



## Test Administration Directions

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Spring 2022  
English Language Arts and Mathematics

# Table of Contents

<b>Part 1: General information.....</b>	<b>7</b>
About AK STAR Assessments .....	7
Who should read this manual?.....	7
Familiarize yourself with AK STAR .....	7
AK STAR Administration Key Dates for 2022.....	8
<b>Part 2: Test Administrator Responsibilities .....</b>	<b>9</b>
Preparing the environment.....	9
<i>Assessment Environment</i> .....	9
<i>Posted material guidance</i> .....	10
<i>Assessment materials necessary for administration</i> .....	10
Electronic communication devices in the testing room .....	11
<i>Requirements</i> .....	11
<i>Prevention</i> .....	11
<i>Discovery during assessment sessions</i> .....	11
Assessment administration .....	12
<i>Monitoring students</i> .....	12
<i>Maintaining security of materials and the testing room</i> .....	12
<i>Reporting events that threaten test security</i> .....	12
<i>Providing appropriate assistance to students</i> .....	12
Procedures for Maintaining the Assessment Environment as Individual Students Finish .....	13
Instructions for returning assessment materials to the Building Test Coordinator.....	13
Daily Schedules.....	13
Table 1: Online Test Timing Details .....	14
Table 2: Suggested Test Timing for Math Accommodated Forms (American Sign Language Videos and Text-to-Speech) * .....	15
Table 3: Suggested Test Timing for ELA Accommodated Forms (American Sign Language Videos and Text-to-Speech) .....	16
Table 4: Suggested Test Timing for ELA Print on Demand and Braille .....	16
Table 5: Suggested Test Timing for Mathematics Print on Demand and Braille .....	17
<b>Part 3: Student Supports .....</b>	<b>18</b>
Universal Tools .....	18
Table 6: Embedded Universal Tools.....	18
Non-Embedded Universal Tools .....	19
Calculator Use for the AK STAR Mathematics Assessment.....	19
Overview of Accommodations.....	20
Table 7: Embedded Accommodations .....	20
<b>Part 4: Test Security .....</b>	<b>21</b>
Introduction.....	21
Irregularity.....	21

Violation.....	21
Breach .....	22
Documentation .....	22
Consequences.....	23
Invalidations .....	23
Consequences for District Staff.....	23
<b>Part 5: Navigating the AK STAR Administration Portal .....</b>	<b>24</b>
System requirements.....	24
Access the AK STAR Administration Portal .....	24
AK STAR Administration Portal home.....	24
Navigation menu.....	25
Your user profile .....	25
Help and logout.....	25
View organization information .....	26
<b>Part 6: Managing online testing .....</b>	<b>27</b>
View online test sessions as a Test Administrator .....	27
Monitor test status.....	27
Table 8: Status Monitor Icons .....	27
Student test status .....	28
Table 9: Student Test Status.....	28
Logging students out and resuming tests .....	29
Problem item reporting.....	29
<b>Part 7: Scripts.....</b>	<b>30</b>
Script to Students: Providing Assistance During the Assessment .....	30
How to Read Test Directions for AK STAR Assessments .....	31
Scenario 1—Multiple Parts in One Session .....	31
Scenario 2—Breaks Between Assessment Parts .....	31
Scenario 3—Assessment Parts on Separate Days.....	32
Script to Students: English Language Arts—Grades 3 - 9.....	33
Before You Begin .....	33
Welcome Instructions .....	33
Login Instructions .....	33
Test Directions .....	35
Script to Students: Mathematics Grades 3 – 5 .....	38
Before You Begin .....	38
Welcome Instructions .....	38
Login Instructions .....	38
Test Directions .....	40
Script to Students: Mathematics Grades 6-9.....	43
Before You Begin .....	43
Welcome Instructions .....	43
Login Instructions .....	43

Test Directions .....	45
<b>Part 8: Administering Online Accommodated Forms, American Sign Language Videos &amp; Text to Speech .....</b>	<b>48</b>
Script to Students: ELA Grades 3-9, TTS and ASL .....	48
Before You Begin .....	48
Welcome Instructions .....	48
Login Instructions .....	48
Test Directions .....	50
Script to Students: Mathematics Grades 3 – 5, TTS and ASL .....	53
Before You Begin .....	53
Welcome Instructions .....	53
Login Instructions .....	53
Test Directions .....	55
Script to Students: Mathematics Grades 6-9, TTS and ASL.....	58
Before You Begin .....	58
Welcome Instructions .....	58
Login Instructions .....	58
Test Directions .....	60
<b>Part 9: Administering Accommodated Paper Forms, Print on Demand &amp; Braille .....</b>	<b>63</b>
Test Administrator responsibilities .....	63
Script to Students: Print on Demand English Language Arts ELA Grades 3 – 9 .....	64
Before You Begin .....	64
Welcome Instructions .....	64
Test Directions .....	65
Script to Students: Print on Demand Mathematics Grades 3 – 5.....	66
Before You Begin .....	66
Welcome Instructions .....	66
Test Directions for Part 1 .....	67
Test Directions for Part 2.....	67
Script to Students: Print on Demand Mathematics—Grades 6–8 .....	69
Before You Begin .....	69
Welcome Instructions .....	69
Test Directions for Part 1 .....	70
Test Directions for Part 2.....	70
Script to Students: Print on Demand Mathematics Grade 9 .....	72
Before You Begin .....	72
Welcome Instructions .....	72
Test Directions .....	72
Braille Assessments .....	74
Transcribing Paper Accommodated Assessments .....	74
Mathematics Calculator Section .....	75
<b>Part 10: Additional Questions and Technology Challenges .....</b>	<b>76</b>
Technology Challenges During the Assessment.....	76
<b>Appendix A: Suggestions for a smooth testing process.....</b>	<b>77</b>

<b>Appendix B: Assessment Log and Irregularity Report.....</b>	<b>78</b>
<b>Appendix C— Alaska Assessment Regulations .....</b>	<b>82</b>



A note of thanks to Alaska educators:

The Department of Education and Early Development would like to extend our thanks to Test Administrators, District and Building Test Coordinators, technology staff, and all other staff involved in assessments for all of the hard work they will put in to implement a successful spring administration of AK STAR.

Leading up to and during the assessment window, educators are required to complete training, become familiar with assessment processes and procedures, and make sure that all of these procedures are followed while administering tests, often with altered schedules and on top of many other duties within Alaska's schools. With the constant evolving COVID-19, we understand how difficult circumstances are for educators given the many roles you perform daily. Here at DEED, we appreciate the time and effort that go into performing all of these duties.

Test Administrators, District and Building Test Coordinators, technology staff, and all other staff involved in assessments are a crucial part of a successful administration of all statewide assessments. It is only through their hard work and dedication that we are able to obtain valid and reliable statewide assessment results. These results inform stakeholders at all levels to make decisions that improve the learning of students all over the state of Alaska.

We appreciate the outstanding work of all of Alaska's educators, and wish to extend our continued support and gratitude.

Sincerely,

DEED Assessments Team

## Part 1: General information

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### About AK STAR Assessments

The purpose of the AK STAR assessments is to provide information on student learning strengths and needs as well as student progress in mastering college and career-ready skills based on Alaska's Standards in English Language Arts and Mathematics. Students will take both AK STAR assessments in Mathematics and English Language Arts for the spring testing window.

The AK STAR assessments are developed specifically to provide educators, students, and families with information about student learning strengths and needs throughout the year. Alaska's connected interim and summative assessment solution known as the Alaska System of Academic Readiness (AK STAR) for English Language Arts (ELA) and Mathematics in grades 3–9.

The AK STAR Test Administration Directions (TAD) have been designed to help you administer the online version of the AK STAR assessments accurately and efficiently. Please take the time to read this manual and become familiar with the administration of the AK STAR assessments. Good organization of test materials and well executed procedures will help the administration proceed smoothly and help students have a positive experience in showing what they know and can do.

### Who should read this manual?

The AK STAR Test Administration Directions are intended for use by Test Administrators responsible for administering the AK STAR English Language Arts and Mathematics assessments to students. Test Administrators should become familiar with the contents of this manual. This manual includes general information about the test and test security, how to navigate the AK STAR Administration Portal, preparing students for the test, administering the online test, managing online testing and administering paper-based assessments (such as Print on Demand and braille).

### Familiarize yourself with AK STAR

Alaska's Department of Education and Early Development (DEED) has partnered with NWEA to implement a creative approach to balanced statewide assessment that better reflects learning throughout the school year and helps educators target instruction to students' individual needs. The Alaska System of Academic Readiness (AK STAR) is designed to streamline the testing experience for grades 3–9 in the areas of English language arts (ELA) and mathematics. This balanced approach connects fall and winter MAP Growth interim assessments and the Alaska spring summative assessment to provide a comprehensive assessment system that improves efficiency and cohesion and drives student outcomes by prioritizing teaching and learning. A robust and customized approach to professional learning accompanies the new assessment system, expanding Alaska educators' assessment literacy and knowledge of strategies for data-informed decision-making and formative instructional practices.

More information can be found on the [AK STAR webpage](#).

The Alaska innovative assessment system will:

- Streamline testing and maximize efficiency. A connected system provides a more seamless experience between interim and end-of-year assessments for students and educators and reduces testing events (starting in 2022–23).
- Increase coherence across interim and end-of-year tests so educators can drive students toward consistent, challenging learning targets.
- Help to amplify student learning. Alaska’s innovative assessment system will give educators, students, and families meaningful insights on student strengths and areas of need to support students in reaching their highest academic potential.
- Increase opportunity for students and schools to show growth. Fall-to-spring and year-to-year growth data, along with access to normative data, are available to both districts and DEED. Within-year growth data enables all students and educators to show and celebrate growth and provides districts with a more complete view of school performance as they work to ensure equitable educational rigor and resources for all Alaska students.

## AK STAR Administration Key Dates for 2022

Date	Activity
Beginning January 31	Online Practice tests and sample accommodated items will be available through the NWEA State Solutions Secure Browser or the DEED <a href="#">AK STAR webpage</a> .
March 28–April 29	AK STAR Spring 2022 testing window



## Part 2: Test Administrator Responsibilities

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Test Administrators are trained district employees who administer the AK STAR assessments to students. Test Administrator training must be provided using either local materials or the training materials available from DEED. Adequate time must be provided for Test Administrators to ask questions and receive further clarification. Test Administrators do not need a teaching certificate to administer the assessment. Test Administrators, like all testing personnel, must read and sign a Test Security Agreement to indicate their understanding and agreement.

It is the Test Administrator's responsibility to:

- Review this entire manual *prior* to test administration, with special attention given to the script for each assessment session they will administer.
- Collect and return applicable test materials (Test Tickets, scratch paper and accommodated paper materials), maintaining test security throughout.
- Read and sign the appropriate Test Security Agreement.
- Prepare the room for assessment.
- Provide students with the required universal tools, if applicable (scratch paper, pencils, erasers, etc.).
- Ensure standardized assessment conditions in which no coaching or prompting occurs.
- Follow the instructions in this manual when administering the assessment to students.
- Report and document any issues that arise during testing.
- Administer make-up assessments for students absent from scheduled assessment sessions, as directed.

## Preparing the environment

### *Assessment Environment*

The assessment environment must be thoughtfully and purposefully prepared before the administration of the AK STAR assessments. Maintaining a stable assessment environment ensures standard assessment conditions for all students across Alaska. Spaces used for the assessment must have adequate lighting and heating and provide a quiet atmosphere for students.

To prepare for testing:

- Turn off or remove items that make or could make noise, including alarms and bells.
- Place a "TESTING: DO NOT DISTURB" sign on the door of the assessment room.
- Place a "NO ELECTRONIC DEVICES" sign on the door of the assessment room.
- Make sure there is a clock visible to all students.

During testing:

- Allow only trained staff involved in the assessment administration to be in the assessment environment.

- Do not play music or soundscapes during the assessment.

When seating students:

- Create enough space between students to prevent answer sharing.
- Provide an adequate writing surface for students to use scratch paper.

Study carrels or table dividers may be used if they are already utilized during classroom assessment. The carrels or dividers must be tall enough to prevent students from seeing each other's work. However, they should be short enough to allow active monitoring. Monitor students with extra diligence in assessment environments that use study carrels or table dividers.

### *Posted material guidance*

Any and all reference materials posted or visible that could offer students in that room an unfair advantage by hinting or directing students to the correct answer must be covered or removed. These materials could include wall charts, visual aids, posters, graphic organizers, and instructional materials specifically related to the content being assessed. No exhaustive list of posted materials can be created due to limitless possibilities. Test Administrators should discuss the appropriateness of any specific displays with their Building Test Coordinator.

Examples of materials that must be covered up or removed include, but are not limited to, the following:

- Tables of scientific facts or math formulas
- All reference materials that a reasonable person might conclude offer students in that classroom or space an unfair advantage over other students in Alaska
- All support materials that may be perceived as influencing student responses
- Name tags that include any of the materials listed above, or that provide a writing surface

### *Assessment materials necessary for administration*

The District Test Coordinator is responsible for distribution of materials for testing. District Test Coordinators can delegate responsibility of materials distribution to the Building Test Coordinator. Districts decide how and when non-secure materials (e.g., pencils, scratch paper) are distributed and collected. Secure materials must not be distributed until directly before assessment sessions and must be collected right away upon completion of the assessment session.

The following materials must be ready for distribution before the assessment session.

- The assessment schedule with the length of time for each part
- A list of students to be assessed
- A list of students receiving accommodations, the accommodations to be provided, and any special materials needed
- Pencils and erasers for each student to work out problems on scratch or graph paper
- Blank scratch paper or graph paper
- A copy of the *Assessment Log and Irregularity Report* or something similar

- A copy of the *Test Administration Directions* for each Test Administrator
- “TESTING: DO NOT DISTURB” and “NO ELECTRONIC DEVICES” signs to place outside the testing rooms
- A computer or device for each student to be tested
- Student test tickets
- Headphones for students needing the text-to-speech accommodation

## **Electronic communication devices in the testing room**

### ***Requirements***

Electronic devices in the testing room create a test security risk. No one, including Test Administrators, may have electronic communication devices in the testing room during the assessment session. This includes cell phones and any other technology capable of transmitting information either by picture, text, or voice (e.g., smart watches, fitness trackers, etc.).

The only exception is if cell phones are the only method of communication available between the Test Administrator and the Building Test Coordinator. The cell phone must be turned on silent and use of the cell phone must be limited only to this purpose during assessment sessions.

### ***Prevention***

Districts and schools must make every effort possible to eliminate the use of electronic devices during assessment sessions. In addition to the “NO ELECTRONIC DEVICES” posters placed on the testing room door, other efforts are listed below.

On days leading up to scheduled assessment sessions:

- schools could place posters in hallways;
- utilize the morning bulletin; and
- include the use of electronic devices in parent notifications of upcoming assessments.

On days of scheduled assessment sessions:

- continually remind students that no devices are allowed during testing;
- provide a safe place for students to store their devices outside of the testing room; or
- establish collection boxes for electronic devices as students enter the room.

### ***Discovery during assessment sessions***

The District Test Coordinator is responsible for establishing and implementing a set of policies and procedures for district staff to follow if electronics are discovered in the testing room or during assessment sessions. These policies and procedures should be clearly communicated and used consistently throughout the district.

Any district staff who discovers an electronic device in the testing room must immediately take action according to the pre-established policy. All incidents of electronic devices must be documented appropriately.

## **Assessment administration**

To ensure that all students are assessed under the standardized conditions, Test Administrators must adhere strictly to the guidelines and directions in this manual and in the Test Security Regulations.

### ***Monitoring students***

- Ensure each student is taking the correct assessment.
- Do not leave students unattended in a room with access to assessment materials.
- Continuously circulate through the assessment room to ensure that students do not access unauthorized electronic devices, such as cell phones, or other unauthorized resources or tools at any time during the assessment.
- Do not engage in activities that interfere with active monitoring, such as using a computer or other device, preparing lesson plans, or grading papers.
- Ensure that restroom trips and breaks are adequately supervised by hall monitors or additional staff to ensure that students are not discussing the assessment.

### ***Maintaining security of materials and the testing room***

- Do not photocopy or duplicate any portion of the assessment materials at any time; this includes photographs or screenshots.
- Do not use or allow the use of AK STAR Assessment materials for any purpose other than those described in this manual.
- Keep secure materials (Test Tickets, accommodated paper materials and devices with active test sessions) under supervision at all times or in a locked room or cabinet.
- Collect test tickets as students complete testing.
- Do not allow students to transport secure materials, such as test tickets, accommodated paper materials, and mobile testing devices. Materials may only be transported to Test Administrators or returned to Building Test Coordinators by district employees who have signed a Test Security Agreement.
- Do not allow untrained district staff, parents, or persons not employed by the district in the testing room.

### ***Reporting events that threaten test security***

Contact your Building Test Coordinator immediately if you witness or suspect a test security incident that could potentially affect the integrity of a student's assessment. It is best practice to allow students to continue testing until a determination is made by the Building Test Coordinator or District Test Coordinator.

### ***Providing appropriate assistance to students***

- Do not read test questions or answer choices to any student for any assessment unless specified as an accommodation.

- If a student asks for assistance in answering an assessment question, appears to be answering randomly, or has concerns about a test question, follow the procedures provided in the Scripts section of this manual.
- Prior to administering the assessment, confirm with the Building Test Coordinator which students will receive accommodations and receive training in the appropriate use of the accommodation.

## **Procedures for Maintaining the Assessment Environment as Individual Students Finish**

Follow the locally established procedures to maintain a quiet environment throughout the assessment session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave the assessment session. If students are expected to remain in the testing room until the end of the session, they may read a book or quietly complete other individual work in a location in the room that does not disrupt others. The use of electronic devices by non-testing students is not allowed in the testing room

## **Instructions for returning assessment materials to the Building Test Coordinator**

When assessment sessions are complete, all secure test materials, both used and unused, must be returned promptly by the Test Administrator to the Building Test Coordinator. These materials include:

- All Test Tickets
- All scratch paper and graph paper
- Accommodated paper materials

Other assessment materials that are not secure should also be returned to the Building Test Coordinator. Refer to the [Assessment Materials Necessary for Administration](#) section of this manual for more information.

## **Daily Schedules**

Testing should take place within the scheduled school day. The District or Building Test Coordinator will provide daily assessment schedules.

Assessments are not timed. While students should have as much time as needed to complete each content area assessment, it is estimated that most students can complete the full test in 120 minutes.

AK STAR assessments are split into two or more parts. Schools may choose to administer one test part, or multiple test parts, each day. This format allows for flexibility in scheduling assessment sessions for each school. The estimated test time for each session is 60-75 minutes. Average test-taking time does not include test ticket distribution, starting the test session, launching the secure browser, or student login time. See the timing tables in this section for the breakdown of test parts for each grade and content area.

It is important to allow students a reasonable timeframe to complete each part of the assessment. This ensures that all students have a standardized experience. When setting a daily schedule, plan so students have ample time to complete the part they are working on without the need to halt testing for a scheduled interruption, such as recess, lunch, or the end of the school day.

**Students must complete a part within one assessment session.** In certain situations, if a student cannot complete an assessment part within the scheduled assessment session, it is permissible to allow this student to continue testing beyond the scheduled assessment session. However, this student must finish the assessment part within the same school day in which it was started. There are exceptions to this for students who need the American Sign Language videos or Text-to-Speech accommodations. See tables below for details.

Table 1: Online Test Timing Details

Grade Level	Content Area	Assessment Session 1 (~60-75 minutes)	Assessment Session 2 (~60-75 minutes)	Calculator Available
3–5	Mathematics	Part 1	Part 2	None
6-7	Mathematics	Parts 1 & 2	Part 3	Part 1 – none Part 2 & 3 - scientific
8*	Mathematics	Parts 1 & 2	Part 3 or Parts 3 & 4	Part 1 - none Part 2 & 3 – scientific Part 4 - graphing
9	Mathematics	Part 1	Parts 2 & 3	Part 1 & 2- graphing Part 3 - scientific
3–9	English Language Arts	Part 1	Part 2	N/A

\*Grade 8 mathematics will have two different forms available, which determines if there are three or four parts.

Table 2: Suggested Test Timing for Math Accommodated Forms (American Sign Language Videos and Text-to-Speech) \*

Grade Level	Content Area	Assessment Session 1 (~60-75 minutes)	Assessment Session 2 (~60-75 minutes)
3	Mathematics	<b>Part 1</b> Items 1 – 31	<b>Part 1 continued</b> Items 32 – 50 and <b>Part 2</b> Items 1 -7
4	Mathematics	<b>Part 1</b> Items 1 – 31	<b>Part 1 continued</b> Items 32 – 50 and <b>Part 2</b> Items 1 -6
5	Mathematics	<b>Part 1</b> Items 1 – 31	<b>Part 1 continued</b> Items 32 – 50 and <b>Part 2</b> Items 1 -6
6	Mathematics	<b>Part 1</b> Items 1-22 and <b>Part 2</b> Items 1-13	<b>Part 2 continued</b> Items 14-42
7	Mathematics	<b>Part 1</b> Items 1-9 and <b>Part 2</b> Items 1-26	<b>Part 2 continued</b> Items 27 -54
8	Mathematics	<b>Part 1</b> Items 1-6 and <b>Part 2</b> Items 1-29	<b>Part 2 continued</b> Items 30-57
9	Mathematics	Items, 1-41	Items 42-69

\*In addition to the guidance above, students with these accommodations can test together and take all of Part 1 in one session and Part 2 in another session.

Table 3: Suggested Test Timing for ELA Accommodated Forms (American Sign Language Videos and Text-to-Speech)

Grade Level	Content Area	Assessment Session 1 (~60-75 minutes)	Assessment Session 2 (~60-75 minutes)
3	English Language Arts	Items 1-38	Items 39-65
4	English Language Arts	Items 1-37	Items 38-66
5	English Language Arts	Items 1-38	Items 39-67
6	English Language Arts	Items 1-41	Items 42-71
7	English Language Arts	Items 1-43	Items 44-73
8	English Language Arts	Items 1-43	Items 44-73
9	English Language Arts	Items 1-40	Items 41-72

\*In addition to the guidance above, students with these accommodations can test together and take all of the assessment during one assessment session.

Table 4: Suggested Test Timing for ELA Print on Demand and Braille

Grade Level	Content Area	Assessment Session 1 (~60-75 minutes)	Assessment Session 2 (~60-75 minutes)
3	English Language Arts	Items 1-38	Items 39-65
4	English Language Arts	Items 1-37	Items 38-66
5	English Language Arts	Items 1-38	Items 39-67
6	English Language Arts	Items 1-41	Items 42-71
7	English Language Arts	Items 1-43	Items 44-73
8	English Language Arts	Items 1-43	Items 44-73
9	English Language Arts	Items 1-40	Items 41-72



Table 5: Suggested Test Timing for Mathematics Print on Demand and Braille

Grade Level	Content Area	Assessment Session 1 (~60-75 minutes)	Assessment Session 2 (~60-75 minutes)
3	Mathematics	<b>Part 1</b> Items 1 – 31	<b>Part 1</b> Items 32 – 50 and <b>Part 2</b> Items 1 -7
4	Mathematics	<b>Part 1</b> Items 1 – 31	<b>Part 1</b> Items 32 – 50 <b>Part 2</b> Items 1 -6
5	Mathematics	<b>Part 1</b> Items 1 – 31	<b>Part 1</b> Items 32 – 50 and <b>Part 2</b> Items 1 -6
6	Mathematics	<b>Part 1</b> Items 1-22 and <b>Part 2</b> Items 1-13	<b>Part 2</b> Items 14-42
7	Mathematics	<b>Part 1</b> Items 1-9 and <b>Part 2</b> Items 1-26	<b>Part 2</b> Items 27 -54
8	Mathematics	<b>Part 1</b> Items 1-6 and <b>Part 2</b> Items 1-29	<b>Part 2</b> Items 30-57
9	Mathematics	Items, 1-41	Items 42-69

\*In addition to the guidance above, students with these accommodations can test together and take all of Part 1 in one session and Part 2 in another session.

## Part 3: Student Supports

Student supports is the term used to describe any appropriate means used to support students during the administration of an assessment. Student supports are broken out into two groups, universal tools and accommodations. This section describes the universal tools available for the AK STAR assessments and a brief overview of embedded accommodations. Specific non-embedded accommodations are not included in this section of the manual. For more information about accommodations, please refer to the [Participation Guidelines for Inclusion of Alaska Students in State Assessments](#) and the [Handbook for the Participation Guidelines](#). All District Test Coordinators, Building Test Coordinators, special education staff, and any Test Administrators providing accommodations are required to read these documents. Both resources can be found on the [DEED Accommodations webpage](#).

### Universal Tools

Universal tools are supports or preferences that are available to all students taking the AK STAR assessments. The use of universal tools is based on student choice, need, and preference. These tools do not alter the test “construct” (what the test is measuring) or change the reliability or validity of the assessment results. Universal tools do not change score interpretation. Universal tools do not need to be activated or added to the student’s record; they are automatically available to the student.

Table 6: Embedded Universal Tools

Testing Tool	Description
Answer Eliminator	The Answer Eliminator is used as a test-taking strategy to cross out answer choices with the response still visible.
Calculator	An embedded basic, scientific, or graphing calculator is available depending on the assessment and grade level.
Color	Shows a variety of color contrasting options for students to choose during the test.
Formulas/Formula sheet	Displays conversion tables, formulas, etc. as aids to the student.
Glossary	Certain words or phrases in the item are underlined with dots, and information about that word or phrase will pop up when selected.  These words and phrases are part of the assessment content and do not provide extra context for the answer.
Graph paper	Graph paper pop-up to plot points and lines. Hard copy graph paper may also be provided.
Guideline/Line reader	This tool helps students focus attention on specific lines of text. Guideline is used to visually track the student’s place while reading.
Help videos	Help videos are available within the secure test engine and show students how to respond to item types and use tools.
Highlighter	Highlight is used to mark words or numbers. This tool allows a student to highlight text and erase highlights that have been made.

Testing Tool	Description
Magnification	Students can magnify entire screen; includes content of assessment as well as all tools.
Notepad	Notepad is used as a test-taking strategy to take notes on an item.
Pencil/Drawing tool	The Pencil/Drawing tool is used as a test-taking strategy to annotate an item in a free-form format. This tool allows students to make marks and annotations.
Protractor	The protractor is to measure angles in degrees
Ruler	Customary Ruler and Metric Ruler are used to measure images within an item.
Sticky notes	Creates and places a note (or multiple notes) on the screen in which a student can type a short message. Up to 15 notes can be placed on the screen.

## Non-Embedded Universal Tools

The universal tools in the following list are not embedded and should be made available to all students by the Test Administrator.

- **Headphones**—If requested, students may wear noise-blocking headphones to screen out extraneous sounds. This does not include music devices.
- **Graph Paper or Scratch Paper**—Scratch or graph paper must be securely destroyed after the test session.

## Calculator Use for the AK STAR Mathematics Assessment

The Alaska mathematics standards were developed with a strong focus on building foundational skills and fluency in arithmetic, specifically in kindergarten through grade 5. Arithmetic is a foundational skill that requires fluency as well as the building of conceptual richness, which is a precursor for algebraic concepts. The standards were developed to help students gain a deeper understanding of mathematics and to use a variety of strategies to come to mathematical solutions. Thus, working with numbers by hand was emphasized in the design of the standards in the formative grades. Based on this information, calculators are NOT allowed for grades 3, 4, and 5 on the AK STAR mathematics assessment, even if the student has an accommodation to use a calculator on other assessments or in their daily work.

Calculators are allowed for Part 2 of the mathematics assessment in grades 6 through 8.

Calculators are allowed for all parts of the mathematics assessment in grade 9. Students taking the computer-based assessment have access to the calculators within the test engine. Students taking the computer-based assessment cannot use handheld calculators in lieu of the calculators within the test engine; only the calculators within the test engine are allowed during the computer-based assessment.

The specific type of calculator depends on the grade level. Calculator and non-calculator items are separated by test parts to prevent students from using the tool inappropriately. Use of a calculator during a part of the assessment where calculators are not allowed will result in an invalidation.

For the specific type of calculator allowed by grade level, please refer the [Assessments Calculator Policy](#).

## Overview of Accommodations

Accommodations are practices and procedures that provide equitable access to grade-level content during instruction and assessment without altering the validity of the assessment scores, score interpretation, reliability, or the security of the assessment. Accommodations must be made available to students with disabilities on an Individualized Education Program (IEP) or Section 504 Plan, students with transitory impairments, and English learners as documented in student files.

All accommodations must be documented in the student's IEP, 504, EL, or Transitory Impairment plan. This includes accommodations that are universal tools. Documenting the student's need ensures the accommodations will be provided in both instruction and assessments. Providing accommodations not in the student's IEP, 504, EL, or Transitory Impairment plan or mis-administering accommodations (e.g., reading the reading passages out loud to students) is not allowed. Accommodations must be administered according to the guidelines of the assessment.

Accommodations should not be used on state assessments unless they have been a regular part of instruction. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment.

Students with disabilities are students who are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) or Section 504.

An English Learner (EL) is an individual whose first language is not English or is an American Indian, Alaska Native, or native resident who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

Students with a transitory impairment are not regarded as individuals with disabilities because the impairment is transitory and minor. A transitory impairment is an impairment with an actual or expected duration of six months or less (e.g., a student who has a broken arm and can have a scribe). On a case-by-case basis, where appropriate documentation exists, students identified with a transitory impairment may receive assessment accommodations.

A list of allowable accommodations and further information on the selection, administration, and evaluation of student accommodations can be found in the [Participation Guidelines for Inclusion of Alaska Students in State Assessment](#) and the [Handbook for the Participation Guidelines](#). Both resources can be found on the [DEED Accommodations webpage](#).

Table 7: Embedded Accommodations

American Sign Language Videos (ASL)	You can click on American Sign Language Video to play a signed video of the text in questions and answer choices.
Text-to-Speech (Speak)	Allows the student to listen to item content being read aloud. Will not read reading passages. Volume can be adjusted and for AK STAR, reading speed can also be adjusted.

## Part 4: Test Security

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### Introduction

For the purpose of this manual, the term test security refers to maintaining the confidentiality of assessment items and answers. All district staff are responsible for maintaining test security at all times. Test security is important to ensure the integrity, validity, and standardized delivery of the assessment and the interpretation of its results.

Test security is required by regulation. According to Alaska test security regulation 4 AAC 06.765, all Alaska assessment materials must be kept secure and all procedures outlined in the assessment manuals must be followed. Do not photocopy or duplicate any portion of the assessment materials at any time; this includes photographs or screenshots. District and school personnel responsible for testing should carefully adhere to test security regulations.

Furthermore, test security aligns with professional ethics. For example, attempting to teach the specific content from an assessment does not support student learning and is an unethical practice. Other examples of unethical actions include sharing writing prompts, coaching, providing hints, or in any way influencing a student's performance during the test administration.

All district staff involved with administering the assessment must agree to follow all regulations by reading and signing a Test Security Agreement, and the complete list of test security regulations that must be adhered to appears in Appendix C of this manual.

### Irregularity

An irregularity is any unusual circumstance that may impact an individual or group of students who are taking the assessment. Examples of irregularities include fire alarms, medical emergencies, power outages, or any disruption or unexpected event that affects an assessment session, a student taking the assessment, or the assessment itself.

All potential irregularities must be documented and reported to the District Test Coordinator as soon as practicable. There is an Assessment Log and Irregularity Report in Appendix B of this manual for districts to use in documenting and tracking irregularities. Some irregularities have the potential to become test security violations or breaches if they affect student performance on the assessment, test security, or test validity. The District Test Coordinator may make a determination on whether or not the irregularity has compromised the student's assessment and is cause for further action. District Test Coordinators may consult with DEED for guidance.

### Violation

A violation is any behavior, whether intentional or accidental, that fails to comply with regulation and is therefore prohibited before, during, or after test administration. A violation has occurred when a student is provided an unfair advantage (or disadvantage) or an action on behalf of the student or staff compromises secure and standardized administration.

## Breach

A breach is an event that exposes test information or otherwise poses a significant threat to the validity of assessment scores (e.g., staff or students copying, discussing, or retaining material for the purpose of distributing assessment items). These circumstances may have external implications for the Alaska assessments, such as removing an item from the test bank.

All potential breaches must be reported immediately by the Building Test Coordinator to the District Test Coordinator. The District Test Coordinator must immediately report the potential breach to the DEED Assessments Administrator.

## Documentation

Irregularities, violations, and breaches all have the potential to be investigated. If investigation is warranted, District Test Coordinators are responsible for initiating the investigation and collecting and compiling all information into an investigation report.

DEED may request a copy of the investigation report and supporting documents and, upon review, advise or require the district to alter its process to avoid a repeated occurrence. When conducting an investigation, make sure the following questions are answered:

What is the allegation and where did it happen?

Who is investigating the incident (name and title)?

Did the alleged incident occur?

What exactly occurred and how did it occur?

How many individuals were involved or will be affected (staff and students)?

Who witnessed the event or may have information?

What is the district's plan to ensure this type of incident does not occur in the future?

Appropriately document the incident and describe what occurred in the school or classroom during the administration of the assessment:

Did all school staff follow the assessment procedures completely?

Have statements been obtained from all individuals who were involved in, or may have information about, the affected school or classroom(s) interviewed?

Does the report and any provided statements clearly lay out the sequence of events? It should explain what happened, why it happened, and when it happened in detail. Creating a timeline may be necessary to establish when the event(s) occurred.

If evidence or an indication of a violation is discovered, describe a plan to correct, mitigate, and prevent future occurrences of this type of testing violation:

Does the plan include a description of the specific procedure(s) that will be implemented?

Does the plan include the name and role (title) of the person(s) responsible to implement the plan?

Has a final, written determination about what happened and who is responsible been submitted?

Are all statements ready for submission in letter form on paper or letterhead? Are they signed and dated?

## Consequences

### Invalidations

If it is determined either by the District Test Coordinator or by DEED that an assessment has been affected or altered to the point that it cannot be considered for scoring, the assessment must be invalidated. An invalid assessment is not an accurate representation of what the student knows and can do, and, therefore, it should not be scored.

Below are examples of incidents that will invalidate an assessment.

The student:

- was assessed at the wrong grade level;
- cheated on the assessment;
- was assessed outside of the assessment window;
- copied assessment items or transmitted assessment items via an electronic device;
- used reference or support materials that were not allowed;
- was given the assessment in an unmonitored location (e.g., in a room by themselves or in the hallway);
- was given an unsupervised and unmonitored break with access to resources; or
- returned to completed portions of the assessment.

The Test Administrator:

- provided an accommodation that was not allowed or not included in the student's IEP, 504, or EL plan;
- provided assistance to a student in answering assessment items;
- looked through a student's test booklet or;
- allowed an unauthorized person in the assessment room.

### Consequences for District Staff

Certified teachers who violate test security regulations are subject to investigation and adjudication by the Professional Teaching Practices Commission per Regulation 4 AAC 06.765(e).

## Part 5: Navigating the AK STAR Administration Portal

### System requirements

The AK STAR administration portal is supported on the latest versions of the following browsers:

- Google Chrome™
- Mozilla Firefox
- Mozilla Firefox LTS
- Microsoft Edge®
- Safari
- Safari on iPad

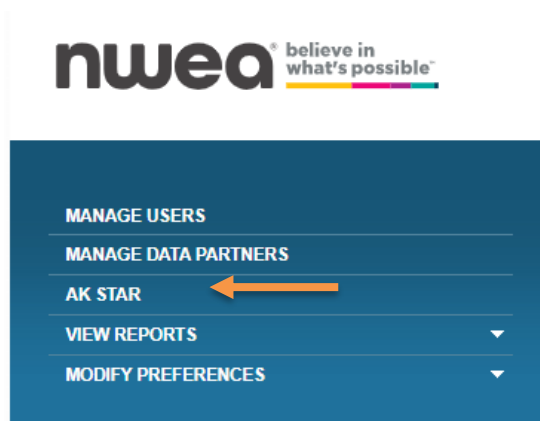
The website is optimally viewed using a 1280 x 1024-pixel screen resolution. System functionality and screens may display, operate, or appear differently in different browsers and operating systems.

### Access the AK STAR Administration Portal

To access the AK STAR Administration Portal:

1. Log in to MAP at <https://teach.mapnwea.org> using your MAP login credentials.
2. Select the **AK STAR** link in the left navigation menu.
3. You will be automatically directed to the **AK STAR** summative test AK STAR Administration Portal.

*\* If you do not have a MAP Growth account, please contact your Building or District Test Coordinator.*



### AK STAR Administration Portal home

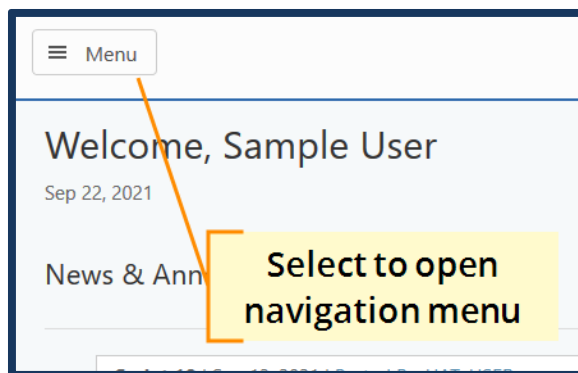
Access the AK STAR Administration Portal home page at any time by clicking **Home** at the top of the mainmenu on the left. Find the following on the home page:

- **News & Announcements:** The main section of the home page contains announcements from the state and district.
- **Shortcuts:** Below News & Announcements, find quick links to commonly used functions, such as Add Student, Monitor Test, or View Reports. Available shortcuts will vary based on assigned user roles.



## Navigation menu

To show or hide the menu, select the **Menu** button at the top left.



## Your user profile

Your user information and roles will be automatically synced from MAP Growth to the AK STAR Administration Portal.

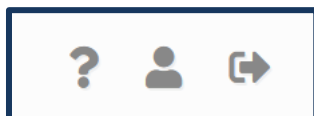
## Help and logout

Next to the **Profile** icon are the **Help** and **Logout** icons.

The **Help** icon directs users to where they can find help documentation.

Help documentation is a document library that will include PDF type files for common help topics.

The **Logout** icon closes your current session and redirects the web browser to the login page.




## View organization information


Each district and school are categorized as an organization and have information associated with them, such as addresses. Permission to view this information is based on your role. For example, District Assessment Coordinators can view information at both the district and school level, while Building Test Coordinators can only view information at the school level.

To view the organizations you have permission to access:

1. In the main menu, select **Organizations > View & Edit Orgs.**
2. On the **View & Edit Organizations** page, enter the search criteria (organization type, name, code, or city).
3. Select **Search** to view the results.
4. To view organization information, select the **Edit** icon in the **Actions** column. A profile page for the organization appears.
5. In the top right, four tabs are available: **General Info**, **Addresses**, **Users**, and **Structure**. Select the tab containing the information you want to view. Functionality varies based on your user role.
  - a. **General Info:** View the organization name, code, type, and responsible organization (for example, the “responsible organization” for a school is a district).
  - b. **Addresses:** View the mailing address and billing address.
  - c. **Users:** View a list of users at the organization, including their email, role, and status.

Select the **Edit** icon  in the **Actions** column to view or edit a user. Refer to the *User and Student Management Guide* for details.

- d. **Structure:** View a list of child organizations (for example, a school is a “child

organization” of a district). Select the **Edit** icon  in the **Actions** column to view a child organization.

## Part 6: Managing online testing

Use the **Manage Online Testing** page to monitor student testing status. Refer to [View online test sessions](#) for details. Should a student encounter an item that they believe is problematic, please follow the steps listed in [Problem item reporting](#).

### View online test sessions as a Test Administrator

To view and manage a test session, complete the following steps.



1. In the main menu of the AK STAR Administration Portal, select **Online Testing > Manage**.
2. From the drop-down lists, select the **Test Administration**, **Subject**, **Testing Grade**, and **School**; then select **Search**. (An overview of testing progress for the criteria you selected appears. Below the test status icons, the available test session groups are listed, including the number of students in each status.)
3. To view a test session, click the **View Session** icon in the **Actions** column. To view all students, click the **View Session** icon for the **All-Students** entry at the top of the results list.
4. A list of students in the session appears below the search filters.
5. Optionally, enter filters to view students meeting specific criteria, or select one of the test status icons, such as **Ready to Test**, to view all students in that status.

### Monitor test status

#### Status monitor icons

When viewing a list of sessions or an individual session, the status monitor icons summarize the testing progress of students in that session or sessions. The available statuses are listed in [Table 8: Status Monitor Icons](#).

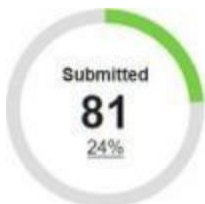
Table 8: Status Monitor Icons

Icon	Test Status Icon Description
	<p>The <b>Ready to Test</b> icon displays the number and percentage of students who are enrolled and ready to take the test. It includes tests in the <b>Registered</b>, <b>Enrolled</b>, and <b>Ready to Test</b> statuses. All tests remaining in these statuses at the end of the testing window are changed to <b>Expired</b>.</p>
	<p>The <b>In Progress</b> icon displays the number and percentage of students actively testing. It includes tests in the <b>In Progress</b> status only.</p>



The **Alerts** icon displays the number and percentage of students who have logged out and have not completed a test or have an enrollment hold. These students need test ticket login information to log back in and complete a test. This count includes tests in the **Inactive** and **Enrollment Hold** statuses.

**Note:** If any test registrations are in the **Enrollment Hold** status during the week before testing starts, contact NWEA Partner Support to resolve the hold.



The **Submitted** icon displays the number and percentage of students who completed and submitted tests. It includes tests in the **Submitted** status only.

## Student test status

When viewing a list of students in a test session or other set of search results under **Online Testing > Manage**, the status of each student's test is shown in the **Test Status** column. The available statuses are listed in [Table 9: Student Test Status](#).

Table 9: Student Test Status

Icon	Description
	The <b>Registered</b> icon indicates that the student is registered for a test, but the online test is not yet available.
	The <b>Enrollment Hold</b> icon indicates that the student's enrollment is not yet processed. Please contact the Support Center.
	The <b>Ready to Test</b> icon appears before the initial login to an available test or after a submitted test has been reopened. The student can log in using the information on the student test ticket.
	The <b>In Progress</b> icon indicates that the student is logged in and actively testing or has passed the test.
	The <b>Inactive</b> icon indicates that the student has logged out of the test or has been logged out due to inactivity. The student can log back into the test using the information on the student test ticket.
	The <b>Completed</b> icon indicates that the student has submitted the test. The student will no longer be able to log in to the test.

## Logging students out and resuming tests

In the testing platform, Test Administrators do not pause or resume student tests from the **Manage Online Testing** page. Instead, students who need to leave their testing computer for any reason can log out of the test. To do this, the student should click the **Log Out** button in the upper right.

To resume a test, the student will access the NWEA State Solutions Secure Browser and enter the information from their test ticket. The test will continue where the student left off.

## Problem item reporting

As a reminder, it is never permitted to take pictures or capture video of items or to communicate about items on the assessment.

There are stringent item-quality checks in the development process, but students may occasionally encounter items that they believe are problematic.

When a student encounters a possible problem item, the Test Administrator should:

1. Collect the following information about the item:
  - a. Student's state ID
  - b. Grade and subject
  - c. Item number
    - i. You can find the item number on the student's test screen.
2. Note the information above and email to [AKSTAR@nwea.org](mailto:AKSTAR@nwea.org)
3. Include in Subject line **Problem Item Reporting – AK STAR**
4. If you do not have all of the information above, provide as much detail as you can. Do not attempt to take a picture or screenshot of the problem item in question.
5. Send the email to submit the report.

Following this process ensures the quality of the assessments. Every problem item report is reviewed by NWEA and DEED.

## Part 7: Scripts

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### Script to Students: Providing Assistance During the Assessment

Provide assistance to any student having problems following test directions. Read the directions to the student and clarify what is expected. Test Administrators may define or explain words used in the directions. Do not use the actual assessment item as an example.

If a student asks for assistance in answering a test item, say the following statement to let the student know you cannot help.

**SAY: I cannot help you answer a test question. Try to do your best.**

Make certain students are on task. If a student is off task, say the following statement to get the student focused.

**SAY: It is important that you get back to your test and answer the questions.**

If a student appears to be answering randomly or isn't showing effort, say the following statement in an effort to get the student focused.

**SAY: It appears that you are not giving your best effort. It is important that you take the test seriously.**

If the student does not respond, contact the Building Test Coordinator and record the student behavior in the Assessment Log and Irregularity Report (see Appendix B of this manual).

If a student raises his or her hand and says there is a problem with a test item, say the following statement in a one-on-one conversation with the student.

**SAY: Tell me the question number, and I will let someone know that you have a concern with the question. Meanwhile, answer the question the best that you can the way the item is written.**

Write down the student's first and last name, content assessment, item number, test part, and grade level and provide this information to the Building Test Coordinator. The Building Test Coordinator should notify the District Test Coordinator who will report it to DEED.

## How to Read Test Directions for AK STAR Assessments

The following scripts are split into four sections:

1. Before You Begin (not read aloud)
2. Welcome Instructions
3. Login Instructions
4. Test Directions

The section titled Before You Begin is not read aloud to students. It provides information that the Test Administrator needs to review before administering the assessment.

The other sections are read aloud to students. Some sections must be read more than once depending on the possible scheduling scenarios below:

**Scenario 1:** Multiple parts of the assessment are administered in succession during one single assessment session (e.g., students move on to the next part at their own pace).

**Scenario 2:** Multiple parts of the assessment are administered in one day with a break between parts (e.g., students cannot move on to the next part at their own pace).

**Scenario 3:** Multiple parts of the assessment are administered over multiple days.

### Scenario 1—Multiple Parts in One Session

When administering multiple parts of the assessment in a single assessment session, students are allowed to move on to the next part at their own pace. As always, students may or may not take a short, supervised break at any time during the session. In this scenario, Test Administrators will read the Welcome Instructions, Login Instructions, and Test Directions one time to students at the beginning of the session. Directions do not need to be read again during the session.

### Scenario 2—Breaks Between Assessment Parts

Multiple parts of the assessment may be administered on the same day, but with a break between parts. A break is defined as a period of time between assessment parts that exceeds 15 minutes (e.g., a lunch break, recess, music class).

When multiple assessment parts are administered with a break between parts, Test Administrators must read the Welcome Instructions, Login Instructions, and Test Directions before beginning Part 1. Before each subsequent part (Part 2 or Part 3), Test Administrators must reread the Welcome Instructions and Test Directions. A Test Administrator may reread the Login Instructions for subsequent parts if the Test Administrator deems appropriate using their best judgement. For example, younger students might need the Login Instructions before each part, whereas older students will probably not need this additional assistance.

Example 1: Grade 4 ELA

9:00–10:00 Part 1 (Welcome Instructions, Login Instructions, Test Directions)

10:00–10:30 Recess

10:30–11:30 Part 2 (Welcome Instructions, Login Instructions, Test Directions)

11:30–12:00 Lunch

12:00–1:00 Part 3 (Welcome Instructions, Login Instructions, Test Directions)

Example 2: Grade 9 Math

10:30–12:00 Part 1 (Welcome Instructions, Login Instructions, Test Directions)

12:00–12:50 Lunch

1:00–2:00 Parts 2-4 (Welcome Instructions, Test Directions)

### Scenario 3—Assessment Parts on Separate Days

When multiple assessment parts are administered over multiple days, Test Administrators must read the full script before each assessment part.



## Script to Students: English Language Arts—Grades 3 - 9

### Before You Begin

Before you begin testing, make sure you have:

- completed all test administration training and have signed a Test Security Agreement;
- the Student Test Tickets;
- provided each student with a pencil, eraser, and scratch paper;
- ensured no student is in possession of an electronic device other than their testing device;
- familiarized yourself with any accommodation needs of students in the room and;
- reported any obvious technology issues to the appropriate staff.

### Welcome Instructions

**SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.**

**You are about to take the AK STAR English language arts assessment. This test is one way for you to show what you know about English language arts. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the test to help you answer the questions.**

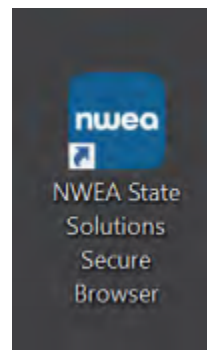
### Login Instructions

**SAY: Please sit quietly as I hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.**

Distribute Test Tickets to each student, ensuring that each student is given the correct ticket with his or her name printed on it. If any student has a Test Ticket with the wrong name, make sure the student receives the correct Test Ticket before starting.

If any Test Ticket has an error on it, please contact the Building Test Coordinator. However, in some cases the student could continue using the same Test Ticket anyway. For example: the Test Ticket shows a given name rather than a nickname or informal name (e.g., David vs. Dave).

**SAY: Select the NWEA State Solutions icon that appears on your screen.**



*Windows® desktop:*

**From the Start menu, choose NWEA State Solutions Secure Browser.**

*Mac® desktop:*

**Double-click the NWEA State Solutions Secure Browser icon on your desktop.**

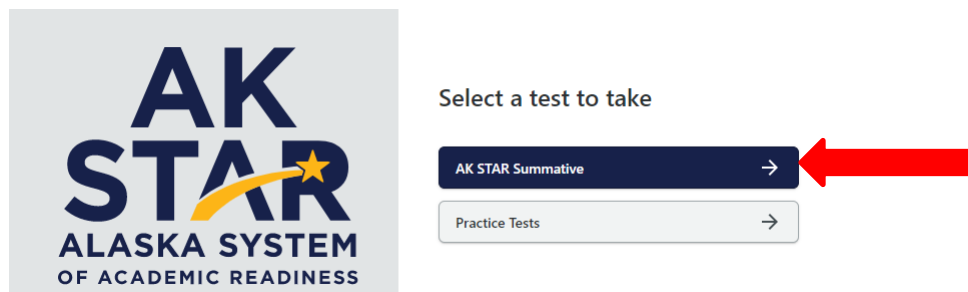
*Chromebook™ or iPad:*

**Start the NWEA State Solutions Secure Browser app.**

Pause to assist students as necessary. If a student receives an error message, note the content of the error message, and contact the Building Test Coordinator.

When all students are ready,

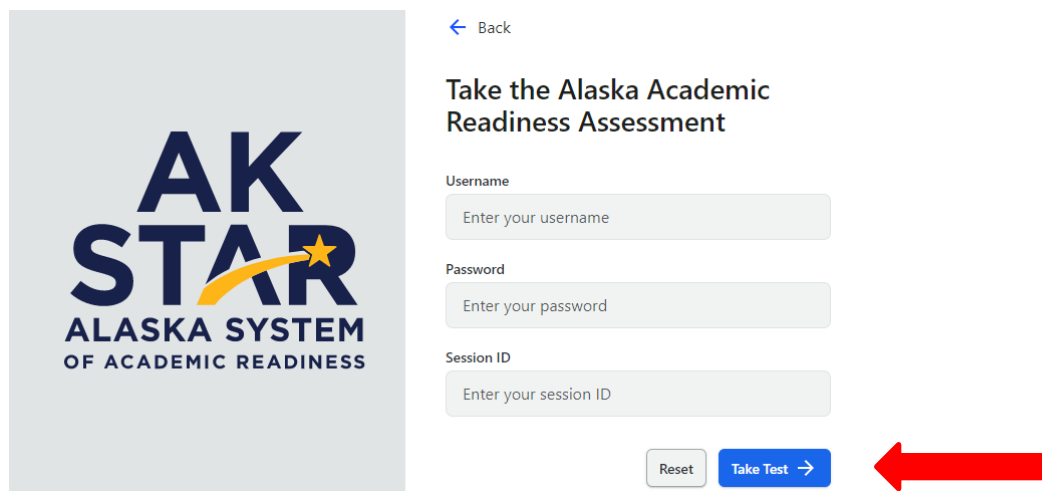
**SAY: Select “AK STAR Summative”. You should now be at the login screen. Is there anyone who isn’t on this screen?**



Pause to assist students as necessary.

**SAY: You may now enter your Username, Password, and Session ID in the spaces provided on the screen. Your individual Username, Password, and Session ID are found on your Test Ticket. When you have finished entering your Username, Password, and Session ID select the Take Test button at the bottom right of the screen.**

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames, Passwords and Session IDs are unique to each student.



When all students are ready,

**SAY: When you have selected the Take Test button, a Directions screen opens with your test session and name at the top. Is there anyone who does not see the Directions screen with your name at the top?**

Pause to assist students as necessary. Contact your Building Test Coordinator if a student finds an error in the information on the Directions screen.

## Test Directions

**SAY: Follow along as I read the directions aloud.**

**This is a test of English language arts skills.**

**Read each question carefully, and select one choice unless otherwise indicated. Some questions will have more than one part.**

**To answer each question or question part, you may be asked to do one of the following.**

- **Select from a list of choices.**
- **Select a word or group of words from part of a text.**
- **Select part of a picture from a larger picture.**
- **Move answer choices into the spaces where they belong.**
- **Enter the correct word in the answer space.**
- **Compose a paragraph-length response.**

**If needed, a scroll bar will appear beside the passage, question, or other material that needs to be moved up and down the screen.**

**If you are asked to write a response, take some time to organize your thinking before you write. Your written response must be in English.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: Moving through the Test: Question Numbers**

**Question numbers are presented at the bottom of the screen. Select any question number to go to that question.**

**After you have answered each question, the Back and Next buttons are for moving between screens on the test.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: Moving Through the Test: Mark for Review**

**Select Mark for Review for any questions that you want to return to later. Then a dot will appear next to the question number.**

**To identify all questions that have been marked for review, select the Review button.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: Tools**

**There are several tools available for this test. You can access most tools by selecting the signs in the toolbars at the top of the screen.**

**Eliminator:** This tool will allow you to cross through any answers from a multiple-choice question that you know are wrong.

**Guideline:** This tool will allow you to highlight and scroll line-by-line through a passage.

You can select Help at any time to find out how to use the tools.

**Select Next** to go on to the next screen.

Pause as students move to the next screen.

**SAY: Markup**

There are several ways to mark the text and questions as you read them.

**Select the Markup button** to see your options, which include underlining and highlighting.

**Select Next** to go on to the next screen.

Pause as students move to the next screen.

**SAY:** You should now be at a screen with a stop sign on it. Is there anyone who is not seeing the stop sign?

Pause to assist students as necessary.

**SAY:** Please stay on this screen until I tell you to move on.

There is no time limit to finish the test.

If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.

**SAY:** You should now be at a screen with a stop sign on it. Is there anyone who is not seeing the stop sign?

Pause to assist students as necessary

**The Review page** will appear after the last question on this part of the test. On this screen, check that you have answered each question including all flagged questions. When you reach the Review screen, please raise your hand and I will come over to you.

**At** (the time agreed upon with the Building Test Coordinator), I will stop the session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?

**Raise your hand** if you have any questions before you begin the test.

**When you are ready**, select the Next button.

After students select the Next button, Test Administrators may no longer assist students by touching the keyboard, mouse, or device.

When it is the designated time to stop,

**SAY: This is the end of this session of the English language arts assessment. Raise your hand if you need more time.**

After reaching the last item in a part, the student is presented with a screen prompting him or her to return to review answers (marked and unmarked) for all items prior to submitting the test. It is acceptable for a Test Administrator to say, **“I see that you left some questions unanswered. Do you want to go back and answer them?”** The student can press the Return to Test button to review his or her answers or can press the End Test or Next button to end the test. The on-screen directions should be followed for submitting answers.

A dialogue box will pop up asking the student to confirm that they understand they cannot return to this section once they continue. After checking the box, select the Submit or Submit and Continue button. To end the test part, select the logout button at the top right of the screen. A confirmation screen will pop up to confirm logout, select logout again to end the test.

Provide instructions to students still needing to complete the assessment. Students may not use electronic devices until they are finished testing and leave the testing room.

If students are continuing on to another part of the assessment, a short break can be provided. If students are continuing on to another part of the assessment in a session the next day, have the students select the logout button at the top right of their screen, to fully log out of this session. The next session will use the same test ticket and students will pick up where they left off.

As a reminder, collect Test Tickets prior to students leaving the test center or as they finish.

## Script to Students: Mathematics Grades 3 – 5

### Before You Begin

Before you begin testing, make sure you have:

- completed all test administration training and have signed a Test Security Agreement;
- the Student Test Tickets;
- provided each student with a pencil, eraser, and scratch paper;
- ensured no student is in possession of an electronic device other than their testing device;
- familiarized yourself with any accommodation needs of students in the room;
- reported any obvious technology issues to the appropriate staff.

Calculators are **NOT** allowed for grades 3–5 mathematics assessments.

Providing calculators to students for the grades 3–5 mathematics assessment may result in an invalidation.

### Welcome Instructions

**SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.**

**You are about to take the AK STAR Mathematics assessment. This test is one way for you to show what you know about mathematic skills. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the test to help you answer the questions.**

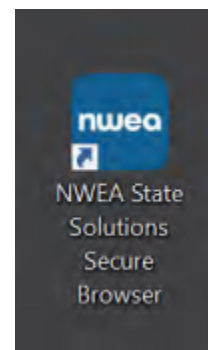
### Login Instructions

**SAY: Please sit quietly as I hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.**

Distribute Test Tickets to each student, ensuring that each student is given the correct ticket with his or her name printed on it. If any student has a Test Ticket with the wrong name, make sure the student receives the correct Test Ticket before starting.

If any Test Ticket has an error on it, please contact the Building Test Coordinator. However, in some cases the student could continue using the same Test Ticket anyway. For example: the Test Ticket shows a given name rather than a nickname or informal name (e.g., David vs. Dave).

**SAY: Select the NWEA State Solutions icon that appears on your screen.**



*Windows® desktop:*

**From the Start menu, choose NWEA State Solutions Secure Browser.**

*Mac® desktop:*

**Double-click the NWEA State Solutions Secure Browser icon on your desktop.**

*Chromebook™ or iPad:*

**Start the NWEA State Solutions Secure Browser app.**

Pause to assist students as necessary. If a student receives an error message, note the content of the error message, and contact the Building Test Coordinator.

When all students are ready,

**SAY: Select “AK STAR Summative”. You should now be at the login screen. Is there anyone who isn’t on this screen?**



Select a test to take

AK STAR Summative →

Practice Tests →



Pause to assist students as necessary.

**SAY: You may now enter your Username, Password, and Session ID in the spaces provided on the screen. Your individual Username, Password, and Session ID are found on your Test Ticket. When you have finished entering your Username, Password, and Session ID select the Take Test button at the bottom right of the screen.**

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames, Passwords and Session IDs are unique to each student.



← Back

**Take the Alaska Academic Readiness Assessment**

Username

Enter your username

Password

Enter your password

Session ID

Enter your session ID

Reset

Take Test →



When all students are ready,

**SAY: When you have selected the Take Test button, a Directions screen opens with your test session and name at the top. Is there anyone who does not see the Directions screen with your name at the top?**

Pause to assist students as necessary. Contact your Building Test Coordinator if a student finds an error in the information on the Directions screen.

## Test Directions

**SAY: Follow along as I read the directions aloud.**

**This is a test of the skills involved in understanding and solving mathematics questions.**

**To answer each question, read it carefully and follow the specific directions.**

**For questions involving costs and purchases, assume there is no sales tax unless it is mentioned in the question.**

**Do not spend too much time on any one question. When you have finished the test, follow the directions provided by your testing supervisor.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

### **SAY: Moving Through the Test: Question Numbers**

**Question numbers are presented at the bottom of the screen. Select any question number to go to that question.**

**After you have answered each question, the Back and Next buttons are for moving between screens on the test.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

### **SAY: Moving Through the Test: Mark for Review**

**Select Mark for Review for any questions that you want to return to later. Then a dot will appear next to the question number.**

**To identify all questions that have been marked for review, select the Review button.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

### **SAY: Tools**

**There are several tools available for this test. You can access most tools by selecting the signs in the toolbars at the top of the screen.**



**You can select Help at any time to find out how to use the tools.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: Markup**

**There are several ways to mark the text and questions as you read them.**

**Select the Markup button to see your options, which include underlining and highlighting.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

(For Grade 5 students only)

**SAY: Math Tools**

**You may see a Formulas button. Select this button to view a reference sheet with formulas and conversions that may be helpful for some questions.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: You should now be at a screen with a stop sign on it. Is there anyone who is not seeing the stop sign?**

Pause to assist students as necessary

**SAY: Please stay on this screen until I tell you to move on.**

**There is no time limit to finish the test.**

**If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.**

**The Review page will appear after the last question on this part of the test. On this screen, check that you have answered each question including all flagged questions. When you reach the Review screen, please raise your hand and I will come over to you.**

**At (the time agreed upon with the Building Test Coordinator), I will stop the session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?**

**Raise your hand if you have any questions before you begin the test.**

**When you are ready, select the Next button.**

After students select the Next button, Test Administrators may no longer assist students by touching the keyboard, mouse, or device.

When it is the designated time to stop,

**SAY: This is the end of this session of the mathematics assessment. Raise your hand if you need more time.**

After reaching the last item in a part, the student is presented with a screen prompting him or her to return to review answers (marked and unmarked) for all items prior to submitting the test. It is acceptable for a Test Administrator to say, **“I see that you left some questions unanswered. Do you want to go back and answer them?”** The student can press the Return to Test button to review his or her answers or can press the End Test or Next button to end the test. The on-screen directions should be followed for submitting answers.

A dialogue box will pop up asking the student to confirm that they understand they cannot return to this section once they continue. After checking the box, select the Submit or Submit and Continue button. To end the test part, select the logout button at the top right of the screen. A confirmation screen will pop up to confirm logout, select logout again to end the test.

Provide instructions to students still needing to complete the assessment. Students may not use electronic devices until they are finished testing and leave the testing room.

If students are continuing on to another part of the assessment, a short break can be provided. If students are continuing on to another part of the assessment in a session the next day, have the students select the logout button at the top right of their screen, to fully log out of this session. The next session will use the same test ticket and students will pick up where they left off.

As a reminder, collect Test Tickets prior to students leaving the test center or as they finish.

## Script to Students: Mathematics Grades 6-9

### Before You Begin

Before you begin testing, make sure you have:

- completed all test administration training and have signed a Test Security Agreement;
- the Student Test Tickets;
- provided each student with a pencil, eraser, and scratch paper;
- ensured no student is in possession of an electronic device other than their testing device;
- familiarized yourself with any accommodation needs of students in the room;
- reported any obvious technology issues to the appropriate staff.

### Welcome Instructions

**SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.**

**You are about to take the AK STAR Mathematics assessment. This test is one way for you to show what you know about mathematics skills. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the test to help you answer the questions.**

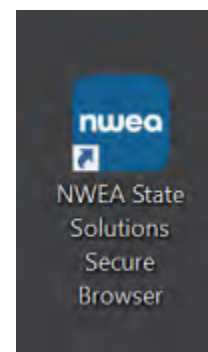
### Login Instructions

**SAY: Please sit quietly as I hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.**

Distribute Test Tickets to each student, ensuring that each student is given the correct ticket with his or her name printed on it. If any student has a Test Ticket with the wrong name, make sure the student receives the correct Test Ticket before starting.

If any Test Ticket has an error on it, please contact the Building Test Coordinator. However, in some cases the student could continue using the same Test Ticket anyway. For example: the Test Ticket shows a given name rather than a nickname or informal name (e.g., David vs. Dave).

**SAY: Select the NWEA State Solutions icon that appears on your screen.**



*Windows® desktop:*

**From the Start menu, choose NWEA State Solutions Secure Browser.**

*Mac® desktop:*

**Double-click the NWEA State Solutions Secure Browser icon on your desktop.**

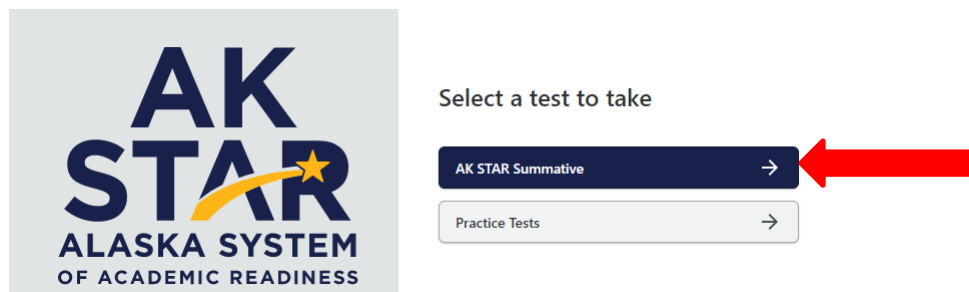
*Chromebook™ or iPad:*

**Start the NWEA State Solutions Secure Browser app.**

Pause to assist students as necessary. If a student receives an error message, note the content of the error message, and contact the Building Test Coordinator.

When all students are ready,

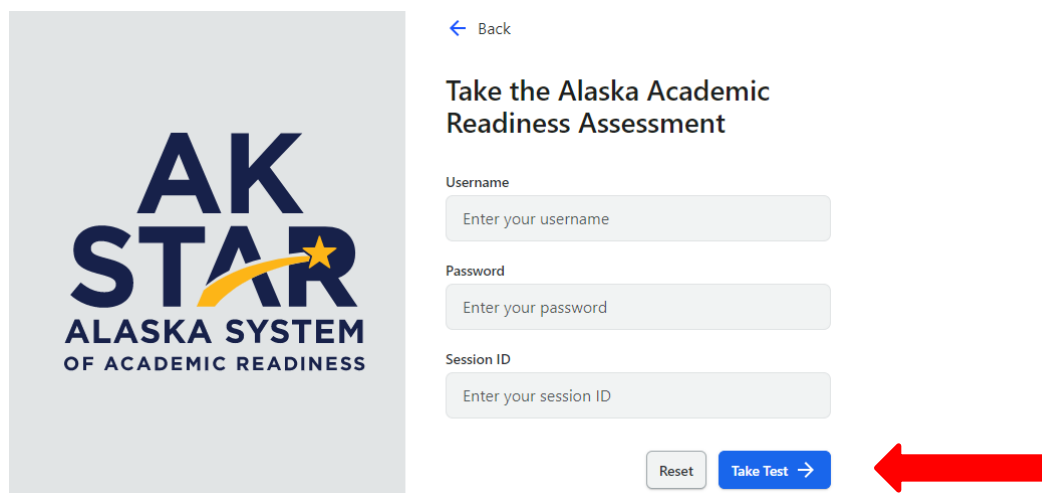
**SAY: Select “AK STAR Summative”. You should now be at the login screen. Is there anyone who isn’t on this screen?**



Pause to assist students as necessary.

**SAY: You may now enter your Username, Password, and Session ID in the spaces provided on the screen. Your individual Username, Password, and Session ID are found on your Test Ticket. When you have finished entering your Username, Password, and Session ID select the Take Test button at the bottom right of the screen.**

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames, Passwords and Session IDs are unique to each student.



When all students are ready,

**SAY: When you have selected the Take Test button, a Directions screen opens with your test session and name at the top. Is there anyone who does not see the Directions screen with your name at the top?**

Pause to assist students as necessary. Contact your Building Test Coordinator if a student finds an error in the information on the Directions screen.

## Test Directions

**SAY:** Follow along as I read the directions aloud.

**This is a test of some of the skills involved in understanding and solving mathematical questions.**

**To answer each question, read it carefully and follow the specific directions.**

- **Some questions require a numeric response to be entered as an integer or decimal.**
- **If you are asked to round your answer, make sure you round to the indicated degree of accuracy. If your solution strategy involves intermediate computations, you should carry out all computations exactly and round only your final answer.**
- **If no rounding instructions are given, enter the exact answer.**
- **For questions involving costs and purchases, assume there is no sales tax unless it is mentioned in the questions.**

**Do not spend too much time on any one question. When you have finished the test, follow the directions provided by your testing supervisor.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

### **SAY: Moving Through the Test: Question Numbers**

**Question numbers are presented at the bottom of the screen. Select any question number to go to that question.**

**After you have answered each question, the Back and Next buttons are for moving between screens on the test.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

### **SAY: Moving Through the Test: Mark for Review**

**Select Mark for Review for any questions that you want to return to later. Then a dot will appear next to the question number.**

**To identify all questions that have been marked for review, select the Review button.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

### **SAY: Tools**

**There are several tools available for this test. You can access most tools by selecting the signs in the toolbars at the top of the screen.**

**You can select Help at any time to find out how to use the tools.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: Markup**

**There are several ways to mark the text and questions as you read them.**

**Select the Markup button to see your options, which include underlining and highlighting.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: Math Tools**

**You will see a Formulas button. Select this button to view a reference sheet with formulas and conversions that may be helpful for some questions.**

**Some items may have a Calculator that you can use. Select this button to open the calculator when it is available.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: You should now be at a screen with a stop sign on it. Is there anyone who is not see the stop sign?**

Pause to assist students as necessary.

**SAY: Please stay on this screen until I tell you to move on.**

**There is no time limit to finish the test.**

**If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.**

**The Review page will appear after the last question on the test. On this screen, check that you have answered each question including all flagged questions. When you reach the Review screen, please raise your hand and I will come over to you.**

**At (the time agreed upon with the Building Test Coordinator), I will stop the session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?**

**Raise your hand if you have any questions before you begin the test.**

**When you are ready, select the Next button.**

After students select the Next button, Test Administrators may no longer assist students by touching the keyboard, mouse, or device.

When it is the designated time to stop,

**SAY: This is the end of this session of the mathematics assessment. Raise your hand if you need more time.**

After reaching the last item in a part, the student is presented with a screen prompting him or her to return to review answers (marked and unmarked) for all items prior to submitting the test. It is acceptable for a Test Administrator to say, **“I see that you left some questions unanswered. Do you want to go back and answer them?”** The student can press the Return to Test button to review his or her answers or can press the End Test or Next button to end the test. The on-screen directions should be followed for submitting answers.

A dialogue box will pop up asking the student to confirm that they understand they cannot return to this section once they continue. After checking the box, select the Submit or Submit and Continue button. To end the test part, select the logout button at the top right of the screen. A confirmation screen will pop up to confirm logout, select logout again to end the test.

Provide instructions to students still needing to complete the assessment. Students may not use electronic devices until they are finished testing and leave the testing room.

If students are continuing on to another part of the assessment, a short break can be provided. If students are continuing on to another part of the assessment in a session the next day, have the students select the logout button at the top right of their screen, to fully log out of this session. The next session will use the same test ticket and students will pick up where they left off.

As a reminder, collect Test Tickets prior to students leaving the test center or as they finish.

## Part 8: Administering Online Accommodated Forms, American Sign Language Videos & Text to Speech

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### Script to Students: ELA Grades 3-9, TTS and ASL

#### Before You Begin

Before you begin testing, make sure you have:

- completed all test administration training and have signed a Test Security Agreement;
- the Student Test Tickets;
- provided each student with a pencil, eraser, and scratch paper;
- ensured no student is in possession of an electronic device other than their testing device;
- familiarized yourself with any accommodation needs of students in the room;
- reported any obvious technology issues to the appropriate staff.

#### Welcome Instructions

**SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.**

**You are about to take the AK STAR English language arts assessment. This test is one way for you to show what you know about English language arts. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the test to help you answer the questions.**

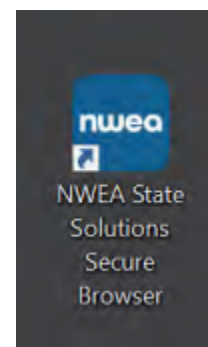
#### Login Instructions

**SAY: Please sit quietly as I hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.**

Distribute Test Tickets to each student, ensuring that each student is given the correct ticket with his or her name printed on it. If any student has a Test Ticket with the wrong name, make sure the student receives the correct Test Ticket before starting.

If any Test Ticket has an error on it, please contact the Building Test Coordinator. However, in some cases the student could continue using the same Test Ticket anyway. For example: the Test Ticket shows a given name rather than a nickname or informal name (e.g., David vs. Dave).

**SAY: Select the NWEA State Solutions icon that appears on your screen.**



*Windows® desktop:*

**From the Start**

*Mac® desktop:*

**Double-click the**

*Chromebook™ or iPad:*

**Start the NWEAState**



menu, choose NWEA  
State Solutions  
Secure Browser.

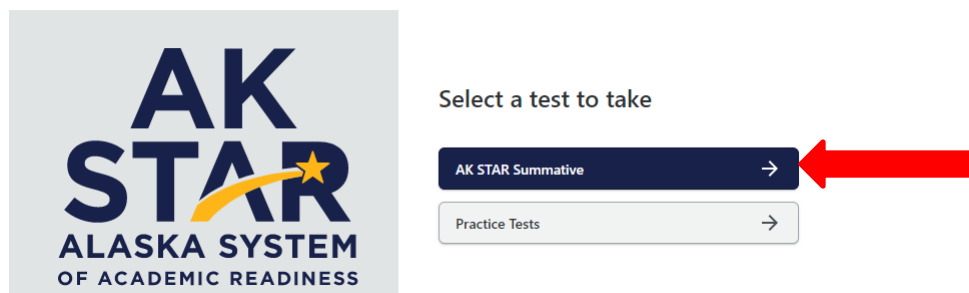
NWEA State  
Solutions Secure  
Browser icon on  
your desktop.

Solutions Secure  
Browser app.

Pause to assist students as necessary. If a student receives an error message, note the content of the error message, and contact the Building Test Coordinator.

When all students are ready,

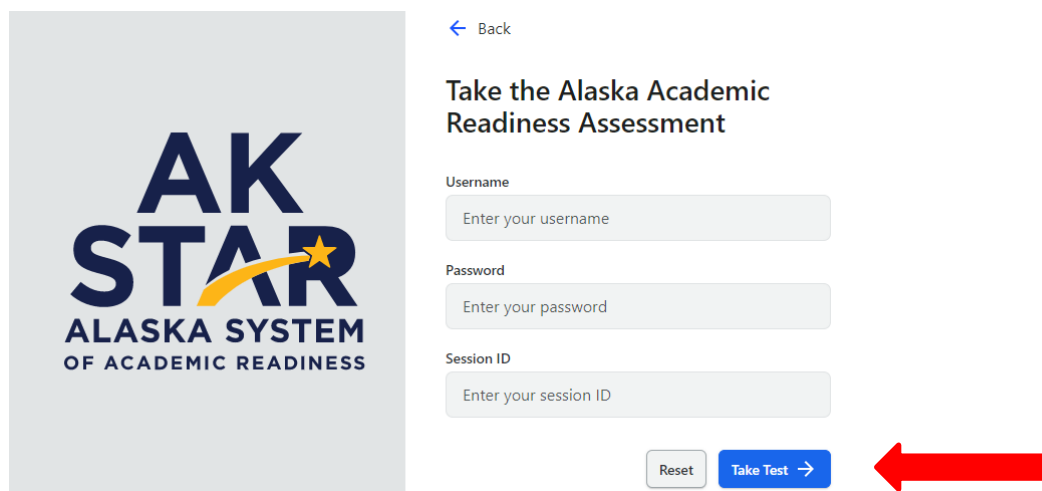
**SAY: Select “AK STAR Summative”. You should now be at the login screen. Is there anyone who isn’t on this screen?**



Pause to assist students as necessary.

**SAY: You may now enter your Username, Password, and Session ID in the spaces provided on the screen. Your individual Username, Password, and Session ID are found on your Test Ticket. When you have finished entering your Username, Password, and Session ID select the Take Test button at the bottom right of the screen.**

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames, Passwords and Session IDs are unique to each student.



When all students are ready,

**SAY: When you have selected the Take Test button, a Directions screen opens with your**

**test session and name at the top. Is there anyone who does not see the Directions screen with your name at the top?**

Pause to assist students as necessary. Contact your Building Test Coordinator if a student finds an error in the information on the Directions screen.

## Test Directions

**SAY: Follow along as I read the directions aloud.**

**This is a test of English language arts skills.**

**Read each question carefully and select one choice unless otherwise indicated. Some questions will have more than one part.**

**To answer each question or question part, you may be asked to do one of the following.**

- **Select from a list of choices.**
- **Compose a paragraph-length response.**

**If needed, a scroll bar will appear beside the passage, question, or other material that needs to be moved up and down the screen.**

**If you are asked to write a response, take some time to organize your thinking before you write. Your written response must be in English.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: Moving through the Test: Question Numbers**

**Question numbers are presented at the bottom of the screen. Select any question number to go to that question.**

**After you have answered each question, the Back and Next buttons are for moving between screens on the test.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: Moving Through the Test: Mark for Review**

**Select Mark for Review for any questions that you want to return to later. Then a dot will appear next to the question number.**

**To identify all questions that have been marked for review, select the Review button.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: Tools**

**There are several tools available for this test. You can access most tools by selecting the**

signs in the toolbars at the top of the screen.

**Eliminator:** This tool will allow you to cross through any answers from a multiple-choice question that you know are wrong.

**Guideline:** This tool will allow you to highlight and scroll line-by-line through a passage.

You can select Help at any time to find out how to use the tools.

**Select Next** to go on to the next screen.

Pause as students move to the next screen.

**SAY: Markup**

There are several ways to mark the text and questions as you read them.

Select the Markup button to see your options, which include underlining and highlighting.

**Select Next** to go on to the next screen.

Pause as students move to the next screen.

**SAY: You should now be at a screen with a stop sign on it. Is there anyone who is not seeing the stop sign?**

Pause to assist students as necessary.

**SAY: Please stay on this screen until I tell you to move on.**

There is no time limit to finish the test.

If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.

The Review page will appear after the last question on the test. On this screen, check that you have answered each question including all flagged questions. When you reach the Review screen, please raise your hand and I will come over to you.

**At (the time agreed upon with the Building Test Coordinator), I will stop the session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?**

**Raise your hand if you have any questions before you begin the test.**

**When you are ready, select the Next button.**

After students select the Next button, Test Administrators may no longer assist students by touching the keyboard, mouse, or device.

When it is the designated time to stop,

**SAY: This is the end of this session of the English language arts assessment. Raise your hand if you need more time.**

After reaching the last item, the student is presented with a screen prompting him or her to return to review answers (marked and unmarked) for all items prior to submitting the test. It is acceptable for a Test Administrator to say, **“I see that you left some questions unanswered. Do you want to go back and answer them?”** The student can press the Return to Test button to review his or her answers or can press the End Test or Next button to end the test. The on-screen directions should be followed for submitting answers.

A dialogue box will pop up asking the student to confirm that they understand they cannot return to the test once they continue. After checking the box, select the Submit button. To end the test part, select the logout button at the top right of your screen. A confirmation screen will pop up to confirm you want to logout, select logout again to end your test.

Provide instructions to students still needing to complete the assessment. Students may not use electronic devices until they are finished testing and leave the testing room.

If students are continuing on to another session of the assessment, a short break can be provided. Students should use the same test ticket to resume where they left off after a break or returning to another test session.

As a reminder, collect Test Tickets prior to students leaving the test center or as they finish.

## Script to Students: Mathematics Grades 3 – 5, TTS and ASL

### Before You Begin

Before you begin testing, make sure you have:

- completed all test administration training and have signed a Test Security Agreement;
- the Student Test Tickets;
- provided each student with a pencil, eraser, and scratch paper;
- ensured no student is in possession of an electronic device other than their testing device;
- familiarized yourself with any accommodation needs of students in the room;
- reported any obvious technology issues to the appropriate staff.

Calculators are **NOT** allowed for grades 3–5 mathematics assessments.

Providing calculators to students for the grades 3–5 mathematics assessment may result in an invalidation.

### Welcome Instructions

**SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.**

**You are about to take the AK STAR Mathematics assessment. This test is one way for you to show what you know about mathematic skills. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the test to help you answer the questions.**

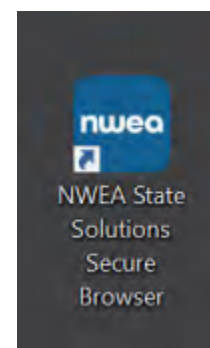
### Login Instructions

**SAY: Please sit quietly as I hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.**

Distribute Test Tickets to each student, ensuring that each student is given the correct ticket with his or her name printed on it. If any student has a Test Ticket with the wrong name, make sure the student receives the correct Test Ticket before starting.

If any Test Ticket has an error on it, please contact the Building Test Coordinator. However, in some cases the student could continue using the same Test Ticket anyway. For example: the Test Ticket shows a given name rather than a nickname or informal name (e.g., David vs. Dave).

**SAY: Select the NWEA State Solutions icon that appears on your screen.**



*Windows® desktop:*

**From the Start menu, choose NWEA State Solutions Secure Browser.**

*Mac® desktop:*

**Double-click the NWEA State Solutions Secure Browser icon on your desktop.**

*Chromebook™ or iPad:*

**Start the NWEA State Solutions Secure Browser app.**

Pause to assist students as necessary. If a student receives an error message, note the content of the error message, and contact the Building Test Coordinator.

When all students are ready,

**SAY: Select “AK STAR Summative”. You should now be at the login screen. Is there anyone who isn’t on this screen?**



Select a test to take

AK STAR Summative →

Practice Tests →

Pause to assist students as necessary.

**SAY: You may now enter your Username, Password, and Session ID in the spaces provided on the screen. Your individual Username, Password, and Session ID are found on your Test Ticket. When you have finished entering your Username, Password, and Session ID select the Take Test button at the bottom right of the screen.**

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames, Passwords and Session IDs are unique to each student.



← Back

**Take the Alaska Academic Readiness Assessment**

Username

Enter your username

Password

Enter your password

Session ID

Enter your session ID

Reset

Take Test →

When all students are ready,

**SAY: When you have selected the Take Test button, a Directions screen opens with your test session and name at the top. Is there anyone who does not see the Directions screen with your name at the top?**

Pause to assist students as necessary. Contact your Building Test Coordinator if a student finds an error in the information on the Directions screen.

## Test Directions

**SAY: Follow along as I read the directions aloud.**

**This is a test of some of the skills involved in understanding and solving mathematics questions.**

**To answer each question, read it carefully and follow the specific directions.**

**For questions involving costs and purchases, assume there is no sales tax unless it is mentioned in the question.**

**Do not spend too much time on any one question. When you have finished the test, follow the directions provided by your testing supervisor**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: Moving Through the Test: Question Numbers**

**Question numbers are presented at the bottom of the screen. Select any question number to go to that question.**

**After you have answered each question, the Back and Next buttons are for moving between screens on the test.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: Moving Through the Test: Mark for Review**

**Select Mark for Review for any questions that you want to return to later. Then a dot will appear next to the question number.**

**To identify all questions that have been marked for review, select the Review button.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: Tools**

**There are several tools available for this test. You can access most tools by selecting the signs in the toolbars at the top of the screen.**

**You can select Help at any time to find out how to use the tools.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: Markup**

**There are several ways to mark the text and questions as you read them.**

**Select the Markup button to see your options, which include underlining and highlighting.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

(For Grade 5 students only)

**SAY: Math Tools**

**You may see a Formulas button. Select this button to view a reference sheet with formulas and conversions that may be helpful for some questions.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: You should now be at a screen with a stop sign on it. Is there anyone who is not see the stop sign?**

Pause to assist students as necessary.

**SAY: Please stay on this screen until I tell you to move on.**

**There is no time limit to finish the test.**

**If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.**

**The Review page will appear after the last question on the test. On this screen, check that you have answered each question including all flagged questions. When you reach the Review screen, please raise your hand and I will come over to you.**

**At (the time agreed upon with the Building Test Coordinator), I will stop the session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?**

**Raise your hand if you have any questions before you begin the test.**

**When you are ready, select the Next button.**

After students select the Next button, Test Administrators may no longer assist students by touching the keyboard, mouse, or device.

When it is the designated time to stop,



**SAY: This is the end of this session of the mathematics assessment. Raise your hand if you need more time.**

After reaching the last item, the student is presented with a screen prompting him or her to return to review answers (marked and unmarked) for all items prior to submitting the test. It is acceptable for a Test Administrator to say, **“I see that you left some questions unanswered. Do you want to go back and answer them?”** The student can press the Return to Test button to review his or her answers or can press the End Test button to end the test. The on-screen directions should be followed for submitting answers.

A dialogue box will pop up asking the student to confirm that they understand they cannot return to this section once they continue. After checking the box, select the Submit or Submit and Continue button. To end the test part, select the logout button at the top right of the screen. A confirmation screen will pop up to confirm logout, select logout again to end the test.

Provide instructions to students still needing to complete the assessment. Students may not use electronic devices until they are finished testing and leave the testing room.

If students are continuing on to another session of the assessment, a short break can be provided. Students should use the same test ticket to resume where they left off after a break or returning to another test session.

As a reminder, collect Test Tickets prior to students leaving the test center or as they finish.

## Script to Students: Mathematics Grades 6-9, TTS and ASL

### Before You Begin

Before you begin testing, make sure you have:

- completed all test administration training and have signed a Test Security Agreement;
- the Student Test Tickets;
- provided each student with a pencil, eraser, and scratch paper;
- ensured no student is in possession of an electronic device other than their testing device;
- familiarized yourself with any accommodation needs of students in the room;
- reported any obvious technology issues to the appropriate staff.

### Welcome Instructions

**SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.**

**You are about to take the AK STAR Mathematics assessment. This test is one way for you to show what you know about mathematics skills. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the test to help you answer the questions.**

### Login Instructions

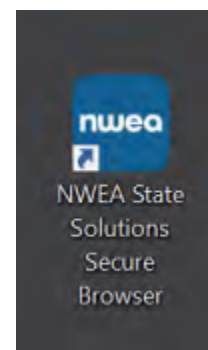
**SAY: Please sit quietly as I hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.**

Distribute Test Tickets to each student, ensuring that each student is given the correct ticket with his or her name printed on it. If any student has a Test Ticket with the wrong name, make sure the student receives the correct Test Ticket before starting.

If any Test Ticket has an error on it, please contact the Building Test Coordinator. However, in some cases the student could continue using the same Test Ticket anyway. For example: the Test Ticket shows a given name rather than a nickname or informal name (e.g., David vs. Dave).

**SAY: Select the NWEA State Solutions icon that appears on your screen.**

**Students using a laptop or desktop workstation should double click on the icon. Students using a Chromebook, iPad, or Android device should tap on the icon.**



*Windows® desktop:*

**From the Start menu, choose NWEA State Solutions**

*Mac® desktop:*

**Double-click the NWEA State Solutions Secure**

*Chromebook™ or iPad:*

**Start the NWEA State Solutions Secure Browser app.**

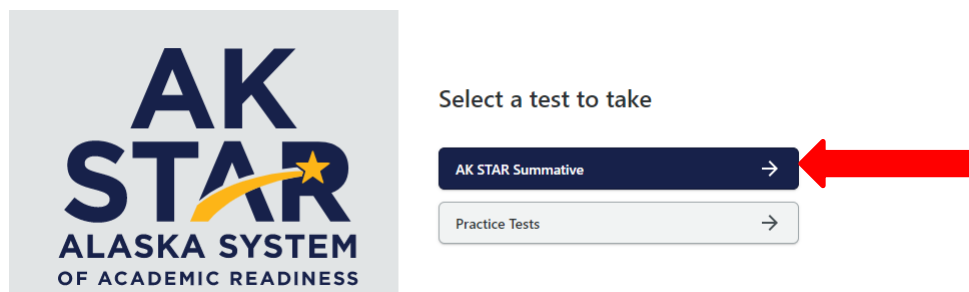
Secure Browser.

Browser icon on  
your desktop.

Pause to assist students as necessary. If a student receives an error message, note the content of the error message, and contact the Building Test Coordinator.

When all students are ready,

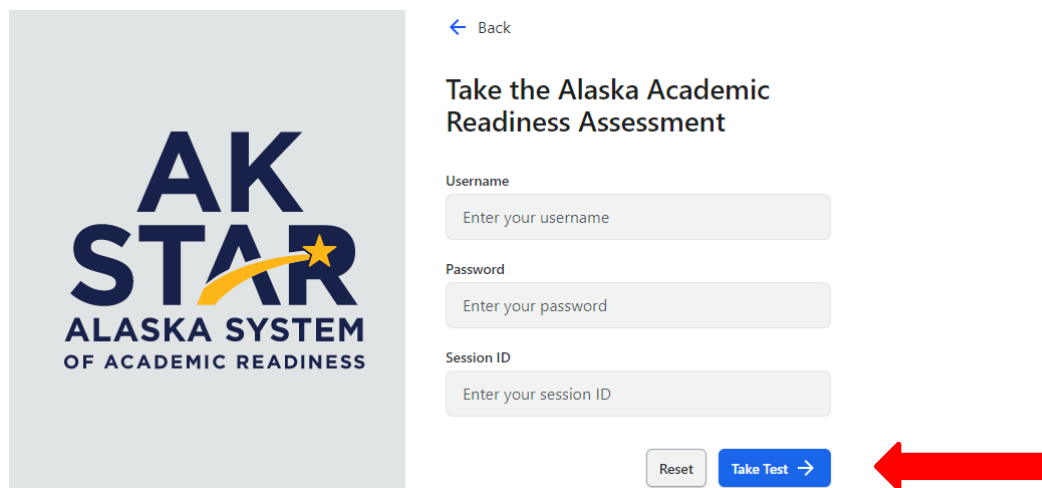
**SAY: Select “AK STAR Summative”. You should now be at the login screen. Is there anyone who isn’t on this screen?**



Pause to assist students as necessary.

**SAY: You may now enter your Username, Password, and Session ID in the spaces provided on the screen. Your individual Username, Password, and Session ID are found on your Test Ticket. When you have finished entering your Username, Password, and Session ID select the Take Test button at the bottom right of the screen.**

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames, Passwords and Session IDs are unique to each student.



When all students are ready,

**SAY: When you have selected the Take Test button, a Directions screen opens with your test session and name at the top. Is there anyone who does not see the Directions screen with your name at the top?**

Pause to assist students as necessary. Contact your Building Test Coordinator if a student finds an error in the information on the Directions screen.

## Test Directions

**SAY: Follow along as I read the directions aloud.**

**This is a test of some of the skills involved in understanding and solving mathematical questions.**

**To answer each question, read it carefully and follow the specific directions.**

- **Some questions require a numeric response to be entered as an integer or decimal.**
- **If you are asked to round your answer, make sure you round to the indicated degree of accuracy. If your solution strategy involves intermediate computations, you should carry out all computations exactly and round only your final answer.**
- **If no rounding instructions are given, enter the exact answer.**
- **For questions involving costs and purchases, assume there is no sales tax unless it is mentioned in the questions.**

**Do not spend too much time on any one question. When you have finished the test, follow the directions provided by your testing supervisor.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

### **SAY: Moving Through the Test: Question Numbers**

**Question numbers are presented at the bottom of the screen. Select any question number to go to that question.**

**After you have answered each question, the Back and Next buttons are for moving between screens on the test.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

### **SAY: Moving Through the Test: Mark for Review**

**Select Mark for Review for any questions that you want to return to later. Then a dot will appear next to the question number.**

**To identify all questions that have been marked for review, select the Review button.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

### **SAY: Tools**

**There are several tools available for this test. You can access most tools by selecting the**

**signs in the toolbars at the top of the screen.**

**You can select Help at any time to find out how to use the tools.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: Markup**

**There are several ways to mark the text and questions as you read them.**

**Select the Markup button to see your options, which include underlining and highlighting.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: Math Tools**

**You will see a Formulas button. Select this button to view a reference sheet with formulas and conversions that may be helpful for some questions.**

**Some items may have a Calculator that you can use. Select this button to open the calculator when it is available.**

**Select Next to go on to the next screen.**

Pause as students move to the next screen.

**SAY: You should now be at a screen with a stop sign on it. Is there anyone who is not see the stop sign?**

Pause to assist students as necessary.

**SAY: Please stay on this screen until I tell you to move on.**

**There is no time limit to finish the test.**

**If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.**

**The Review page will appear after the last question on the test. On this screen, check that you have answered each question including all flagged questions. When you reach the Review screen, please raise your hand and I will come over to you.**

**At (the time agreed upon with the Building Test Coordinator), I will stop the session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?**

**Raise your hand if you have any questions before you begin the test.**

**When you are ready, select the Next button.**

After students select the Next button, Test Administrators may no longer assist students by

touching the keyboard, mouse, or device.

When it is the designated time to stop,

**SAY: This is the end of this session of the mathematics assessment. Raise your hand if you need more time.**

After reaching the last item in a part, the student is presented with a screen prompting him or her to return to review answers (marked and unmarked) for all items prior to submitting the test. It is acceptable for a Test Administrator to say, **“I see that you left some questions unanswered. Do you want to go back and answer them?”** The student can press the Return to Test button to review his or her answers or can press the End Test button to end the test. The on-screen directions should be followed for submitting answers.

A dialogue box will pop up asking the student to confirm that they understand they cannot return to this section once they continue. After checking the box, select the Submit or Submit and Continue button. To end the test part, select the logout button at the top right of the screen. A confirmation screen will pop up to confirm logout, select logout again to end the test.

Provide instructions to students still needing to complete the assessment. Students may not use electronic devices until they are finished testing and leave the testing room.

If students are continuing on to another session of the assessment, a short break can be provided. Students should use the same test ticket to resume where they left off after a break or returning to another test session.

As a reminder, collect Test Tickets prior to students leaving the test center or as they finish

## Part 9: Administering Accommodated Paper Forms, Print on Demand & Braille

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### Test Administrator responsibilities

In addition to the tasks listed in [Test Administrator responsibilities](#), Test Administrators must do the following when administering Print on Demand tests:

- Receive test booklets from the Building Test Coordinator
- Distribute test booklets to students
- Verify that each student has a pencil, eraser, and scratch paper available
- Ensure students have access to the appropriate universal tools, including a calculator for the applicable grade levels and test parts.
- Fill in student name on the front of the test book.
- Make sure students are working in the correct place
- Return all test materials to the Building Test Coordinator when testing is complete
- If assigned to transcribe student answers, take student responses from the test book, and transcribe the answers into the test engine

## Script to Students: Print on Demand English Language Arts ELA Grades 3 – 9

### Before You Begin

Before you begin testing, make sure you have:

- completed all test administration training and have signed a Test Security Agreement;
- ensured no student is in possession of an electronic device;
- familiarized yourself with any accommodation needs of students in the room;
- provided each student with a pencil, eraser, scratch paper, and appropriate universal tools.

NOTE: Universal tools can be provided to each individual student (such as a highlighter) or on a table for students to access as needed (such as a magnifying tool).

### Welcome Instructions

**SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now**

**You are about to take the AK STAR English language arts assessment. This test is one way for you to show what you know about English language arts. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You can also use a highlighter to mark parts of the questions or reading passages in the test booklet.**

**Other tools that you can use are on this table. Please raise your hand if you need any of the tools on the table and I will bring them to you.**

Test Administrators can name other allowed tools and substitute words for where the other tools are.

**SAY: Please sit quietly as I hand out the test booklets. Do not open the test booklet until I tell you to do so.**

Hand out a test booklet face down, to each student.

**SAY: You may now turn over your test booklet. Please print your first and last name on the front cover of the test booklet at this time.**

Pause to ensure all students have printed their first and last name on the front cover of their test booklets. Once all students have printed their name on the front covers, students may open to the beginning of the test booklets.

**SAY: You may now open your test booklet. Please follow along as I read the directions aloud.**

Students should follow along in their test booklets as you read the following directions:



## Test Directions

**SAY: Today, you will take the Grade** (specified grade level, 3-9) **English Language Arts Test.**

**Read each question carefully, and select one choice unless otherwise indicated. Some questions will have more than one part.**

**To answer each question or question part, you may be asked to do one of the following.**

- **Select from a list of choices.**
- **Compose a paragraph-length response.**

**If you are asked to write a response, you will provide your spoken response to the test administrator. Take some time to organize your thinking before you provide your spoken response. Your response must be in English.**

**Make sure you have marked all your answers. When you are finished, close your test booklet. Then raise your hand.**

**When you raise your hand, I will come collect your test booklet.**

**At** (the time agreed upon with the Building Test Coordinator), **I will stop the session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?**

Pause.

**SAY: You may begin answering the questions at this time.**

As students finish and raise their hands, collect test booklets, scratch paper, and graph paper. You may ask the student, **“Are you sure you answered all of the questions? Would you like to take a look again and double check?”**

When it is the designated time to stop,

**SAY: This is the end of the English language arts assessment. Put your pencil down. Raise your hand if you need more time.**

Collect any remaining test booklets, scratch paper, and graph paper.

Provide instructions to students still needing to complete the assessment. Students may not use electronic devices until they are finished testing and leave the testing room.

Immediately after administering the test, follow your Building Test Coordinator’s instructions on returning all secure test materials.

## Script to Students: Print on Demand Mathematics Grades 3 – 5

### Before You Begin

Before you begin testing, make sure you have:

- completed all test administration training and have signed a Test Security Agreement;
- ensured no student is in possession of an electronic device;
- familiarized yourself with any accommodation needs of students in the room;
- provided each student with a pencil, eraser, scratch paper, and appropriate universal tools.

Calculators are NOT allowed for the grades 3–5 mathematics assessments.

Providing calculators to students for the grades 3–5 mathematics assessment may result in an invalidation.

NOTE: Universal tools can be provided to each individual student (such as a highlighter) or on a table for students to access as needed (such as a magnifying tool).

### Welcome Instructions

**SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.**

**You are about to take the AK STAR mathematics assessment. This test is one way for you to show what you know about mathematics. It is important for you to do your best work. You can use the scratch paper and graph paper to help you solve the problems. You can also use a highlighter to mark parts of the questions in the test booklet. Other tools that you can use are on this table. Please raise your hand if you need any of the tools on the table and I will bring them to you.**

Test Administrators can name other allowed tools and substitute words for where the other tools are.

**SAY: Please sit quietly as I hand out the test booklets. Do not open the test booklet until I tell you to do so.**

Test Administrators should hand out test booklets to students.

**SAY: You may now turn over your test booklet. Please print your first and last name on the front cover of the test booklet at this time.**

Pause to ensure all students have printed their first and last name on the front cover of their test booklets. Once all students have printed their name on the front covers, students may open to the beginning of the test booklets.

**SAY: You may now open your test booklet. Please follow along as I read the directions aloud.**

Students should follow along in their test booklets as you read the following directions:

## Test Directions for Part 1

**SAY: Today, you will take the Grade (specified grade level, 3-5) Mathematics Test. You will not be able to use a calculator.**

**This is a test of some of the skills involved in understanding and solving mathematical questions.**

**To answer each question, read it carefully and follow the specific directions.**

**For questions involving costs and purchases, assume there is no sales tax unless it is mentioned in the question.**

**Do not spend too much time on any one question. When you have finished the test, follow the directions provided by your testing supervisor.**

(For Grade 5 Only)

**You may also use your Mathematics Formula Sheet to assist you during the test.**

**Make sure you have marked all your answers. When you are finished, close your test booklet. Then raise your hand.**

**When you raise your hand, I will come collect your test booklet.**

**At (the time agreed upon with the Building Test Coordinator), I will stop the session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?**

Pause.

**SAY: You may begin answering the questions at this time.**

As students finish and raise their hands, collect test booklets, scratch paper, and graph paper. You may ask the student, **“Are you sure you answered all of the questions? Would you like to take a look again and double check?”**

When it is the designated time to stop,

**SAY: This is the end of the mathematics assessment. Put your pencil down. Raise your hand if you need more time.**

Collect any remaining test booklets, scratch paper, and graph paper.

Provide instructions to students still needing to complete the assessment. Students may not use electronic devices until they are finished testing and leave the testing room.

Immediately after administering the test, follow your Building Test Coordinator’s instructions on returning all secure test materials.

## Test Directions for Part 2

**SAY: Today, you will take the Grade (specified grade level, 3-5) Mathematics Test. You will not be able to use a calculator.**

**This is a test of some of the skills involved in understanding and solving mathematical questions.**

**To answer each question, read it carefully and follow the specific directions.**

**For questions involving costs and purchases, assume there is no sales tax unless it is mentioned in the question.**

**Do not spend too much time on any one question. When you have finished the test, follow the directions provided by your testing supervisor.**

(For Grade 5 Only)

**You may also use your Mathematics Formula Sheet to assist you during the test.**

**Make sure you have marked all your answers. When you are finished, close your test booklet. Then raise your hand.**

**When you raise your hand, I will come collect your test booklet.**

**At (the time agreed upon with the Building Test Coordinator), I will stop the session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?**

Pause.

**SAY: You may begin answering the questions at this time.**

As students finish and raise their hands, collect test booklets, scratch paper, and graph paper. You may ask the student, **“Are you sure you answered all of the questions? Would you like to take a look again and double check?”**

When it is the designated time to stop,

**SAY: This is the end of the mathematics assessment. Put your pencil down. Raise your hand if you need more time.**

Collect any remaining test booklets, scratch paper, and graph paper.

Provide instructions to students still needing to complete the assessment. Students may not use electronic devices until they are finished testing and leave the testing room.

Immediately after administering the test, follow your Building Test Coordinator’s instructions on returning all secure test materials.

## Script to Students: Print on Demand Mathematics—Grades 6–8

### Before You Begin

Before you begin testing, make sure you have:

- completed all test administration training and have signed a Test Security Agreement;
- ensured no student is in possession of an electronic device;
- familiarized yourself with any accommodation needs of students in the room;
- provided each student with a pencil, eraser, scratch paper, and appropriate universal tools.

Calculators are NOT allowed on Part 1 of the grades 6–8 mathematics assessments.

Providing calculators to students for Part 1 of the grades 6–8 mathematics assessment may result in an invalidation.

NOTE: Universal tools can be provided to each individual student (such as a highlighter) or on a table for students to access as needed (such as a magnifying tool).

### Welcome Instructions

**SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.**

**You are about to take the AK STAR mathematics assessment. This test is one way for you to show what you know about mathematics. It is important for you to do your best work. You can use the scratch paper and graph paper to help you solve the problems. You can also use a highlighter to mark parts of the questions in the test booklet. Other tools that you can use are on this table. Please raise your hand if you need any of the tools on the table and I will bring them to you.**

Test Administrators can name other allowed tools and substitute words for where the other tools are.

**SAY: Please sit quietly as I hand out the test booklets. Do not open the test booklet until I tell you to do so.**

Test Administrators should hand out test booklets to students.

**SAY: You may now turn over your test booklet. Please print your first and last name on the front cover of the test booklet at this time.**

Pause to ensure all students have printed their first and last name on the front cover of their test booklets. Once all students have printed their name on the front covers, students may open to the beginning of the test booklets.

**SAY: You may now open your test booklet. Please follow along as I read the directions aloud.**

Students should follow along in their test booklets as you read the following directions:

## Test Directions for Part 1

**SAY: Today, you will take Part 1 of the Grade (specified grade level, 6-8) Mathematics Test. You will not be able to use a calculator.**

**This is a test of some of the skills involved in understanding and solving mathematical questions.**

**To answer each question, read it carefully and follow the specific directions.**

- **Some questions require a numeric response to be entered as an integer or a decimal.**
- **If you are asked to round your answer, make sure you round to the indicated degree of accuracy. If your solution strategy involves intermediate computations, you should carry out all computations exactly and round only your final answer.**
- **If no rounding instructions are given, enter the exact answer.**
- **For questions involving costs and purchases, assume there is no sales tax unless it is mentioned in the question.**

**Do not spend too much time on any one question. When you have finished the test, follow the directions provided by your testing supervisor.**

**You may also use your Mathematics Formula Sheet to assist you during the test.**

**Make sure you have marked all your answers in your test booklet clearly. When you are finished, close your test booklet. Then raise your hand.**

**When you raise your hand, I will come collect your test materials.**

**At (the time agreed upon with the Building Test Coordinator), I will stop the session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?**

**Pause.**

**SAY: You may begin answering the questions at this time.**

## Test Directions for Part 2

**SAY: Today, you will take Part 2 of the Grade (specified grade level, 6-8) Mathematics Test. You will be able to use a calculator.**

**This is a test of some of the skills involved in understanding and solving mathematical questions.**

**To answer each question, read it carefully and follow the specific directions.**

- **Some questions require a numeric response to be entered as an integer or a decimal.**
- **If you are asked to round your answer, make sure you round to the indicated degree of accuracy. If your solution strategy involves intermediate computations, you should carry out all computations exactly and round only your final answer.**
- **If no rounding instructions are given, enter the exact answer.**
- **For questions involving costs and purchases, assume there is no sales tax unless it is mentioned in the question.**

**Do not spend too much time on any one question. When you have finished the test, follow the directions provided by your testing supervisor.**

**You may also use your Mathematics Formula Sheet to assist you during the test.**

**Make sure you have marked all your answers in your test booklet clearly. When you are finished, close your test booklet. Then raise your hand.**

**When you raise your hand, I will come collect your test materials.**

**At (the time agreed upon with the Building Test Coordinator), I will stop the session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?**

Pause.

**SAY: You may begin answering the questions at this time.**

As students finish and raise their hands, collect test booklets, scratch paper, and graph paper. You may ask the student, **“Are you sure you answered all of the questions? Would you like to take a look again and double check?”**

When it is the designated time to stop,

**SAY: This is the end of the mathematics assessment. Put your pencil down. Raise your hand if you need more time.**

Collect any remaining test booklets, scratch paper, and graph paper.

Provide instructions to students still needing to complete the assessment. Students may not use electronic devices until they are finished testing and leave the testing room.

Immediately after administering the test, follow your Building Test Coordinator’s instructions on returning all secure test materials.

## Script to Students: Print on Demand Mathematics Grade 9

### Before You Begin

Before you begin testing, make sure you have:

- completed all test administration training and have signed a Test Security Agreement;
- ensured no student is in possession of an electronic device;
- familiarized yourself with any accommodation needs of students in the room;
- provided each student with a pencil, eraser, scratch paper, and appropriate universal tools.

Calculators are allowed on the grade 9 mathematics assessments.

NOTE: Universal tools can be provided to each individual student (such as a highlighter) or on a table for students to access as needed (such as a magnifying tool).

### Welcome Instructions

**SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.**

**You are about to take the AK STAR mathematics assessment. This test is one way for you to show what you know about mathematics. It is important for you to do your best work. You can use the scratch paper and graph paper to help you solve the problems. You can also use a highlighter to mark parts of the questions in the test booklet. Other tools that you can use are on this table. Please raise your hand if you need any of the tools on the table and I will bring them to you.**

Test Administrators can name other allowed tools and substitute words for where the other tools are.

**SAY: Please sit quietly as I hand out the test booklets. Do not open the test booklet until I tell you to do so.**

Test Administrators should hand out test booklets to students.

**SAY: You may now turn over your test booklet. Please print your first and last name on the front cover of the test booklet at this time.**

Pause to ensure all students have printed their first and last name on the front cover of their test booklets. Once all students have printed their name on the front covers, students may open to the beginning of the test booklets.

**SAY: You may now open your test booklet. Please follow along as I read the directions aloud.**

Students should follow along in their test booklets as you read the following directions:

### Test Directions

**SAY: Today you will take the Grade 9 Mathematics test. You will be able to use a calculator.**



**This is a test of some of the skills involved in understanding and solving mathematical questions.**

**To answer each question, read it carefully and follow the specific directions.**

- **Some questions require a numeric response to be entered as an integer or a decimal.**
- **If you are asked to round your answer, make sure you round to the indicated degree of accuracy. If your solution strategy involves intermediate computations, you should carry out all computations exactly and round only your final answer.**
- **If no rounding instructions are given, enter the exact answer.**
- **For questions involving costs and purchases, assume there is no sales tax unless it is mentioned in the question.**

**Do not spend too much time on any one question. When you have finished the test, follow the directions provided by your testing supervisor.**

**You may also use your Mathematics Formula Sheet to assist you during the test.**

**Make sure you have marked all your answers in your test booklet clearly. When you are finished, close your test booklet. Then raise your hand.**

**When you raise your hand, I will come collect your test materials.**

**At (the time agreed upon with the Building Test Coordinator), I will ask you to stop your work on the assessment. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session Does anyone have any questions?**

Pause.

**SAY: You may begin answering the questions at this time.**

As students finish and raise their hands, collect test booklets, scratch paper, and graph paper. You may ask the student, **“Are you sure you answered all of the questions? Would you like to take a look again and double check?”**

When it is the designated time to stop,

**SAY: This is the end of the mathematics assessment. Put your pencil down. Raise your hand if you need more time.**

Collect any remaining test booklets, scratch paper, and graph paper.

Provide instructions to students still needing to complete the assessment. Students may not use electronic devices until they are finished testing and leave the testing room.

Immediately after administering the test, follow your Building Test Coordinator’s instructions on returning all secure test materials.

## Braille Assessments

AK STAR assessment booklets are available in braille as an accommodation for students who require this format. These students may need assistance indicating their responses. If so, Test Administrators will need to provide the appropriate response accommodation for students using this format (e.g., students indicate their answers directly in the formatted braille test booklets or respond using a braille writer).

When Braille materials are ordered through the registration file, the district coordinator will be contacted to be given secure access to the corresponding paper accommodated assessment to be printed on site. The paper accommodated assessment could be used as a reference for Test Administrators who administer the braille versions of the tests. Braille responses must be transcribed into the test engine following the procedures outlined in the [Transcribing Paper Accommodated Assessments](#) section of this manual.

## Transcribing Paper Accommodated Assessments

After testing, student responses for paper-based accommodated assessment **must** be transcribed into the online test engine before the test window closes on April 29, 2022. It is recommended that transcription occur as soon after testing as possible. To transcribe responses requires the Test Administrator or other designated and authorized district or school personnel to log in to the NWEA State Solutions Secure Browser using the student's Test Ticket.

Follow these steps to transcribe student answers:

1. Obtain the student's Test Ticket from the Building Test Coordinator.
2. After the student has completed the paper accommodated assessment, use a device that has the NWEA State Solutions Secure Browser software installed and use the student's Test Ticket to log in to the student's test.
3. For security reasons, DEED recommends a second trained staff member be present to verify all transcriptions, when feasible.
4. Begin transcribing student responses. Once you have finished, submit the test. The Test Administrator should then return all printed test materials to the Building Test Coordinator.

Transcribing is the process of moving the student's assessment response to another medium by a district employee. Transcribe the student's responses as faithfully and as completely as possible and follow the qualifications and procedures outlined below:

- The transcriber must be a current employee of the school district.
- The transcriber must be trained in test administration and sign a Test Security Agreement.
- Transcription must take place in a secure location.
- The assessment is transcribed exactly as the student answered the assessment items.

## Mathematics Calculator Section

Some questions for students in grades 6–8 may allow the use of a calculator; these questions will be grouped together on the test and clearly indicated in the test booklet with a graphic of a calculator at the top left corner of the print on demand page. When students reach this section, provide them access to the appropriate calculator for their grade. After students have answered questions that require a calculator, collect all calculators.

Note: Students may not share calculators during the assessment. The calculator function of a smart phone may not be used during a test. For guidance on calculator usage, please reference the [DEED Assessments Calculator Policy](#).

## Part 10: Additional Questions and Technology Challenges

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If you have additional questions about testing procedures or policies, please contact the DEED Assessments team:

- Kari Quinto, AK STAR Assessment Coordinator  
[kari.quinto@alaska.gov](mailto:kari.quinto@alaska.gov) or 907.465.8436
- Rachel Schweissing, DTC Liaison  
[rachel.schweissing@alaska.gov](mailto:rachel.schweissing@alaska.gov) or 907.465.8433
- Elizabeth Greninger, Assessments Administrator  
[elizabeth.greninger@alaska.gov](mailto:elizabeth.greninger@alaska.gov) or 907.465.8728

If you have any questions about technology setup and installation, please contact NWEA Alaska Customer Service by phone at 866.384.5415 or by email at [AKSTAR@nwea.org](mailto:AKSTAR@nwea.org).

Customer Service representatives will make every attempt to answer your questions and escalate issues when appropriate. All contacts to the support team are tracked and documented. Representatives are available from 6:00 a.m. to 5:00 p.m. AKST Time, Monday through Friday during the test window and from 6:00 a.m. to 4:00 p.m. AKST Time, Monday through Friday outside of the test window.

### Technology Challenges During the Assessment

Although every effort has been made to ensure that the AK STAR will function properly at all sites, it is possible that some schools might experience circumstances that prevent or interrupt testing. Test Administrators should follow local procedures for reporting technology issues and receiving assistance.

Test Administrators should also follow local procedures for alternate plans in case students are not able to take the assessment as planned. Check with your Building Test Coordinator.

As a general rule, students should sit no more than 10–15 minutes at a non-working device. If the technology issue is affecting the entire group in the assessment session, the students should return to an instructional activity after 10–15 minutes, and the assessment session should be rescheduled. If the technology issue is affecting only one student, the student should be given an alternate device to complete the assessment. If there is no device available, the student should return to an instructional activity and will need to attend a make-up session.

When significant technology issues occur, such as a large number of students unable to log in, the test engine is not responding, or other issues that cannot be resolved by site-based technology staff, District Test Coordinators should call NWEA Alaska Customer Service immediately. In the case of unresolvable technology failures, District Test Coordinators should also call DEED to determine the next steps.

## Appendix A: Suggestions for a smooth testing process

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- Gather testing materials as soon as online tools and booklets are available. Keep testing materials secure and in a locked space (such as braille forms and Print on Demand materials)
- Read all applicable test administration manuals.
- Attend training.
- Take advantage of the practice tests.
- Protect instructional time as much as possible.
- Communicate the importance of the test with students.
- Prepare “Testing in Progress” signs for the doors.
- Encourage students to do their best.
- Follow the scripted directions for all testing.

## Appendix B: Assessment Log and Irregularity Report

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The *Assessment Log and Irregularity Report* provides comprehensive documentation of the assessment administration at a school. Districts must use this form, or one similar, to have complete assessment documentation.

This document is meant to be printed and filled in by hand because electronic devices are not allowed in testing rooms. Should you need a version that can be filled out electronically, please contact the DEED Assessments team.

### Procedures:

1. This form is completed by the Test Administrator(s) in each testing room on a daily basis and provides it to the Building Test Coordinator at the end of each assessment session.
2. The Building Test Coordinator finalizes all forms and submits to the District Test Coordinator as soon as practicable. The District Test Coordinator may provide specific guidelines for when and how to submit these forms.
3. Copies of these forms must be securely maintained at the district or school **for two years after the administration** as part of the assessment documentation requirements.

Test Administrators must provide the following information on each form:

- **Any reason why a student did not test during that session, whether it is a whole content area or a test part**, e.g., student is suspended, home sick, dental appointment, student refused to take the test, parent submitted a refusal, etc.
  - Any supporting notes and/or documentation must be provided to the Building Test Coordinator. This could include an email, letter, noted phone call, etc. Building Test Coordinators will need this information to schedule makeups or potentially document the reason as a Special Circumstance.
- **Any irregularity that occurred during testing.** An irregularity is an event that may disrupt a student's testing session.
  - Examples of irregularities include: fire alarm, power outage, school announcement, a student becoming sick, etc.
  - List all parties involved and actions taken by all staff. Additional pages may be attached as needed.

## Assessment Log & Irregularity Report

School	Test Administrator(s)

Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity

Notes

Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity

Notes

Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity

Notes

Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity
Notes						
Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity
Notes						
Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity
Notes						



Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity
Notes						
Notes						
Notes						

## Appendix C— Alaska Assessment Regulations

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### [4 AAC 06.710](#). **Statewide student assessment system**

The commissioner will develop a statewide student assessment system composed of multiple indicators that include

- 1) a standards-based test to measure student attainment of the state’s standards as described in [4 AAC 06.737\(a\)](#);
- 2) an alternate assessment under [4 AAC 06.775\(b\)](#);
- 3) biennial participation in the national assessment of educational progress in mathematics and reading in grades four and eight; and
- 4) the assessments included in [4 AAC 34.055](#) to identify English language proficiency;

### [4 AAC 06.737](#). **Standards-based test**

- 1) The commissioner will select a standards-based test to estimate the degree to which students have mastered the state’s standards for English language arts, mathematics, and science.
- 2) For school years after school year 2013–2014, the standards-based test must test for mastery of the English language arts, mathematics, and science standards adopted by reference in [4 AAC 04.140\(a\)](#).
- 3) Except for students eligible for an alternate assessment under [4 AAC 06.775\(b\)](#), each district shall administer the standards-based test in English language arts, and mathematics annually to every student in grades three through eight and in one or more years, as determined by the commissioner, in grades nine through 12, and each district shall administer the standards-based test in science annually to every student in grades four, eight, and ten. A school that does not assign students to grade levels shall assess students using the grade-level assessment that would apply if the school had standard grade levels based upon the number of years a student has been enrolled in school.

### [4 AAC 06.761](#). **Test administration**

- a) Unless an assessment is specifically exempted, or the department has approved in writing a different process, a district shall administer the statewide assessments described in [4 AAC 06.710](#) in conformance with the requirements of this section.
- b) A district shall administer an assessment under this section only in a school test center designated by each district. Each school test center must be secure, free of disruptions, have an established seating arrangement, and be well lighted. Only designated district staff may be in the test center rooms at the time of testing students.

- c) Each district shall designate an employee of the district as the district test coordinator. In districts with two or more school test centers, the district shall designate an onsite building test coordinator for each center. The district test coordinator or building test coordinator shall assign as many test administrators to each school test center as necessary to ensure adequate supervision or monitoring of students taking the assessment. Each district test coordinator, building test coordinator, and test administrator must execute an agreement, on a form provided by the department, affirming that the test procedures of the department and test publisher will be followed.

**4 AAC 06.765. Test security; consequences of breach**

- a) All test questions on standards-based tests provided for in [4 AAC 06.737](#), the alternate assessment taken under [4 AAC 06.775](#), and the English language proficiency assessments provided for in [4 AAC 34.055](#), are confidential, and may be disclosed only as provided in this section.
- b) Test questions may be disclosed to
  - 1) a student on the date and at the time specified by the commissioner, to the extent necessary to administer the test;
  - 2) testing personnel in the course of fulfilling their duties;
  - 3) a department official as required for the performance of that official's duties; and
  - 4) a test administrator if necessary to fulfill duties under [4 AAC 06.775](#) regarding the delivery of accommodations.
- c) School and district personnel responsible for test administration shall
  - 1) inventory and track secure materials from the time the materials arrive at the school or district office until the time the materials are returned to the test publisher;
  - 2) securely store secure materials before distribution to school test centers and after their return;
  - 3) control distribution of secure materials to and from school test centers;
  - 4) control the storage, distribution, administration, and collection of secure materials; and
  - 5) ensure that no test or test question is copied in any manner, whether on paper or by electronic means.
- d) School personnel at a school test center shall
  - 1) label the tests according to test administration directions before testing;
  - 2) inventory and track test materials from the time the materials arrive at the school until the time the materials are returned to the district;

- 3) securely store tests before and after each testing session;
  - 4) control distribution of tests within the school test center;
  - 5) ensure that no test or test question is copied, reproduced, or paraphrased in any manner by an examinee or anyone else;
  - 6) ensure that examinees use only those reference materials allowed by the test publisher's testing procedures;
  - 7) ensure that no individual receives a copy of the test, or learns of a specific test question or item, before the test date and time set by the commissioner under [4 AAC 06.765\(b\)](#), unless knowledge of the question or item is necessary for delivery of accommodations under [4 AAC 06.775](#);
  - 8) ensure that examinees do not exchange information during a test, except when the test procedure so specifies;
  - 9) ensure that an examinee's answer is not altered after testing is completed;
  - 10) ensure that no examinee is assisted in responding to or review of specific test questions or items before, during, or after a test session.
- e) A teacher holding a certificate issued under [4 AAC 12](#) who breaches security as described in this section is subject to investigation and adjudication by the Professional Teaching Practices Commission.
- f) School and district personnel responsible for test administration shall
- 1) annually execute an agreement, on a form provided by the department, affirming that they will follow the test procedures required under this section;
  - 2) provide training in test procedures to all district staff involved in testing as directed by the department, and ensure that staff complete the training;
  - 3) ensure that all district staff involved in testing read and follow all testing procedures and manuals published by the test publisher, unless instructed otherwise by the department.
- g) All school and district personnel shall maintain the security and confidentiality of electronic test data files, individual student reports, and other testing reports designated as secure.
- h) District personnel in charge of testing shall immediately report any breach of test security to the department. If a student's IEP requires a modification that violates test security under this section, the modification will be provided only if it does not affect test security for any students other than the student who requires the modification. A modification that

violates test security under this section results in an invalid assessment and the assessment will not be scored.

#### **4 AAC 06.738. Assessment results**

- a) Except as provided by this section, all student assessment results as described in [4 AAC 06.710](#) are confidential and may not be disclosed by a district except as provided by 34 C.F.R. Part 99, dealing with family educational rights and privacy.
- b) The commissioner shall compile the results of the standards-based test, alternate assessment, and English language proficiency assessments by school district, school, classroom, and individual, and shall annually provide school results to the board and the legislature.
- c) The commissioner shall provide to a school district the district, school, classroom, and individual student results for the district.
- d) After receiving test results from the commissioner or test publisher, a school district shall distribute
  - 1) class and individual student results to each teacher, for the teacher's classes and students not later than the date decided by the commissioner and announced by the department; and
  - 2) individual student results to each student's parents not later than the date decided by the commissioner and announced by the department.

#### **4 AAC 06.820. Participation**

- 1) The participation rate on the state standards-based assessments described in [4 AAC 06.737](#) is computed by dividing the number of students that took an assessment in each subject by the number of students enrolled in tested grades on the first day of testing. Each school and district in the state shall ensure that all students enrolled in tested grades are given the opportunity to and are expected to participate in the state assessments, and shall have a target of 95 percent participation in assessments. For purposes of this section, a student participates in a state assessment if the student receives a valid test score on the assessment.
- 2) A school or district may not systematically exclude students from assessment.
- 3) Students who are eligible to take the alternate assessment under [4 AAC 06.775\(b\)](#) will be included in calculating the participation rate under (a) of this section, even if more than one percent of the students in a district take the alternate assessment, if the students are
  - 1) in a grade in which the alternate assessment is offered; and
  - 2) enrolled on the first day of testing.

- 4) For purposes of measures of school and district accountability under [4 AAC 06.800 – 4 AAC 06.899](#), including measurements of participation and graduation rates, attainment of a long-term goal or measure of interim progress, and inclusion in the Alaska school performance system, the score of a student who participates in a state assessment and is enrolled at more than one school at a time will be included in the performance of the school at which the student is counted under 4 AAC 09.040 as more than 0.5 full-time equivalent. If the student cannot be counted under 4 AAC 09.040 as more than 0.5 full-time equivalent at any of those schools, the student's state assessment score and participation will be included in the performance of the school at which the student receives instruction in English language arts.
- e) A district shall report to the state the enrollment of all students as of the first day of the administration of the state standards-based assessments under [4 AAC 06.737](#). The report must be on a form prepared by the department, and must include the student's student identification number, school, grade, and subgroup membership. The report shall be filed not later than 21 days following the first day of administration of the assessments. If, after reviewing the report, the department determines that a school or district has underreported the number of economically disadvantaged students in a school or district, the department will use data from other sources, including confidential public assistance data, to estimate the actual number of students in that subgroup.
- f) Notwithstanding any provision in this chapter, if a district enrolls a student who qualifies as an English learner under [4 AAC 34.090\(2\)](#) and who has been enrolled in a school in one of the 50 states in the United States or the District of Columbia for less than 12 months, the district shall exclude
  - 1) the English learner who is recently arrived under this subsection from one administration of the state standards-based assessment in English language arts; and
  - 2) the English learner's results on any state standards-based assessment under [4 AAC 06.737](#) or an English language proficiency assessment under [4 AAC 34.055\(c\)](#) for the first year of the English learner's enrollment in the school for the purposes of the school and district accountability system under [4 AAC 06.800 – 4 AAC 06.899](#).
- g) Notwithstanding any provision in this chapter, a district may, on a case-by-case basis, exempt an individual student from a state standards-based assessment described in [4 AAC 06.737](#) if an unexpected severe medical condition prevents the student from participating in the administration of the assessment. The student will not be included as part of measures of school and district accountability under [4 AAC 06.800 – 4 AAC 06.899](#), including measurements of participation, attainment of a long-term goal or measure of interim progress, and inclusion in the Alaska school performance system. The district shall retain documentation regarding the exemption, including medical records of the condition, with the student's permanent record and provide it to the department upon request.
- h) Repealed 10/9/2015.

- i) Except as provided in (f) and (g) of this section, a student who is counted as more than one-quarter full-time equivalent under [4 AAC 09.040](#) must be included in the standards-based test described in [4 AAC 06.737](#) or [4 AAC 06.775\(b\)](#). A student who is counted as one-quarter full-time equivalent under [4 AAC 09.040](#) must only be included in the English language arts, mathematics, or science content-area assessment of the standards-based test under [4 AAC 06.737](#) if the student receives instruction in a corresponding subject and grade level.
  
- j) A school that misses the 95 percent participation rate target for the all-students group or any subgroup defined in [4 AAC 06.830](#) in English language arts, mathematics, or both for two consecutive years must create and submit an improvement plan to the district. The district must review and approve the plan for each school. The plan must be created with stakeholders and must include documentation of the communication and other efforts the school made to inform parents of the importance of participating in the statewide assessments, while recognizing parents' rights under state law regarding their child's participation in those assessments. The plan must document training that teachers have received in the importance of the assessments and how teachers may communicate with parents and students regarding the assessments. The plan must document the efforts made to encourage participation by all students in all subgroups and that no students have been systematically excluded from testing. The plan must include steps the school will take to increase the participation rate in future years. The plan must include the strategies and samples of the materials that will be used by the school and district to educate parents about the importance of assessments and their role in student learning.





Test Year 2022