**You Should  
Now Be  
Working in  
Session 3**

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# Appendix F: CBT Accessibility Features & Accommodations At-a-Glance Chart



Universal Tools, Accessibility Features, and Accommodations Available on BIE Science Summative Assessments for 2024-2025		Tool usage			
Content Area	Feature (Features available in the iTester platform are highlighted blue. All other features are available outside of the testing platform.)	Universal Tool	Accessibility Feature (Assigned) - Delivered by the Test Platform	Accessibility Feature - Delivered Externally	Accommodation (IEP, 504)
Science	Allow Accessibility Mode Testing *				x
Science	Alternative Setting			x	
Science	Answer Eliminator	x			
Science	Answer Masking	x			
Science	Assistive Technology Device Presentation				x
Science	Assistive Technology Device Responses				x
Science	Bookmark	x			
Science	Braille Notetaker				x
Science	Braille Writer				x
Science	Color Contrast		x		
Science	Commercial Word-to-Word Dictionary				x
Science	Custom Masking	x			
Science	Customized Dual Language Glossary				x
Science	Directions in Native Language				x
Science	Expand Passage	x			
Science	Extended Time				x
Science	Headphones as Noise Buffer			x	
Science	Human Reader				x
Science	Human Scribe				x
Science	Human Signer				x

2024-25 BIE Science Assessments Univ. Tools-Accessibility-Accommodations



1





## Universal Tools, Accessibility Features, and Accommodations Available on BIE Science Summative Assessments for 2024-2025

Content Area	Feature (Features available in the iTester platform are highlighted blue. All other features are available outside of the testing platform.)	Tool usage			
		Universal Tool	Accessibility Feature (Assigned) - Delivered by the Test Platform	Accessibility Feature - Delivered Externally	Accommodation (IEP, 504)
Science	Human Signer for Test Directions				X
Science	Line Reader	X			
Science	Note Pad	X			
Science	Paper form				X
Science	Paper form Braille				X
Science	Paper form Large Print				X
Science	Picture Dictionary				X
Science	Pocket Word-to-Word Translator				X
Science	Pop-up Glossary	X			
Science	Read Aloud to Self			X	
Science	Reference Sheet (periodic table for grade 11)	X			
Science	Reverse Contrast	X			
Science	Sketch Tool (Not available on constructed response items)	X			
Science	Small Group				X
Science	Speech-to-Text				X
Science	Tactile Graphics				X
Science	Highlighter Tool	X			
Science	Text-to-Speech English				X
Science	Word Prediction				X
Science	Word Prediction (Embedded)				X
Science	Zoom view (magnifier)	X			

**\* These are only relevant for students testing on Kiosk.**

2024-25 BIE Science Assessments Univ. Tools-Accommodations

## Appendix G: Large Print TA Special Instructions



# Spring 2025 BIE Science Assessment

## ***ATTENTION: TEST ADMINISTRATORS***

### **SPECIAL INSTRUCTIONS FOR STUDENTS USING LARGE-PRINT TESTS**

This large-print test material packet includes a large-print test booklet; a standard-sized test booklet and answer document for grades 5, 8, and 11. The large-print test material packet for grade 11 only, also includes a large-print Periodic Table Reference Sheet. Please consider the following when administering the large-print test:

- Read the directions and scripts from the *Test Administration Manual (TAM)* the same way as for a standard administration.
- The large-print test booklet is 11”X17”. It is recommended that these tests be administered to students at tables (perhaps library-sized) to allow for the booklet’s size and to ensure student comfort.

### **Student Responses**

All responses **must** be transcribed into an answer document prior to shipping. Consider the following options with the student to determine the best method for recording the student’s responses.

- Students may use soft-lead No. 2 pencils to record their responses in the answer document. (Do not allow students to use mechanical pencils.)
- Students may respond to all questions in the large-print test booklet. **Answers in the large-print test booklet will not be scored. Therefore, answers written in the large-print test booklet must be copied into the answer document to be scored and reported. Be sure to transcribe exactly what the student has marked.**
- Students may type their responses with a word processor (without the aid of either a spelling or grammar check). **NOTE: You (or the proctor) must transcribe all multiple-choice answers into the answer document.**
- Students may use a scribe to write oral responses or fill in bubbles for multiple-choice questions in the answer document.
- If typewritten responses to short-answer and open-ended questions are permitted as an accommodation, each sheet of paper must include the following information:
  - Student’s first and last name
  - Student’s NASIS ID (which also appears on the student’s ID label)
  - Unique answer document number found on each page inside the student’s answer document
  - District name (BOS, NAV, TCS)
  - School name
  - Session name (e.g., Science Session 1)
  - Question number (e.g., #6)

At the end of testing, staple all sheets of paper containing typewritten responses from an individual student together once in the top left corner and provide them to the STC with the answer document. Never staple, tape or glue typed response pages into an answer document.

## Appendix H: Braille TA Special Instructions



# Spring 2025 BIE Science Assessment

## **ATTENTION: TEST ADMINISTRATORS**

### **SPECIAL INSTRUCTIONS FOR STUDENTS USING BRAILLE TESTS**

This Braille test material packet includes a Braille instructions sheet, a Braille test booklet and test administrator notes, a standard test booklet and a standard answer document for grades 5, 8, and 11. The Braille test material packet for Grade 11 also contains a Braille periodic table reference sheet. Please consider the following when administering the Braille test:

- Read the directions and scripts from the *Test Administrator's Manual (TAM)* the same way as for standard administration. You may make adjustments to the specific directions for administering a test as needed to ensure the students taking the Braille version of the test understand the testing procedures. For example, you should tell students they do not need to read or pay attention to the copyright notice that appears in the Braille version.
- Various materials (e.g., Braille writers, slates and styluses, Cranmer modified abacuses, and word processors without the aid of spelling or grammar checks) may be required by the students and must be furnished prior to the appropriate subtest. Additionally, you should have available Braille paper and placeholders.

### **Student Responses**

All responses **must** be transcribed into an answer document prior to shipping. Consider the following options with the student to determine the best method for recording the student's responses. Students may use any combination of these options to answer test items:

- Students may record their responses using Braille on a separate Braille sheet of paper.
- Students may record their responses directly in the Braille version of the test booklet.
- Students may respond to the short-answer and open-ended questions using a word processor (without a spelling or grammar check) and respond to multiple-choice questions directly in the Braille version of the test booklet.
- Students may use a scribe to write oral responses or fill in bubbles for multiple-choice questions in the answer document.

You must transcribe the student's Braille responses and all other responses in the Braille test booklet **verbatim** into the student's answer document at the end of each subtest or after testing is completed. **Only answers copied into the answer document will be scored and reported.**

If typewritten responses to short-answer and open-ended questions are permitted as an accommodation, each sheet of paper must include the following information:

- Student's first and last name
- Student's state student ID number (which also appears on the student's ID label) or NASIS ID
- Unique answer document number found on each page inside the student's answer document
- District name (BOS, NAV, TCS)
- School name
- Session name (e.g., Science Session 1)
- Question number (e.g., #6)

At the end of testing, staple all sheets of paper containing typewritten responses from an individual student together once in the top left corner and provide them to the STC with the answer document at the end of testing. Never staple, tape or glue typed response pages into an answer document.

# Appendix I: Human Reader TA Special Instructions



## Spring 2025 BIE Science Assessment

### ***ATTENTION: TEST ADMINISTRATORS***

### **SPECIAL INSTRUCTIONS FOR STUDENTS USING HUMAN READER**

#### Human Reader Accommodation Application

- Schools requiring human reader accommodation for their students, whether they take the test online or on paper.
- For paper testing, schools will place an order for the human reader kit.
- For online testing, the School Test Coordinator will ensure the student is assigned the appropriate test and mark the accommodation in the iTester Portal prior to testing.
- Students who have received instruction throughout the year with the human reader accommodation will be eligible to use this accommodation during testing.
- All accommodations must be listed in the student's IEP, 504 Plan, or an EL Plan.

#### Human Reader Kit

- TA's Special Instructions Sheet
- Human Reader Test Administrator Script
- 2 standard test booklets
- 1 standard answer document

#### The Human Reader(s) will:

- be trained locally to administer as indicated in BIE Science *Test Administrator Manual* and sign the Security Agreement.
- read verbatim only what is printed in the test book or on the computer screen without changing, emphasizing, or adding words.
- prevent providing additional information beyond test directions, assisting, or influencing selection of a response.
- speak in a clear and consistent voice throughout the test administration, using correct pronunciation, and without vocal inflections that may provide clues to, or mislead, a student.
- emphasize only the words printed in boldface, italics, or capital letters. No other emphasis or vocal inflection is permitted.
- repeat passages, test items, and response options, as requested, according to the needs of the student.
- maintain a neutral facial expression, so the student does not interpret such expression as approval or disapproval of the response.
- ensure the student receives the proper accommodation per the IEP/504 Plan for a Human Reader.

#### General Guidelines - Reading a Word, Passages, or Response Items

- When reading a word that is pronounced like another word with a different spelling, the reader may spell the word after pronouncing it if there is any doubt about which word is intended.
- The reader must be aware of punctuation marks and may read the passage, or selected lines, a second time with all punctuation marks indicated.  
When test items refer to a particular line, or lines, of a passage, the reader will reread the lines before reading the question-and-answer choices. For example, the reader should say, "Question X refers to the following lines...." then read the lines to the student, followed by question X and the response options.



Spring 2025

