



Test Administration Directions

AK STAR English Language Arts and Mathematics



2023



**Department of Education
& Early Development**

DIVISION OF INNOVATION &
EDUCATION EXCELLENCE

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A note of thanks to Alaska educators:

The Department of Education and Early Development (DEED) 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 the hard work they will put towards a successful spring administration of the Alaska System of Academic Readiness (AK STAR).

Leading up to and during the assessment window, educators are required to complete training, become familiar with assessment processes and procedures, and ensure that all procedures are followed while administering tests, often with altered schedules and on top of many other duties within Alaska's schools. Here at DEED, we appreciate the time and effort that go into performing 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 implementation of all statewide assessments. It is only through your hard work and dedication that we are able to produce 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 Alaska's educators and wish to extend our continued support and gratitude.

Sincerely,

DEED Assessments Team

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Part 1 – General Information

About Alaska System of Academic Readiness (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 English/Language Arts and Mathematics Standards](#). Students will take both AK STAR assessments in English Language Arts and Mathematics during 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 and Mathematics in grades 3–9.

The AK STAR Test Administration Directions (TAD) have been designed to help you administer the online and paper accommodated versions 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* is 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, preparing students for the test, administering the online test, and administering paper-accommodated assessments (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 AK STAR is designed to streamline the testing experience for grades 3–9 in the areas of English language arts 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](#).

AK STAR Administration Key Dates for 2023**Table 1: AK STAR Administration Key Dates for 2023**

Date	Activity
January	Online Practice Tests and sample accommodated items will be available through the NWEA State Solutions Secure Browser or the DEED AK STAR webpage.
March 27–April 28	AK STAR Spring 2023 testing window
April 28	Last day to transcribe student responses for print on demand and braille

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 or 907.465.8436
- Rachel Schweissing, DTC Liaison
rachel.schweissing@alaska.gov or 907.465.8433
- Elizabeth Greninger, Assessments Administrator
elizabeth.greninger@alaska.gov or 907.465.8728

If you have any questions about technology setup and installation, please contact NWEA Alaska Partner Support by phone at 866.384.5415 or by email at AKSTAR@nwea.org.

Partner Support 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 the test window.

Part 2 – Test Administrator Responsibilities

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, 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 Reference 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:

- multiplication tables
- number lines that demonstrate odd and even or decimal and fractional parts of that contain counting dots, fractions, decimals, or irrational numbers
- tables of mathematical facts or formulas (e.g., value of pi)
- fraction equivalents
- step-by-step posters; for example, a poster showing how to do long division
- writing aids or rubrics
- posters that define different kinds of writing (narrative, expository, descriptive, etc.)
- punctuation charts
- spelling or vocabulary lists
- phonics charts
- posters with punctuation marks accompanied by the name and correct usage

- 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
- 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 scripts needed to administer the assessment
- “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
- 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 restriction on 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.

Testing 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 a full content area assessment in 180 minutes. The estimated student test time does not include Test Ticket distribution, starting the test session, launching the NWEA State Solutions Secure Browser, or student login time.

Students must be allowed to progress through assessments at their own pace. It is important to allow students a reasonable timeframe to complete the assessment. This ensures that all students have a standardized experience.

Tests that have been started but not completed at the end of the testing window will be scored as-is.



This year, the AK STAR assessment has no parts. In the item-level adaptive design, students are not allowed to go backward in the test. Therefore, students may Logout at any item when an assessment session concludes. They will begin where they left off when they resume testing in the next assessment session. The estimated test time for students in all grades, all content areas is 180 minutes.

Table 2: Estimated Student Test Times - Print on Demand and Braille

Testing Mode	Content	Grade(s)	Part 1 (Minutes)	Part 2 (Minutes)
Paper Print on Demand	ELA	3-9	90	90
Paper Print on Demand	Math	3-5	90	90
Paper Print on Demand	Math	6-8	30	150
Paper Print on Demand	Math	9	90	90
Braille	ELA	3-9	90	90
Braille	Math	3-5	90	90
Braille	Math	6-8	30	150
Braille	Math	9	90	90

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 [Appendix B: Alaska Assessment 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.

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 [Part 6 – 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.

Maintaining the Environment as Individual Students Complete Testing

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.

Logging Students Out, Pausing, and Resuming Tests

Test Administrators do not pause or resume student tests. Instead, students who need to leave their testing computer for any reason can pause or logout of the test. To do this, the student should click either the **Pause** button or **Logout** button in the upper right.

Students stepping away for a break, or other reasons, for a short time should pause the test. The test will remain paused for up to 20 minutes. Students will resume testing by clicking **Resume**. The test will continue where the student left off. If the student is away for more than 20 minutes, they will need to log back into the test, using their Test Ticket.

If the student is done with testing for that session, they should **Logout**. Students will resume testing by accessing the NWEA State Solutions Secure Browser and enter the information from their Test Ticket. The test will continue where the student left off.

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 and 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

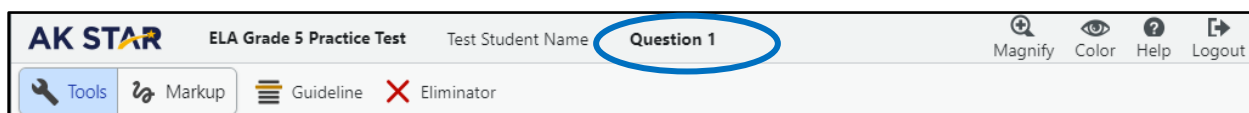
Contact your Building Test Coordinator immediately if you witness or suspect a test security incident that could potentially affect the integrity of a student's assessment. It is best practice to allow students to continue testing until a determination is made by the Building Test Coordinator or District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

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:
 - Student's state ID
 - Grade and subject
 - Item number (you can find the item number on the student's test screen)



2. Note the information above and provide to your Building Test Coordinator.

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

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.

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 (e.g. print on demand and braille)
- All student rosters
- All irregularity reports

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.

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.

Embedded Universal Tools

Table 3: Embedded Universal Tools

Calculator	Student has access to a basic, scientific, or graphing calculator, depending on grade level and test. See Assessment Calculator Policy for details on calculator availability.
Color	Shows a variety of color contrasting options for students to choose during the test.
Eliminator	Student may cross out/eliminate answer choices.
Formulas Table	Shows mathematic formulas relevant to the assessment.
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	Student can use graph paper to draw lines and points during the test. Hard copy graph paper may also be provided. Graph paper must be securely destroyed after assessment session.
Guideline	A straight edge line used to follow along with each line of text or to help student track items.
Help Videos	Help videos are available within the secure test engine and show students how to respond to item types and use tools.
Highlight	Student may use a highlighter to mark words or numbers.
Magnification	Magnify up to 3x the text or images on student screen for better viewing.
Notepad	Student can use Notepad to take notes on each test question.
Pencil/Drawing Tool	Students can use Pencil to make marks on the screen.
Protractor	Protractor is used to measure angles within an item image.
Ruler	Student can use Customary Ruler and Metric Ruler to measure images on the screen.
Sticky Notes	Creates and places a note (or multiple notes) on the screen in which a student can type a short message.

Non-Embedded Universal Tools

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

Table 4: Non-Embedded Universal Tools

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

Calculator Use for the AK STAR Mathematics Assessment*Calculator use for Computer Based Testing*

Students taking the computer-based assessments have access to a calculator appropriate for the grade level and content within the test platform. Students taking the computer-based assessments 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 assessments.

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 understanding, 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. The mathematics standards focus on the students' ability to become fluent on grade specific concepts in grades kindergarten through sixth grade.



In order for students to demonstrate fluency, 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.

The specific type of calculator depends on grade level, as shown in [Table 5: Calculator Use by Grade Level for the AK STAR Mathematics Assessments](#). Due to the adaptive nature of the AK STAR assessments, calculators are provided, or not provided, at the item level. Only one calculator will be presented to a student at a time. Some items will have a calculator available and other items will not.

During the growth component of the AK STAR assessment, a student could be presented with an item that is outside of their tested grade level. For example, a fifth grader could be presented with a Grade 6 item that has a calculator provided (Basic or Four-Function). Adversely, a ninth grader could be presented with a Grade 8 item that does not have a calculator provided. Once a student answers an item and moves on, they cannot return to any previous items. This functionality prohibits the misuse of calculators on items where a calculator should not be used.

Table 5: Calculator Use by Grade Level for the AK STAR Mathematics Assessments

Grades	Basic (Four-Function)	Scientific	Graphing
Grades 3-5	Not available*	Not available	Not available
Grades 6-8	Available	Available	Not available
Grade 9	Available	Available	Available

* During the growth component of the AK STAR assessment, students in grades 3-5 could be presented with an item that is above their tested grade level. For example, a fifth grader could be presented with a Grade 6 item that has a calculator provided.

Note: For guidance on calculator usage, please reference the [DEED Assessments Calculator Policy](#).

Calculator use for Paper Based Testing

Students who require a paper-based assessment as an accommodation will be accommodated using the print-on-demand (POD) format. This accommodation allows paper copies of the test to be printed locally and provided to the student. Students who use the POD format for the mathematics assessment must be provided with a handheld calculator, the type of which depends on the student's grade level and content area, see [Table 6: Handheld Calculator Use \(POD\) by Grade Level for the AK STAR Mathematics Assessments](#).

Students in Grades 6, 7, or 8 who have the documented accommodation to use a handheld calculator for math assessments instead of the calculator embedded in the test platforms will be required to take the POD format of the assessment and should be provided the appropriate calculator following [Table 5: Calculator Use by Grade Level for the AK STAR Mathematics Assessments](#) and [Table 6: Handheld Calculator Use \(POD\) by Grade Level for the AK STAR Mathematics Assessments](#).

Students in grades 6–8 can only use a calculator on Part 2 of the math assessment. The questions will be clearly indicated in the test booklet with a graphic of a calculator at the top left corner. 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.

Table 6: Handheld Calculator Use (POD) by Grade Level for the AK STAR Mathematics Assessments

Grades	Calculator to Provide
Grades 3-5	None
Grades 6-8 (Part 2 only)	Scientific
Grade 9 (all parts)	Scientific and Graphing*

*Schools may choose to provide just a graphing calculator in lieu of providing both a scientific and graphing calculator in Grade 9.

Note: For guidance on calculator usage, please reference the [DEED 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 (ELs) 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 Assessments](#) 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)	Allows the student to 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 and reading speed can be adjusted

Part 4 – Test Security

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. The complete list of test security regulations that must be adhered to appears in Appendix B: Alaska Assessment Regulations 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 A](#) 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?
- Do 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\(e\)](#).

To see the complete test security regulations, please refer to Appendix B: Alaska Assessment Regulations in this manual.

Part 5 – Administering Accommodated Paper Forms: Print on Demand & Braille

Test Administrator Responsibilities

Test Administrators must do the following when administering print on demand and braille 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 the student’s 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 the student’s responses from the test book, and transcribe the answers into the NWEA State Solutions Secure Browser. Please follow the steps in the [Transcribing Paper Accommodated Assessments](#) section of this manual.

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).

Contained in the braille kit is a standard size test booklet, a braille test book, a braille reference sheet, and AK STAR secure destroy instructions. The standard size test booklet could be used as a reference for Test Administrators when administering braille. Braille responses must be transcribed into the NWEA State Solutions Secure Browser following the procedures outlined below.

Transcribing Paper Accommodated Assessments

After testing, student responses for paper-based accommodated assessments **must** be transcribed into the NWEA State Solutions Secure Browser before the test window closes on April 28, 2023. Transcribing is the process of moving the student's assessment response to another medium by a district employee.

It is recommended that transcription occur as soon after testing as possible. Transcribing 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.

Qualifications for Transcriber

- 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.

The assessment should be transcribed exactly as the student answered the assessment items. Transcribe the student's responses as faithfully and as completely as possible. If a transcriber is uncertain of the intent of a student's answer or if the format in which the student provided their answer does not match the acceptable format in the NWEA State Solutions Secure Browser, they should consult their Building Test Coordinator.

Steps for Transcribing Student Responses

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.

Part 6 – Scripts

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's behavior in the Assessment Log and Irregularity Report (see [Appendix A: Assessment Log and Irregularity Report](#) in this manual).

If a student raises their 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

I'm going to write down some information about this question and I will let someone know that you have a concern. Meanwhile, answer the question the best that you can the way the item is written.

Write down the student's state ID, assessment grade/subject, and the item number 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.

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

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 instructions are read aloud to students. Some instructions must be read more than once if the students will be taking the assessment over multiple assessment sessions. Consider the scenarios below.

- **Scenario 1:** The assessment is administered in one assessment session (e.g., students move at their own pace)
- **Scenario 2:** The assessment is administered over multiple assessment sessions over one or more days.

Scenario 1—One Assessment Session

When administering the entirety of the assessment in a single assessment session, students are allowed to move at their own pace without being instructed to stop until their assessment is submitted. 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 Sessions

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

When the assessment is administered over the course of multiple assessment sessions, Test Administrators must read the Welcome Instructions, Login Instructions, and Test Directions before beginning the first assessment session. For all subsequent assessment sessions, Test Administrators must read the Welcome Instructions. A Test Administrator may reread the Login Instructions for subsequent sessions if deemed appropriate using their best judgement. For example, younger students might need the Login Instructions at the beginning of each session, whereas older students will probably not need this additional assistance.

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 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 their 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 Secure Browser icon that appears on your screen.

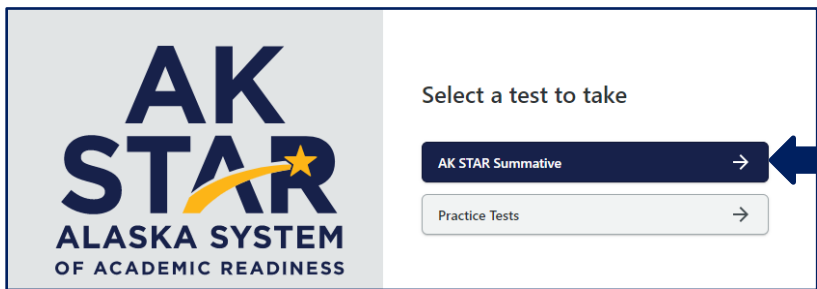


Windows® Desktop	Mac® Desktop	Chromebook™ or iPad
From the Start menu, choose NWEA State Solutions Secure Browser.	Double-click the NWEA State Solutions Secure Browser icon on your desktop.	Start the NWEA State Solutions Secure Browser app.

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.

← Back

Take the AK STAR Summative Assessment

Username
Enter your username

Password
Enter your password

Session ID
Enter your session ID

Reset Take Test →

When all students are ready,

SAY

Please select the **Take Test** button.

For students using Text-to-Speech (TTS) please put your headphones on now and complete the audio check by pressing the **Speak** button. If you do not see the **Speak** button, or are not hearing the audio, please raise your hand.

Pause while students complete the audio check and assist students as necessary.

If a student does not see the Speak button, they may not have been assigned to TTS and assigned the wrong form. Contact the Building Test Coordinator for next steps. The student should not continue testing.

When all students are ready,

SAY

You should see a directions screen 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?
Please raise your hand if you do not see your name at the top of the screen.

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 the answer you feel is best. Once you are satisfied with your answer, you can advance to the next question by selecting **Next**. You will not be able to advance to the next question until you answer the current question. Once you advance to the next question, you will not be able to return to a previous question on the test.

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.

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

Pause as students move to the next screen.

SAYAvailable 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.

If you need help using any of the tools available, you can select the Help icon in the upper right corner of the test.

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

Pause as students move to the next screen.

SAYMarkup

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.

SAYPause

If you need to step 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 using the information on your test ticket.

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.

At *(the time agreed upon with the Building Test Coordinator)*, I will stop the session. Some 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.

Pause to assist students as necessary.

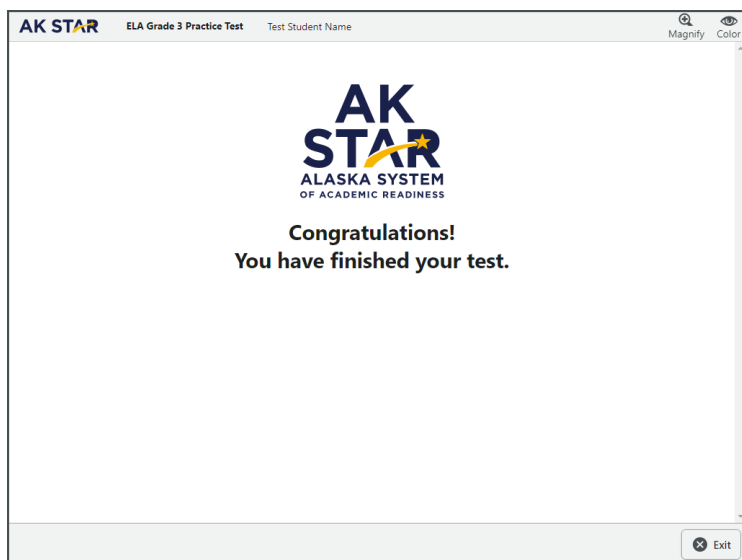
After students select the Next button, Test Administrators may no longer assist students by touching the keyboard, mouse, or device.

When it is the designated time to stop,

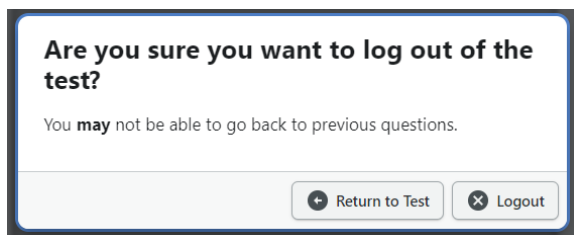
SAY

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

If students complete the test before time is up, they will receive a Congratulations screen. Students do not need to submit their answers.



If students will continue testing in a subsequent session, they will need to logout of the test. When returning to the test, the student will use the same Test Ticket to re-enter their assessment.



Students may not use electronic devices until they are finished testing and leave the testing room.



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

Script to Students: Mathematics—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 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.



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 mathematics. 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 their 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 Secure Browser icon that appears on your screen.	
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Windows® Desktop	Mac® Desktop	Chromebook™ or iPad
From the Start menu, choose NWEA State Solutions Secure Browser.	Double-click the NWEA State Solutions Secure Browser icon on your desktop.	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?
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Pause to assist students as necessary.

	<p>Select a test to take</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; background-color: #003366; color: white; display: flex; justify-content: space-between; align-items: center;"> AK STAR Summative → </div> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f0f0f0; display: flex; justify-content: space-between; align-items: center;"> Practice Tests → </div>
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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 AK STAR Summative Assessment

Username
Enter your username

Password
Enter your password

Session ID
Enter your session ID

Reset Take Test →

When all students are ready,

SAY

Please select the **Take Test** button.

For students using Text-to-Speech (TTS) please put your headphones on now and complete the audio check by pressing the **Speak** button. If you do not see the **Speak** button, or are not hearing the audio, please raise your hand.

Pause while students complete the audio check and assist students as necessary.

If a student does not see the Speak button, they may not have been assigned to TTS and assigned the wrong form. Contact the Building Test Coordinator for next steps. The student should not continue testing.

When all students are ready,

SAY

You should see a directions screen 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?
Please raise your hand if you do not see your name at the top of the screen.

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 mathematics skills.

Read each question carefully and select the answer you feel is best. Once you are satisfied with your answer, you can advance to the next question by selecting **Next**. You will not be able to advance to the next question until you answer the current question. Once you advance to the next question, you will not be able to return to a previous question on the test.

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.

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

Pause as students move to the next screen.

SAY

Available 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.

(Grades 5-9 ONLY) 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.

If you need help using any of the tools available, you can select the Help icon in the upper right corner of the test.

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

Pause

If you need to step 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 using the information on your test ticket.

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.

At *(the time agreed upon with the Building Test Coordinator)*, I will stop the session. Some 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.

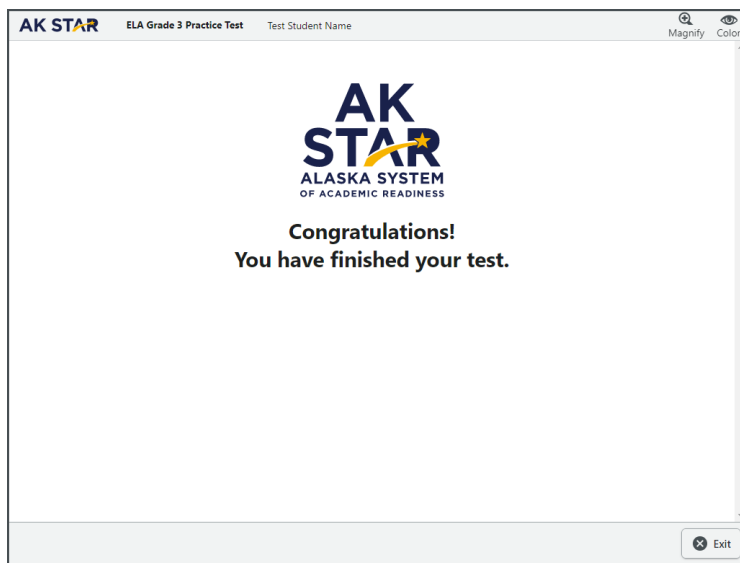
Pause to assist students as necessary.

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

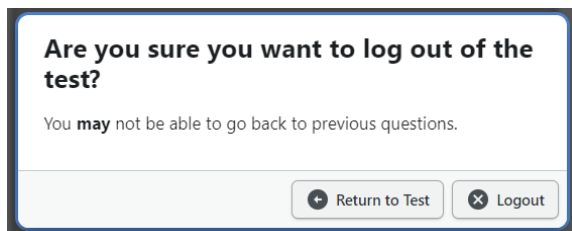
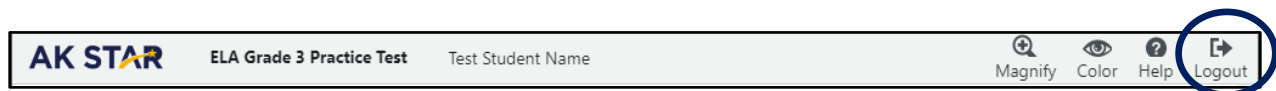
When it is the designated time to stop,

SAY	This is the end of this session of the mathematics assessment. Raise your hand if you need more time.
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If students complete the test before time is up, they will receive a congratulations screen. Students do not need to submit their answers.



If students will continue testing in a subsequent session, they will need to logout of the test. When returning to the test, the student will use the same Test Ticket to re-enter their assessment.



Students may not use electronic devices until they are finished testing and leave the testing room.

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

Part 7 – Scripts – Print on Demand (POD)

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's behavior in the Assessment Log and Irregularity Report (see [Appendix A: Assessment Log and Irregularity Report](#) in this manual).

If a student raises their 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

I'm going to write down some information about this question and I will let someone know that you have a concern. Meanwhile, answer the question the best that you can the way the item is written.

Write down the student's state ID, assessment grade/subject, and the item number 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.

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

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 instructions are read aloud to students. Some instructions must be read more than once if the students will be taking the assessment over multiple assessment sessions. Consider the scenarios below.

- **Scenario 1:** The assessment is administered in one assessment session (e.g., students move at their own pace)
- **Scenario 2:** The assessment is administered over multiple assessment sessions over one or more days.

Scenario 1—One Assessment Session

When administering the entirety of the assessment in a single assessment session, students are allowed to move at their own pace without being instructed to stop until their assessment is submitted. 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 Sessions

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

When the assessment is administered over the course of multiple assessment sessions, Test Administrators must read the Welcome Instructions, Login Instructions, and Test Directions before beginning the first assessment session. For all subsequent assessment sessions, Test Administrators must read the Welcome Instructions. A Test Administrator may reread the Login Instructions for subsequent sessions if deemed appropriate using their best judgement. For example, younger students might need the Login Instructions at the beginning of each session, whereas older students will probably not need this additional assistance.

Script to Students: Print on Demand 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;
- ensured no student is in possession of an electronic device;
- familiarized yourself with any accommodation needs of students in the room; and
- 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 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, facedown, 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 names on the front covers 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.

Test Directions for Part 1 and Part 2

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

SAY

Follow along as I read the directions aloud.

This is a test of English language arts skills. Today, you will take *(Part 1 or Part 2)* of the assessment.

Read each question carefully and select the answer you feel is best.

If you are asked to write a response, take some time to organize your thinking before you provide a response.

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.

Pause to assist students as necessary.

SAY

There is no time limit to finish the test.

At *(the time agreed upon with the Building Test Coordinator)*, I will stop the session. Some 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 to assist students as necessary.

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 this session of the English language arts assessment. Raise your hand if you need more time.

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 or securely storing 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; and
- 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).



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.



Formula sheets are **ONLY** to be available to **Grade 5** students

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.
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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.
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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 and Part 2

SAY

Follow along as I read the directions aloud.

This is a test of mathematics skills. Today, you will take (*Part 1 or Part 2*) of the assessment. You will **not** be able to use a calculator.

Read each question carefully and select the answer you feel is best.

If you are asked to write a response, take some time to organize your thinking before you provide a response.



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.

Pause to assist students as necessary.

SAY

There is no time limit to finish the test.

At (*the time agreed upon with the Building Test Coordinator*), I will stop the session. Some 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 to assist students as necessary.

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 this session 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. Students may not use electronic devices until they are finished testing and leave the testing room.



Immediately after administering the assessment, follow your Building Test Coordinator’s instructions on returning or securely storing 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; and
- 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).



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.

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.

Test Directions for Part 1

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

SAY

Follow along as I read the directions aloud.

This is a test of mathematics skills. Today, you will take Part 1 of the assessment. You will **not** be able to use a calculator.

Read each question carefully and select the answer you feel is best.

If you are asked to write a response, take some time to organize your thinking before you provide a response.

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.

Pause to assist students as necessary.

SAY

There is no time limit to finish the test.

At (the time agreed upon with the Building Test Coordinator), I will stop the session. Some 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 to assist students as necessary.

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 this session 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. Students may not use electronic devices until they are finished testing and leave the testing room.



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

Test Directions for Part 2

SAY

Follow along as I read the directions aloud.

This is a test of mathematics skills. Today, you will take Part 2 of the assessment. You will be able to use a calculator.

Read each question carefully and select the answer you feel is best.

If you are asked to write a response, take some time to organize your thinking before you provide a response.

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.

Pause to assist students as necessary.

SAY

There is no time limit to finish the test.

At *(the time agreed upon with the Building Test Coordinator)*, I will stop the session. Some 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 to assist students as necessary.

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. Students may not use electronic devices until they are finished testing and leave the testing room.



Immediately after administering the assessment, follow your Building Test Coordinator’s instructions on returning or securely storing 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; and
- 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).



Calculators are allowed on the grade 9 mathematics assessments.

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.

Test Directions for Part 1 and Part 2

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

SAY

Follow along as I read the directions aloud.

This is a test of mathematics skills. Today, you will take *(Part 1 or Part 2)* of the assessment. You will be able to use a calculator.

Read each question carefully and select the answer you feel is best.

If you are asked to write a response, take some time to organize your thinking before you provide a response.

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.

Pause to assist students as necessary.

SAY

There is no time limit to finish the test.

At *(the time agreed upon with the Building Test Coordinator)*, I will stop the session. Some 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 to assist students as necessary.

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. 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 or securely storing all secure test materials.

Appendix A: Assessment Log and Irregularity Report

The [Assessment Log & 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. This form is also available on the [AK STAR Test Administration webpage](#).

Procedures:

1. This form is completed by the Test Administrator(s) in each testing room on a daily basis and provided to the Building Test Coordinator at the end of each assessment session.
2. The Building Test Coordinator finalizes all forms and submits them to the District Test Coordinator as soon as practical. 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**, 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 make-ups 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.
 - Include pertinent notes to ensure clear understanding of the irregularity. 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

Appendix B: Alaska Assessment Regulations

[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](#);
- (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.

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. 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). 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 06.738](#). 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 06.761. 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 on-site 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 (b) of this section, 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 06.820](#). Participation

(a) 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.

(b) A school or district may not systematically exclude students from assessment.

(c) 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.

(d) 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 is identified 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 identified 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 identified 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 student'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.

Appendix C: Common Error Messages and Warnings During Student Testing

Error Message	Cause	Troubleshooting
Incorrect Username / Password	<ol style="list-style-type: none"> If username is empty or incorrect If password is empty or incorrect 	Check Student Test Ticket and enter unique and valid username, password, session Id combination.
Incorrect Session ID	<ol style="list-style-type: none"> If the given username and password is not found in the Session ID If Session ID is empty 	Check Student Test Ticket and enter unique and valid username, password, session Id combination.
Already Completed the Test. Contact your Test Center Administrator for assistance.	The Test Taker is trying to login into a test that has already been submitted	The test-taker has submitted the test. Test must be reopened to log in again.
The test you are trying to take is not available. Contact your Teacher or Test Administrator.	Issue with saving session details when the students logs into the test.	<ol style="list-style-type: none"> Check Student Test Ticket to ensure the correct login details are entered when taking the test – reattempt log in. Contact Support
The test you are trying to take is NOT available at this time.	If the test admin is closed.	Verify test administration dates per Testing Calendar – call support if online testing window is active
A problem occurred loading your test. Please raise your hand for help.	Various	<ol style="list-style-type: none"> Reattempt log in to test Contact Support
Trying to reconnect to the network.	Internet connectivity disruption	<ol style="list-style-type: none"> Wait for internet connection to reestablish Contact Support
Unable to continue the test at this time. Give this code to your Test Administrator: 2004	Session inactivated while user is taking test.	<ol style="list-style-type: none"> Reattempt log in to test Contact Support
Unable to continue the test at this time. Give this code to your Test Administrator: 2001	Unable to load test content for current item.	<ol style="list-style-type: none"> Exit test and reattempt login Contact support
Unable to continue the test at this time. Give this code to your Test Administrator: 2002	Unable to load test content for items ahead of current item.	<ol style="list-style-type: none"> Exit test and reattempt login Contact support

Appendix D: The Scribe Accommodation

Qualifications for the Scribe

The scribe must be a current employee of the school district.

The scribe must be trained in test administration and sign a Test Security Agreement.

The scribe must follow all required scribe processes and procedures outlined in this appendix.

It is preferable for the scribe to be a familiar person, such as the teacher or the paraprofessional who is typically responsible for scribing during regular instruction. If the scribe is new to the student, give them time to work together during instruction prior to the assessment day.

For students who are deaf, the scribe must be fluent in American Sign Language (ASL) or signed English.

The District Test Coordinator is responsible for ensuring that scribes understand all the qualifications listed above.

Process for Scribe Accommodation

Before the administration of the assessment, the assigned Building Test Coordinator should provide the scribe a copy of the Test Administration Directions so the scribe can become familiar with the directions and format of the assessment.

A scribe may only administer the scribe accommodation to one student at a time during an assessment session. This accommodation must be administered so that other students are not able to hear the accommodated student's response.

The scribe must enter student responses directly into the test engine as the student would.

On the assessment, the student may dictate changes to the scribe, and the scribe will make those changes exactly as dictated by the student.

- The scribe may not question or correct student choices.
- The scribe may ask the student to restate (or sign) words or parts, as needed.
- The scribe session may be recorded for accuracy.
- Providing the scribe accommodation, like all accommodations, should be documented according to local procedures (i.e., assessment log).
- For clarification, please contact the DEED Assessments Administrator.

Additional Parameters

The following are a list of acceptable parameters:

- The scribe may ask “Are you finished?” or “Is there anything you want to insert or delete?”
- The scribe may respond to procedural questions asked by the student, such as, “Do I have to use the entire space to answer the question?” In this case the scribe can indicate “No.”

The following are **unacceptable** parameters:

- The scribe cannot give the student specific directions (e.g., “First, set the equations equal to one another” or “Make sure that the equation is set equal to zero”).
- The scribe cannot tell the student if the selected answer is correct or incorrect.
- The scribe cannot answer the student’s questions related to the content (e.g., “Is this the right way to set up the problem?” or “Can you tell me what this word means?”).
- The scribe cannot alert the student to mistakes made during the assessment.
- The scribe cannot prompt the student in any way that would result in a better response or essay.
- The scribe cannot influence the student’s response in any way.

There are special considerations when scribing for a student using ASL or cued speech:

- When ASL is being used during scribing, the scribe may ask clarifying questions regarding the use of classifiers.
- The scribe will make conceptual translations from ASL to English.
- The scribe will write exactly what is said.
- Probing or clarifying questions are not allowed.
- Classifiers are permitted for students using ASL. Classifiers give descriptive information about a noun or verb such as: location, kind of action, size, shape, and manner.



Test Administration Directions

2023