



Test Administration Directions

AK STAR English Language Arts and Mathematics



2025



THE STATE
of **ALASKA**
GOVERNOR MIKE DUNLEAVY

**Department of Education
& Early Development**

DIVISION OF INNOVATION &
EDUCATION EXCELLENCE

333 Willoughby Ave., 9th Floor, SOB
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.2800
Fax: 907.465.4156

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

Table of Contents

Part 1—General information	1
About Alaska System of Academic Readiness Assessments	1
Who Should Read This Manual?	1
Familiarize Yourself with AK STAR	1
AK STAR Administration Key Dates in 2025	2
Part 2—Student Readiness	3
Student Tutorial	3
AK STAR Practice Tests	3
Part 3—Test Administrator Responsibilities	4
Testing Schedules	4
Assessment Administration	5
Maintaining Security of Materials and the Testing Room	6
Problem Item Reporting	6
Technology Challenges During the Assessment	7
Returning Assessment Materials to the Building Test Coordinator	7
Part 4—Student Supports	8
Universal Tools	8
Calculator Use for the AK STAR Mathematics Assessment	9
Overview of Accommodations	11
Part 5—Administering Accommodated Paper Forms: Print on Demand & Braille	13
Test Administrator Responsibilities	13
Braille Assessments	13
Transcribing Paper Accommodated Assessments	13
Test Timing—Print on Demand	14

Part 6—Scripts	16
Script to Students: Providing Assistance During the Assessment	16
Script to Students: Assisting Students Who Are Struggling to Move Forward	17
How to Read Scripts for AK STAR Assessments	18
Script to Students: English Language Arts, Grades 3–9	19
Script to Students: Mathematics, Grades 3–9	25
Part 7—Scripts: Print on Demand (POD)	32
Script to Students: Providing Assistance During the Assessment	32
How to Read POD Scripts for AK STAR Assessments	33
Script to Students: Print on Demand English Language Arts, Grades 3–9	34
Script to Students: Print on Demand Mathematics, Grades 3–9	36
Appendix A—Assessment Log & Irregularity Report	40
Assessment Log	41
Appendix B—Troubleshooting Common Errors	42
Appendix C—The Scribe Accommodation	43
Qualifications for the Scribe	43
Process for Scribe Accommodation	43
Additional Parameters	44
Appendix D—Frequently Asked Questions (FAQs)	45

Part 1—General Information

About Alaska System of Academic Readiness Assessments

The purpose of the Alaska System of Academic Readiness (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 the [Alaska English/Language Arts and Mathematics Standards](#). Students in grades 3–9 will take both AK STAR assessments in English language arts (ELA) 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.

Who Should Read This Manual?

The AK STAR Test Administration Directions is intended for use by Test Administrators responsible for administering AK STAR to students. Test Administrators should become familiar with the contents of this manual. This manual includes general information about the test, 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 assessment 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 in 2025

Table 1: AK STAR Administration Key Dates

Date	Activity
January	Online practice tests and sample accommodated items available through the NWEA State Solutions Secure Browser or the AK STAR Student Readiness webpage
March 24–April 25	AK STAR Spring 2025 testing window
April 25	Last day to transcribe student responses into the NWEA State Solutions Secure Browser for print on demand and braille

Test Administrators should contact the Building Test Coordinator for assistance with the preparation and administration of AK STAR. The District Test Coordinator is the primary contact at the district level for the Building Test Coordinator.

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

- Kari Quinto, AK STAR Assessment Coordinator
 - kari.quinto@alaska.gov
 - 907.465.8436
- Rachel Schweissing, District Test Coordinator Liaison
 - rachel.schweissing@alaska.gov
 - 907.465.8433

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, Monday through Friday, during the test window and from 6:00 a.m. to 4:00 p.m. AKST, Monday through Friday, outside the test window.

Part 2—Student Readiness

The following resources are designed to prepare students and schools for the AK STAR English language arts (ELA) and mathematics assessments taken in the spring. These resources are not intended to inform instruction or prepare students for the assessment's specific content.

To aid Alaska students and educators in preparing for testing, NWEA created a student tutorial video and practice tests. These tools allow students to familiarize themselves with the system and are accessible to students, educators, and the community without the need to log into an online testing platform.

The [AK STAR Student Readiness webpage](#) provides comprehensive resources including the Educator Guide to AK STAR Student Readiness, the Student Tutorial, and the AK STAR Practice Tests. Districts are strongly encouraged to use these resources and to include dedicated time for student readiness in the testing preparation plan.

Student Tutorial

The student tutorial is a scripted, web-based video introducing the online test system. It uses grade-level-appropriate sample test items, animations, and audio to describe the testing tools and other features of the system. The tutorial is available for review by administrators, teachers, students, parents, and the community, and can be repeated as often as needed. It includes both spoken audio and print captioning, allowing students to read along with the audio. The tutorial is divided into sections, making it easy for students to focus on specific topics and navigate between them. It operates on industry-standard web browsers such as Internet Explorer, Mozilla Firefox, and Apple Safari.

AK STAR Practice Tests

[AK STAR practice tests](#) are available for grades 3–9, in both ELA and mathematics. Each practice test includes 26–30 items with all item types presented. Practice items with ASL and text-to-speech accommodation tools are available. Separate practice tests containing a single constructed response item are available for each grade. The practice test answer keys are in the Educator Guide to AK STAR Student Readiness.

Visit the [AK STAR Student Readiness webpage](#) to access the student tutorial or practice tests.

Part 3—Test Administrator Responsibilities

Test Administrators are trained district employees who administer AK STAR English language arts and mathematics 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.
- Read and sign the appropriate Test Security Agreement.
- Prepare the testing room for assessment.
- Follow the instructions in this manual when administering the assessment to students.
- 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.
- Report and document any issues that arise during testing.
- Administer make-up assessments for students absent from scheduled assessment sessions, as directed.
- Collect and return applicable test materials (Test Tickets, scratch paper, and accommodated paper materials), maintaining test security throughout.
- Uphold a positive testing environment for all students throughout the testing process.

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 time frame 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.

AK STAR assessments are item-adaptive. Students cannot go backwards in the test. Students may log out at any item or 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 and all content areas is 180 minutes.

Table 2: Estimated Student Test Times—Online Adaptive Test

Grade	Total Estimated Time	ELA Total Items	Math Total Items
3	180 minutes	63	65
4	180 minutes	66	65
5	180 minutes	69	66
6	180 minutes	69	66
7	180 minutes	69	65
8	180 minutes	69	66
9	180 minutes	70	65

Assessment Administration

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

- 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.
- Do not read test questions or answer choices to any student for any assessment unless otherwise instructed to as part of 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, refer to [Script to Students: Providing Assistance During the Assessment](#).

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 testing center. 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 testing 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 log out of the test. To do this, the student should use either the **Pause** button or **Logout** button in the upper right.

Students stepping away for a short time, either for a break or other reasons, should pause the test. The test will remain paused for up to 20 minutes. Students may resume testing by selecting **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 log out. Students will resume testing by accessing the NWEA State Solutions Secure Browser and entering 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

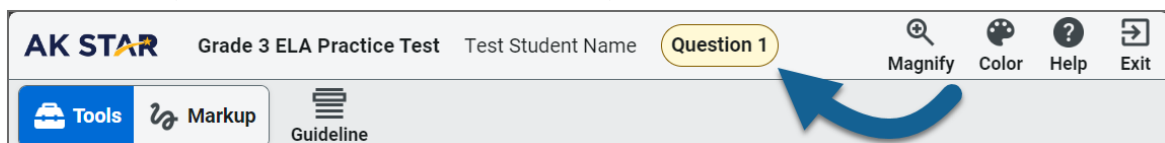
Contact your Building Test Coordinator immediately if you witness or suspect a test security incident that could potentially affect the integrity of a student's assessment. It is best practice to allow students to continue testing until a determination is made by the Building Test Coordinator or District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

Problem Item Reporting

As a reminder, it is never permitted to take pictures or videos 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 (located on the student's test screen)



2. Note the information above and provide it to the 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.

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

When significant technology issues occur, such as many students unable to log in, the assessment engine is not responding, or other issues that cannot be resolved by site-based technology staff, District Test Coordinator should call NWEA Partner Support immediately. In the case of unresolvable technology failures, District Test Coordinators should also call DEED to determine the next steps.

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
- Scratch paper and graph paper
- Accommodated paper materials (e.g. print on demand and braille)
- Student rosters
- Irregularity reports

Other assessment materials that are not secure should also be returned to the Building Test Coordinator.

Part 4—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

Tool	Description
Calculator	Student has access to a basic, scientific, or graphing calculator, depending on grade level and test. See Alaska Statewide Summative 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.

Tool	Description
Magnification	Magnify up to 2x the text or images on student screen for better viewing. Mac, Windows, and Chromebook users can now use Ctrl + and Ctrl – on their keyboard to zoom in and out. iPad users use the Pinch Zoom feature.
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.
Spell Check	Spell check is a software feature that identifies possible misspellings, and either auto-corrects or suggests possible corrections. This will only appear on Constructed Response questions. A red “squiggly” line indicates a potential spelling error. A student can click on the word underlined by a squiggly line, and the spell check feature will display possible correct spelling options.

Non-Embedded Universal Tools

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

Table 4: Non-Embedded Universal Tools

Tool	Description
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.

Dual Displays for Visual Needs

The NWEA State Solutions Secure Browser prevents students from accessing other computer or internet applications or copying test information. However, students with visual needs can use dual monitors (multiple displays) if needed by using the **Duplicate these displays** option in the display settings on their device. This should be set up prior to student testing and before launching the NWEA State Solutions Secure Browser. If assistance is needed, please contact your Technology Director.

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 fifth grade. 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 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 [Alaska Statewide Summative Assessment Calculator Policy](#).

Guidance for Calculator Use When Providing Print-on-Demand (POD) or Handheld Calculator Accommodation

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 and content area, refer to [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 mathematics 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 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 mathematics 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 [Alaska Statewide Summative Assessment 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, Section 504 Plan, 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, Section 504 Plan, 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

Accommodation	Description
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 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. 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/teacher edition test booklet, a braille test book, a braille reference sheet, and the *AK STAR Secure Destroy Instructions* document. 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 25, 2025. Transcribing is the process of moving the student’s assessment response to another medium by a district employee.

It is recommended that transcription occur in a secure location 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.

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.

Test Timing—Print on Demand

Table 8: Estimated Student Test Times—Print on Demand

Content	Grade	Part 1 Item Count	Part 1 Test Time	Part 2 Item Count	Part 2 Test Time	Total Estimated Time
ELA	3	1–27 (27)	90 minutes	28–51 (23)	90 minutes	180 minutes
ELA	4	1–30 (30)	90 minutes	31–60 (29)	90 minutes	180 minutes
ELA	5	1–32 (32)	90 minutes	33–63 (30)	90 minutes	180 minutes
ELA	6	1–32 (32)	90 minutes	33–66 (33)	90 minutes	180 minutes
ELA	7	1–38 (38)	90 minutes	39–66 (27)	90 minutes	180 minutes
ELA	8	1–34 (34)	90 minutes	35–66 (31)	90 minutes	180 minutes
ELA	9	1–35 (35)	90 minutes	36–69 (33)	90 minutes	180 minutes
Math	3	1–30 (30)	90 minutes	31–60 (29)	90 minutes	180 minutes
Math	4	1–30 (30)	90 minutes	31–60 (29)	90 minutes	180 minutes
Math	5	1–42 (42)	150 minutes	43–61 (18)	30 minutes	180 minutes
Math	6	1–17 (17)	30 minutes	18–61 (43)	150 minutes	180 minutes
Math	7	1–11 (11)	30 minutes	12–60 (48)	150 minutes	180 minutes
Math	8	1–13 (13)	30 minutes	14–66 (52)	150 minutes	180 minutes
Math	9	1–30 (30)	90 minutes	31–60 (29)	90 minutes	180 minutes

Table 9: Estimated Student Test Times—Braille

Content	Grade	Part 1 Item Count	Part 1 Test Time	Part 2 Item Count	Part 2 Test Time	Total Estimated Time
ELA	3	1–29 (29)	90 minutes	30–54 (24)	90 minutes	180 minutes
ELA	4	1–29 (29)	90 minutes	30–56 (26)	90 minutes	180 minutes

Content	Grade	Part 1 Item Count	Part 1 Test Time	Part 2 Item Count	Part 2 Test Time	Total Estimated Time
ELA	5	1–28 (28)	90 minutes	29–57 (28)	90 minutes	180 minutes
ELA	6	1–33 (33)	90 minutes	34–60 (26)	90 minutes	180 minutes
ELA	7	1–34 (34)	90 minutes	35–63 (28)	90 minutes	180 minutes
ELA	8	1–29 (29)	90 minutes	30–61 (31)	90 minutes	180 minutes
ELA	9	1–28 (28)	90 minutes	29–60 (31)	90 minutes	180 minutes
Math	3	1–22 (22)	90 minutes	23–44 (21)	90 minutes	180 minutes
Math	4	1–22 (22)	90 minutes	23–43 (20)	90 minutes	180 minutes
Math	5	1–22 (22)	90 minutes	23–44 (21)	90 minutes	180 minutes
Math	6	1–11 (11)	30 minutes	12–48 (36)	150 minutes	180 minutes
Math	7	1–7 (7)	30 minutes	8–47 (39)	150 minutes	180 minutes
Math	8	1–4 (4)	30 minutes	5–47 (41)	150 minutes	180 minutes
Math	9	1–27 (27)	90 minutes	28–53 (25)	90 minutes	180 minutes

Part 6—Scripts

Use the following information and scripts to assist students with taking the assessments. Read the directions verbatim when administering the assessment. The script must be followed exactly. Do not paraphrase or change the wording; this ensures students are not put at a disadvantage or given an unfair advantage. Changing the directions given to students may invalidate the assessments. If you make a mistake in reading the directions for a content assessment script, stop and say: "**I made a mistake. Listen again.**" Then read the direction again.

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. Refer to [Appendix A—Assessment Log & Irregularity Report](#). 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 and 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.**

Script to Students: Assisting Students Who Are Struggling to Move Forward

Because AK STAR requires students to respond to each question before moving on, there is a chance that students will have a hard time answering a question to move forward. Here is language Test Administrators can use with students in this situation.

If a student says they don't know how to respond to an item:

SAY

I see you are struggling. Take a minute, read the question again and try to choose the answer you feel is best.

If the student still cannot or does not select an answer:

SAY

You cannot move on to the next question until you answer this question. Would you like to take a short break and come back to try again?

Or:

Would you like a break?

If student says yes, have them pause the assessment and provide them with a short break before returning to the test.

If a student is having difficulty responding to a constructed response item:

SAY

You must type something in the box in order to move on. If you truly do not know how to answer, you may type anything in the response box and choose **Next**.

Or:

Can you type an answer?

The Test Administrator may gesture or mimic typing on the keyboard to encourage students to do so.

If student refuses to answer:

SAY

You are finished testing for today. Please log out and [*provide students with where they should go or what they should do now that they are finished testing for the day*].

If the student has logged out for the day, make sure to document the incident on the irregularity log. Refer to [Appendix A—Assessment Log & Irregularity Report](#). Notify your Building Test Coordinator of the problem to determine next steps.

How to Read Scripts for AK STAR Assessments

The following scripts are split into three sections:

1. Before You Begin (not read aloud)
2. Login Instructions
3. Test Directions (students follow along on their testing device)

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

The other sections are read aloud to students. Some sections must be read more than once 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 (e.g., students test until a designated time to stop and are prompted by the Test Administrator to log out)

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 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. Please note, this method is not recommended for younger students due to the length of a full content area assessment (180 minutes).

Scenario 2—Breaks Between Assessment Sessions

Multiple assessment sessions may take place during the same day or across multiple days, 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 Login Instructions and Test Directions before beginning the first assessment session. If deemed appropriate by the Test Administrator, the Login Instructions may be reread for subsequent sessions. For example, younger students might need the Login Instructions at the beginning of each session, whereas older students will probably not need this information repeated. Test Directions are not repeated on student screens once they begin the test and do not need to be read again.

Script to Students: English Language Arts, Grades 3–9

Before You Begin

Before you begin administering the test, make sure you have:

- Completed all test administration training and have signed a Test Security Agreement.
- Familiarized yourself with any accommodation needs of students in the room.
- Printed or received all student Test Tickets.
- Provided each student with a pencil, eraser, and scratch paper.
- Ensured no student is in possession of an electronic device other than their testing device.
- Reported any obvious technology issues to the appropriate staff.

Login Instructions

SAY

You are not allowed to have access to your phone or other electronic devices during the test. Please power them off and put them away or turn them in to me now.

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

Windows® Desktop

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

Mac® Desktop

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

Chromebook™ or iPad

Select the blue NWEA State Solutions Secure Browser app.

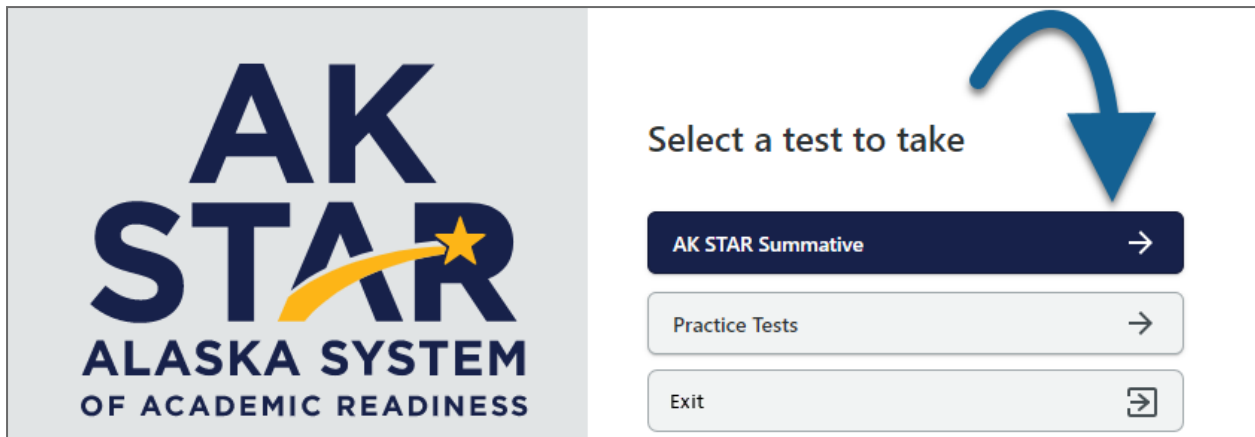


Pause to assist students as necessary. If a student receives an error message, note the content of the error message, and contact the Building Test Coordinator.

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?

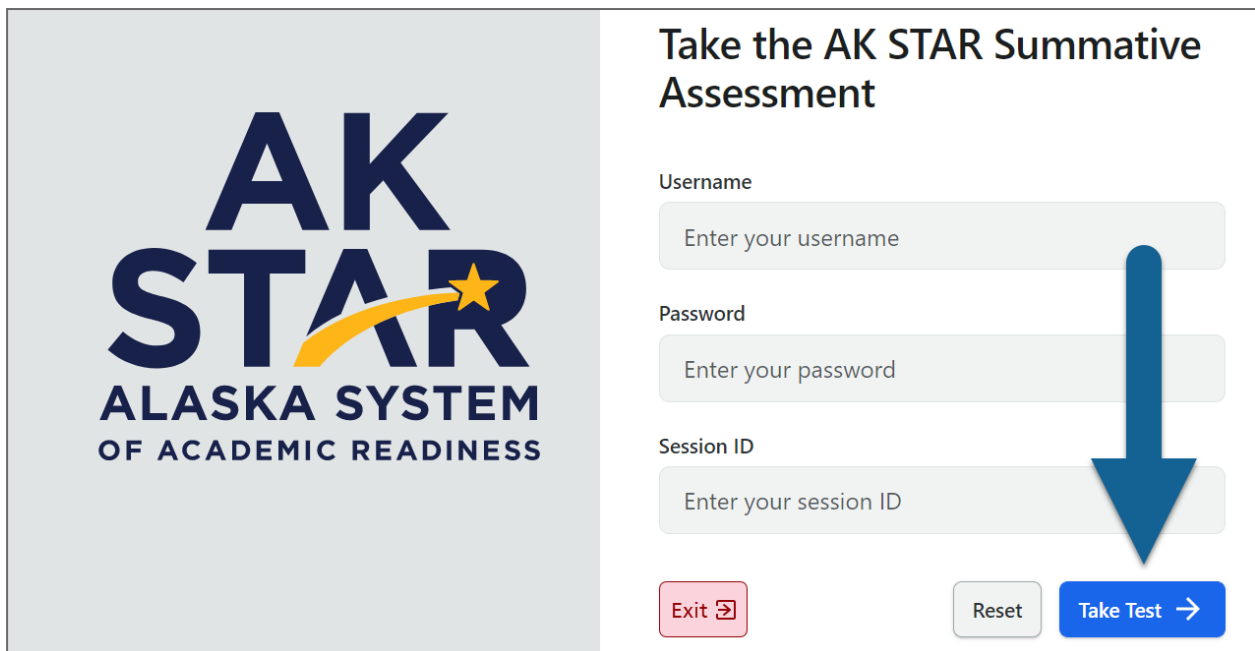


Pause to assist students as necessary.

SAY

You may now enter your Username, Password, and Session ID in the spaces provided on the screen. This information is found on your Test Ticket. Please enter this information **exactly** as it appears 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. Once you select the **Take Test** button, please do not move on until I tell you to do so.

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 **and are case-sensitive**.



When all students are ready,

SAY

If you were provided with headphones, 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 correctly assigned to TTS. 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.

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.

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.

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.

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

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.

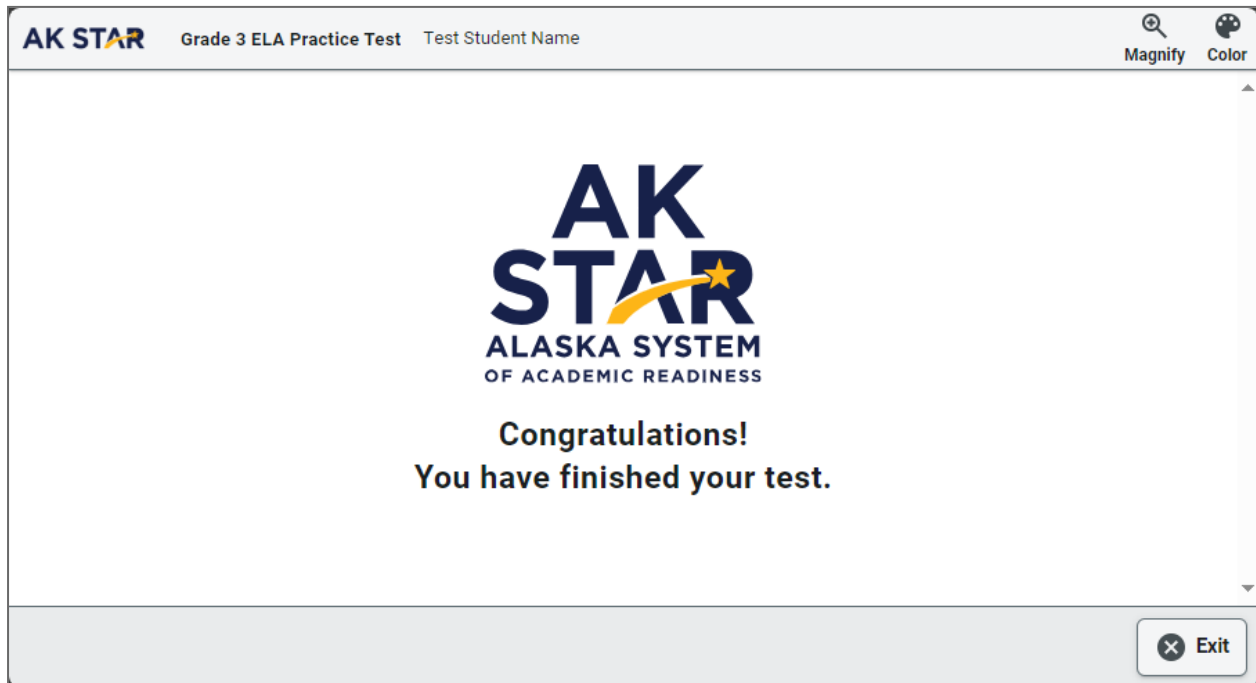
After students select the Next button, Test Administrators may no longer assist students by touching the keyboard, mouse, or device.

When it is the designated time to stop,

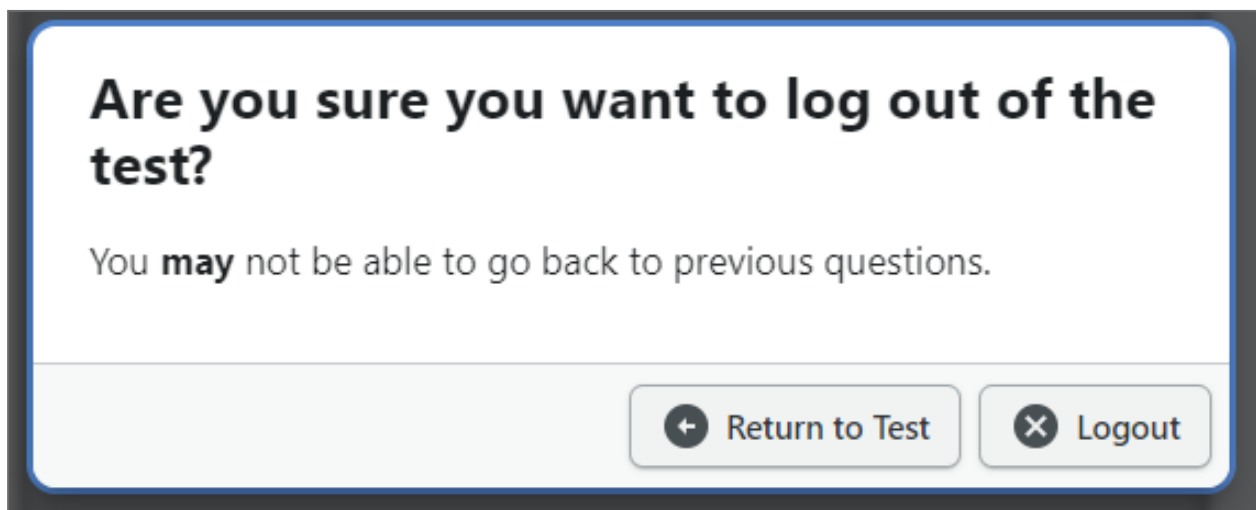
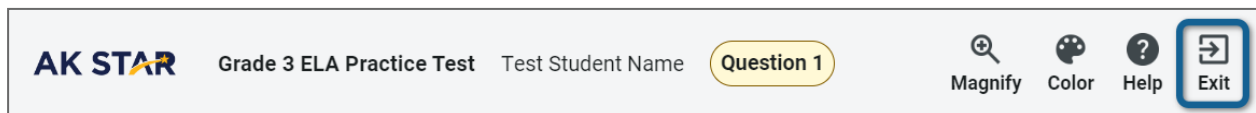
SAY

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

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



If students will continue testing in a subsequent session, they will need to log out 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 testing room or as they finish.

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: **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: **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: **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. Refer to [Appendix A—Assessment Log & Irregularity Report](#).

If a student raises their hand and says there is a problem with a test item, say in a one-on-one conversation with the student: **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 and 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.**

Assisting Students Who Are Struggling to Move Forward

Because AK STAR requires students to respond to each question before moving on, there is a chance that students will have a hard time answering a question to move forward. Here is language Test Administrators can use with students in this situation.

If a student says they don't know how to respond to an item, say: **I see you are struggling. Take a minute, read the question again and try to choose the answer you feel is best.**

If the student still cannot or does not select an answer, say: **You cannot move on to the next question until you answer this question. Would you like to take a short break and come back to try again? Or: Would you like a break?**

If student says yes, have them pause the assessment and provide them with a short break before returning to the test.

If a student is having difficulty responding to a constructed response item, say: **You must type something in the box in order to move on. If you truly do not know how to answer, you may type anything in the response box and choose *Next*. Or: Can you type an answer?**

The Test Administrator may gesture or mimic typing on the keyboard to encourage students to do so.

If student refuses to answer, say: **You are finished testing for today. Please log out and [provide students with where they should go or what they should do now that they are finished testing for the day].**

If the student has logged out for the day, make sure to document the incident on the irregularity log. Refer to [Appendix A—Assessment Log & Irregularity Report](#). Notify your Building Test Coordinator of the problem to determine next steps.

Script to Students: Mathematics, Grades 3–9

Before You Begin

Before you begin administering the test, make sure you have:

- Completed all test administration training and have signed a Test Security Agreement.
- Familiarized yourself with any accommodation needs of students in the room.
- Printed or received all student Test Tickets.
- Provided each student with a pencil, eraser, and scratch paper.
- Ensured no student is in possession of an electronic device other than their testing device.
- 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.

Login Instructions

SAY

You are not allowed to have access to your phone or other electronic devices during the test. Please power them off and put them away or turn them in to me now.

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

Windows® Desktop

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

Mac® Desktop

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

Chromebook™ or iPad

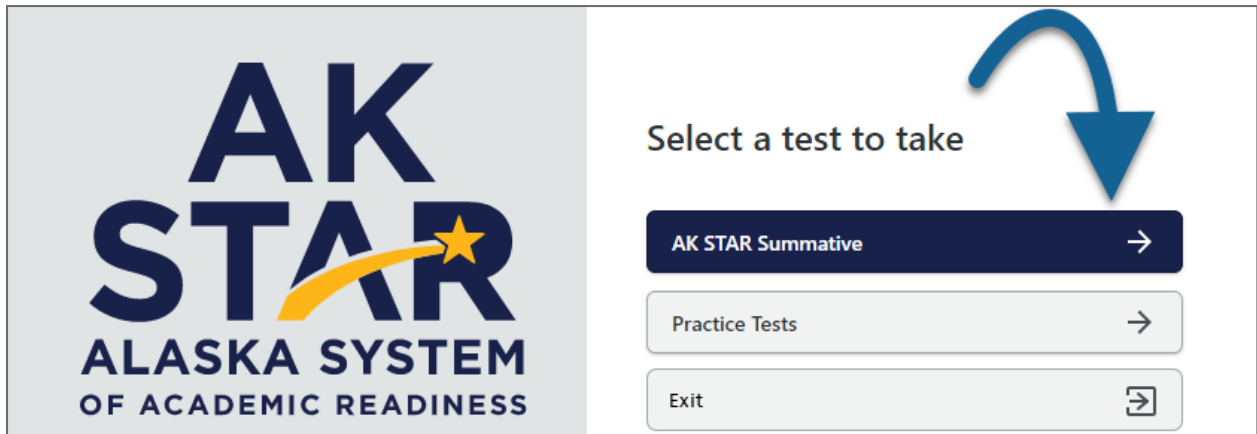
Select the blue NWEA State Solutions Secure Browser app.



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,

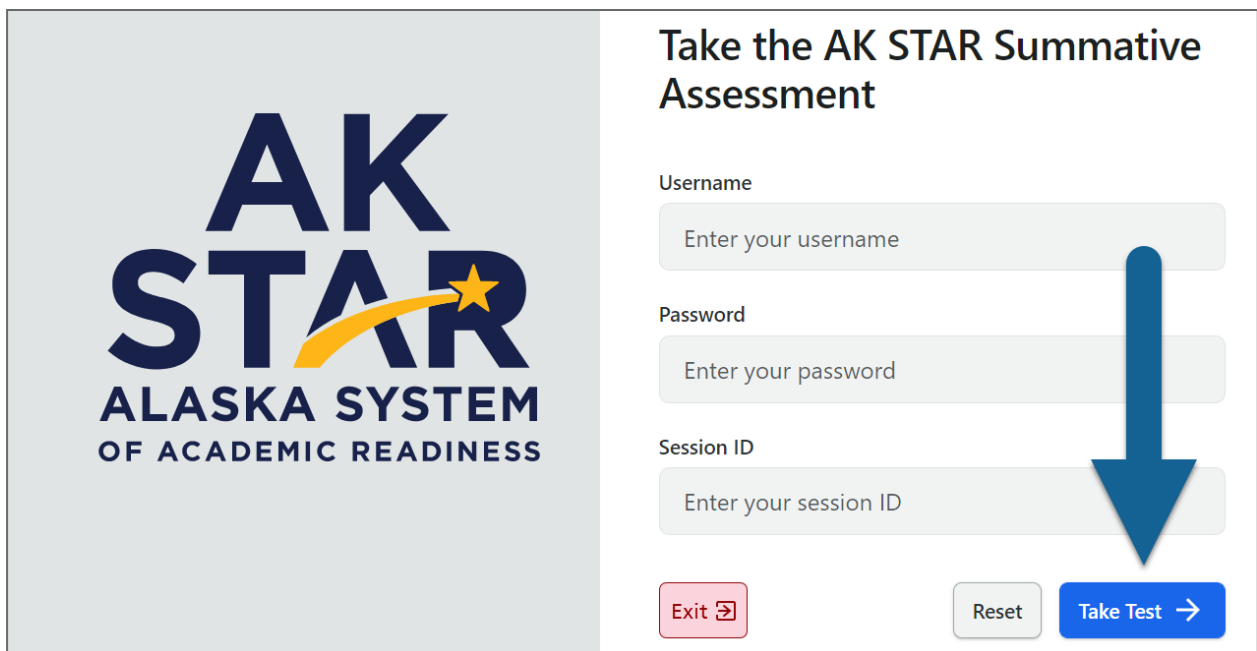
SAY Select **AK STAR Summative**. You should now be at the login screen. Is there anyone who isn't on this screen?



Pause to assist students as necessary.

SAY You may now enter your Username, Password, and Session ID in the spaces provided on the screen. This information is found on your Test Ticket. Please enter this information **exactly** as it appears 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. Once you select the **Take Test** button, please do not move on until I tell you to do so.

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 **and are case-sensitive**.



When all students are ready,

SAY

If you were provided with headphones, 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 correctly assigned to TTS. 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.

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.

You are about to take the AK STAR mathematics assessment. This test is one way for you to show what you know about math. You will answer all questions on the computer or device in front of you.

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.

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.

All grades: If you need help using any of the tools available, you can select the Help icon in the upper right corner of your screen.

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.

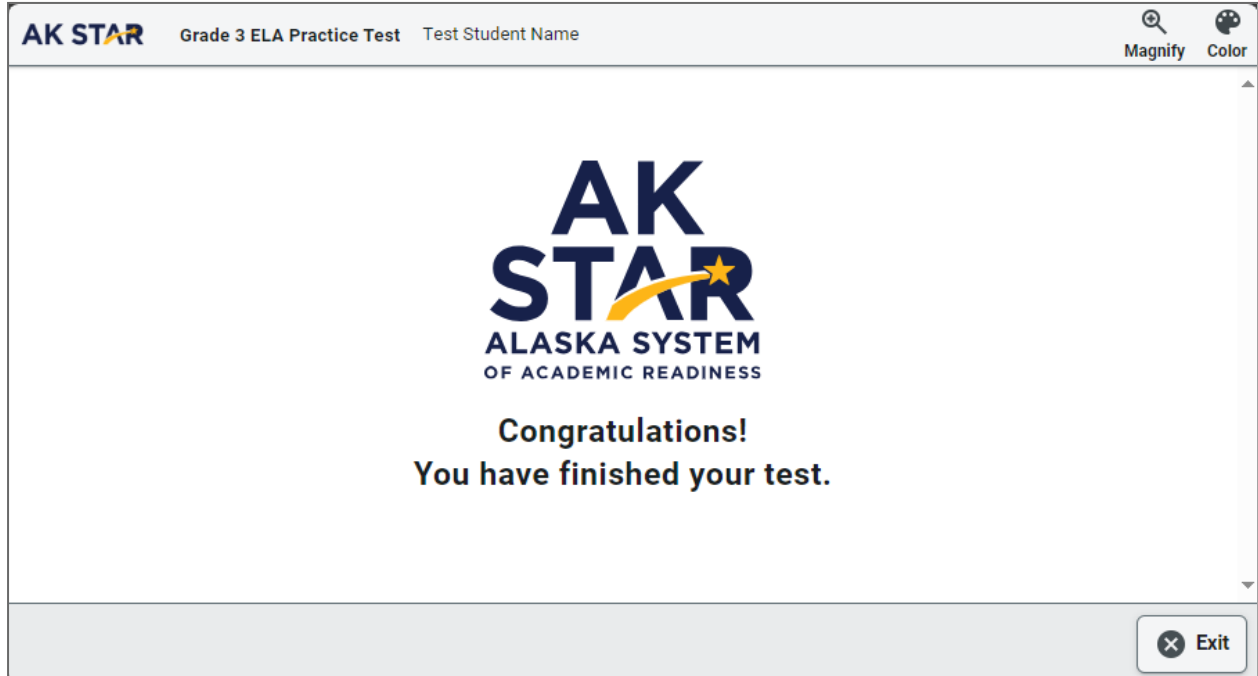
After students select the Next button, Test Administrators may no longer assist students by touching the keyboard, mouse, or device.

When it is the designated time to stop,

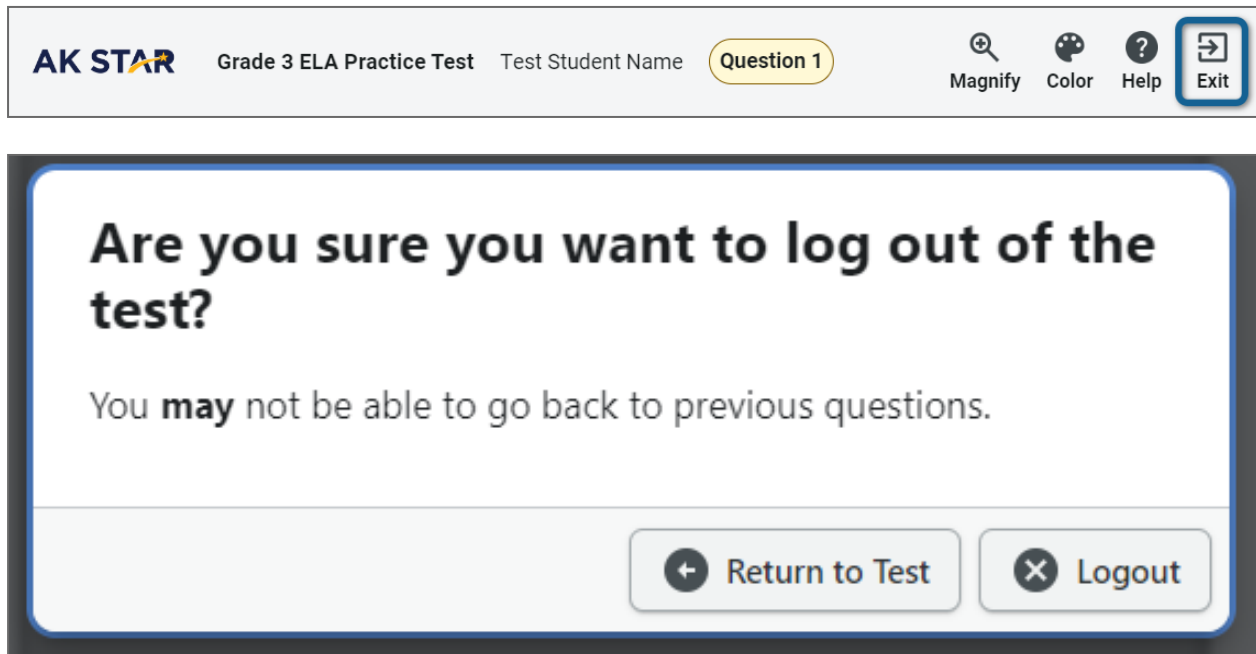
SAY

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

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



If students will continue testing in a subsequent session, they will need to log out 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 testing room or as they finish.

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: **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: **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: **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. Refer to [Appendix A—Assessment Log & Irregularity Report](#).

If a student raises their hand and says there is a problem with a test item, say in a one-on-one conversation with the student: **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 and 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.**

Assisting Students Who Are Struggling to Move Forward

Because AK STAR requires students to respond to each question before moving on, there is a chance that students will have a hard time answering a question to move forward. Here is language Test Administrators can use with students in this situation.

If a student says they don't know how to respond to an item, say: **I see you are struggling. Take a minute, read the question again and try to choose the answer you feel is best.**

If the student still cannot or does not select an answer, say: **You cannot move on to the next question until you answer this question. Would you like to take a short break and come back to try again? Or: Would you like a break?**

If student says yes, have them pause the assessment and provide them with a short break before returning to the test.

If a student is having difficulty responding to a constructed response item, say: **You must type something in the box in order to move on. If you truly do not know how to answer, you may type anything in the response box and choose *Next*. Or: Can you type an answer?**

The Test Administrator may gesture or mimic typing on the keyboard to encourage students to do so.

If student refuses to answer, say: **You are finished testing for today. Please log out and [provide students with where they should go or what they should do now that they are finished testing for the day].**

If the student has logged out for the day, make sure to document the incident on the irregularity log. Refer to [Appendix A—Assessment Log & Irregularity Report](#). Notify your Building Test Coordinator of the problem to determine next steps.

Part 7—Scripts: Print on Demand (POD)

Use the following information and scripts to assist students with taking the assessments. Read the directions verbatim when administering the assessment. The script must be followed exactly. Do not paraphrase or change the wording; this ensures students are not put at a disadvantage or given an unfair advantage. Changing the directions given to students may invalidate the assessments. If you make a mistake in reading the directions for a content assessment script, stop and say: "**I made a mistake. Listen again.**" Then read the direction again.

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. Refer to [Appendix A—Assessment Log & Irregularity Report](#). 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 and 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 POD Scripts for AK STAR Assessments

The following scripts are split into three sections:

1. Before You Begin (not read aloud)
2. Welcome Instructions
3. 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, and Test Directions one time to students at the beginning of the session. Directions do not need to be read again during the session. Please note, this method is not recommended for younger students due to the length of a full content area assessment (180 minutes).

Scenario 2—Breaks Between Assessment Sessions

Multiple assessment sessions may take place during the same day or across multiple days, 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 and Test Directions before beginning the first assessment session. For all subsequent assessment sessions, Test Administrators must read the Welcome Instructions.

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

Before You Begin

Before you begin administering the test, 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. You will answer all questions in your test booklet. 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.

If tools are available: 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.

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**

You are about to take the AK STAR English language arts assessment. Today, you will take *[Part 1 or Part 2]* of the assessment.

Read each question carefully and select the answer you feel is best. You will answer all questions in your test booklet.

Make sure you have marked all your answers. When you are finished, close your test booklet. Then, raise your hand and I will come collect your test booklet.

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 and scratch 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.

Collect any remaining test booklets and scratch 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 3–9

Before You Begin

Before you begin administering the test, 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 testing room;
- provided each student with a pencil, eraser, scratch paper, and appropriate universal tools;
- for grades 5–9, provided each student with the appropriate formula sheet;
- for grades 6–8, provided calculators for use in Part 2 only; and
- for grade 9, provided calculators for use in Part 1 and Part 2.

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 **ONLY** allowed for Part 2 in grades 6–8, and in both Part 1 and Part 2 for grade 9. Providing calculators to students in grades 3–5, or to students taking Part 1 in grades 6–8, may result in an invalidation.



Formula sheets are **ONLY** available to students in grades 5–9.

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 will answer all questions in your test booklet. You can use the scratch paper to help you solve the problems. You can also use a highlighter to mark parts of the questions in the test booklet.

If tools are available: 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.

SAY

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

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

Test Directions for Part 1

SAY

You are about to take the AK STAR mathematics assessment. Today, you will take Part 1 of the assessment.

Read each question carefully and select the answer you feel is best. You will answer all questions in your test booklet.

Grade 5 only: You may use your mathematics formula sheet with formulas and conversions that may be helpful for some questions.

Grades 6–8 only: You will not be able to use a calculator. You may use your mathematics formula sheet with formulas and conversions that may be helpful for some questions.

Grade 9 only: You will be able to use a calculator. You may use your mathematics formula sheet with formulas and conversions that may be helpful for some questions.

All grades: Make sure you have marked all your answers. When you are finished, close your test booklet. Then, raise your hand and I will come collect your test booklet.

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 formula sheets. 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 formula sheets. 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.

You are about to continue the AK STAR mathematics assessment. Today, you will take Part 2 of the assessment.

Grade 5 only: You may use your mathematics formula sheet with formulas and conversions that may be helpful for some questions.

Grades 6–9 only: You will be able to use a calculator. You may use your mathematics formula sheet with formulas and conversions that may be helpful for some questions.

All grades: Read each question carefully and select the answer you feel is best. You will answer all questions in your test booklet.

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

Appendix A—Assessment Log & Irregularity Report

The Assessment Log & Irregularity Report form in this manual provides comprehensive documentation of the assessment administration at a school. Districts must use this form, or one similar, to 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 Administrators 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.

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. Examples include when a student is: suspended, home sick, at a dental appointment, refusing to take the test, or when the 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—Troubleshooting Common Errors

Error Message	Cause	Troubleshooting
Incorrect Username / Password	<ol style="list-style-type: none"> The username is empty or incorrect The password is empty or incorrect 	Check the student's Test Ticket and enter the correct username, password, and session ID.
Incorrect Session ID	<ol style="list-style-type: none"> The username and password is not found in the Session ID The Session ID is empty 	Check the student's Test Ticket and enter the correct username, password, and session ID.
Already Completed the Test. Contact your Test Center Administrator for assistance.	The student is trying to log in to a test that has already been submitted	The student 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 student logs into the test	<ol style="list-style-type: none"> Check the student's Test Ticket and enter the correct username, password, and session ID Contact support
The test you are trying to take is NOT available at this time.	The test administration window is closed	<ol style="list-style-type: none"> Verify the test administration dates on the testing calendar If the online testing window is active, contact support
A problem occurred loading your test. Please raise your hand for help.	Various	<ol style="list-style-type: none"> Reattempt to log in to the test Contact support
Trying to reconnect to the network.	Internet connectivity disruption	<ol style="list-style-type: none"> Wait for the 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 the student is taking the test	<ol style="list-style-type: none"> Reattempt to log in to the 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 the test and try to log in again 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 the test and try to log in again Contact support

Appendix C—The Scribe Accommodation

A scribe is a qualified person who writes down student responses communicated by an assistive communication device, pointing, interpretation or transliteration (e.g., American Sign Language, signed English, cued speech), or speech.

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.

Appendix D—Frequently Asked Questions (FAQs)

Q: Can a student WITHOUT an IEP, 504 Plan, EL Plan, or Transitory Impairment Plan be allowed to take the assessment in a separate location due to behavioral considerations?

A: Yes. This is permissible if it is determined by the Building Test Coordinator in conjunction with other building administrators that it is in the best interest of the student and his/her peers to test in a separate location.

Q: May students have their mobile phones during the test?

A: Students are NOT allowed to have mobile phones or similar electronic devices in their possession during assessment sessions. Electronic devices create the potential for added distractions due to noise and for cheating. Examples of cheating include students entering assessment information into their mobile phones, sending assessment information to others via text messaging, or taking pictures of the assessment from a concealed phone or other electronic device.

Q: May students have their mobile phones during the test for health reasons (e.g. glucose monitoring)?

A: Student safety always comes first. If a student uses their phone for health reasons, they may have access to their phone during the test. The Test Administrator must be aware of the situation and the phone must be placed in an open location close to the student and completely visible to the Test Administrator. If a student needs to access their phone during testing, they must alert the Test Administrator and pause their test.

Q: Can I use results from AK STAR in determining student course placement or student grades?

A: AK STAR is an end-of-year assessment that provides an overall picture of an individual student's performance on the grade level standards. Results provide relative information about how an individual student performed on groups of skills and abilities. DEED does not recommend using results from this summative assessment to determine course placement or student grades.

Q: Does a Test Administrator have to be a certified teacher in order to administer AK STAR?

A: No. A Test Administrator must be an employee of the district, have a signed Test Security Agreement (TSA), and have completed all applicable training before administering the test to students. A teaching certificate is not required.

Q: Can a substitute teacher administer the assessment?

A: Yes. The substitute teacher must sign a Test Security Agreement (TSA) and be trained in test administration policies and procedures.

Q: Can a student teacher or intern administer the assessment?

A: No. Student teachers or interns are not paid employees of the school district; therefore, they cannot administer any assessment.

Q: Can parents who are teachers or employees of the school district administer the test to their own children?

A: This is not prohibited, but DEED does not recommend this as best practice. Whenever possible, parents should not administer the test to students who are their children.

Q: Who can be in or enter a room while students are testing?

A: Only school personnel who have completed the test administration training or assessment observer training and who have signed a Test Security Agreement may be in the room while students are testing.

Q: Our school has employees of an outside agency working in the building as supports for specific students. Can they be in the testing room during the administration of AK STAR?

A: Under certain circumstances, this situation could be allowable. The District Test Coordinator should contact DEED for guidance.

Q: A student did not complete the entire assessment before the end of the school day. Can they pick up where they left off and complete the remaining items another day?

A: Yes. Because the item-level adaptive design is specifically tailored to that particular student, test security is maintained and allows for this flexibility.

Q: A student became ill in the middle of testing and went home. Can they resume testing the next day?

A: If a student is not feeling well, it is strongly recommended that you delay the start of testing until another day. If a student becomes ill in the middle of testing and went home for remainder of the day, the student can complete the same assessment at a later time once able to participate.

Q: Can students in different grades test in the same room?

A: Yes, students in different grades can test in the same room. However, the test directions differ by grade level and must be read verbatim. School staff must read the TADs carefully to see the differences in directions. Whenever feasible, it is best to group students together where the scripts are the same.

Q: Are schools required to test part-time students?

A: Students who are enrolled part time for more than 0.25 FTE must be assessed. Students who are enrolled for only 0.25 FTE are only required to take the applicable AK STAR assessment if they are enrolled in mathematics or English language arts instruction.

Q: What do I do if a parent requests to exclude their student from testing?

A: Each district should develop a policy and a procedure to follow if parents wish to exclude their student from testing. Parents should be made aware that when students do not test due to parent action, the school's participation rate is negatively affected. The procedure should also include sharing with parents the benefit of summative assessment results.

If a parent chooses to refuse testing for their student, this information should be documented and recorded as a Special Circumstance.

Q: How is it determined which accommodations a student should be provided during AK STAR?

A: Deciding which accommodations a student should be provided is a decision for the student's instructional team. All accommodations must be documented in a student's plan (i.e., IEP, EL, 504, or Transitory Impairment plan) in order to be provided on the assessment.

Q: What must be done in order to provide the flexible scheduling accommodation?

A: Flexible scheduling (testing over multiple days) is available if the student has an IEP and the test plan has been drafted and approved prior to testing. It requires specific monitoring if the student is testing online.

Flexible scheduling means allowing the student to complete a test part over multiple days. As with all accommodations, the flexible scheduling accommodation should be documented in a student's plan (IEP, 504, EL, or Transitory Impairment).

School and district staff should work together to form a plan that includes standardized test administration procedures, close monitoring to ensure that the student does not return to a previously completed portion of the test, and communication with the District Test Coordinator.

In order for a student to complete a test part over multiple days, the student must log into the assessment each day using the same Test Ticket.

Q: Can a student with text-to-speech (TTS) as an accommodation test in the same room as students without this accommodation?

A: Yes, this is allowed but it is up to the district and school to decide. Headphones must be used by students with TTS as an accommodation so as to not disturb other students while testing.



Test Administration Directions

2025

Copyright © 2025 by the Alaska Department of Education & Early Development. Only State of Alaska educators and citizens may copy, download and/or print the document, located online at education.alaska.gov. Any other use or reproduction of this document, in whole or in part, requires written permission of Alaska Department of Education & Early Development and the publisher.