

# AK STAR

ALASKA SYSTEM OF ACADEMIC READINESS

## Test Coordinator Manual English Language Arts and Mathematics



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2023

This Test Coordinator Manual is a resource created to support District Test Coordinators and Building Test Coordinators for the Alaska System of Academic Readiness (AK STAR). This guide includes information on navigating the AK STAR Administration Portal, managing student groups and sessions, managing paper-accommodated assessments and materials, operational reports, and AK STAR security procedures.



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A note of thanks to Alaska educators:

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

Leading up to and during the assessment window, educators are required to complete training, become familiar with assessment processes and procedures, and ensure that all procedures are followed while administering tests, often with altered schedules and on top of many other duties within Alaska's schools. Here at DEED, we appreciate the time and effort that go into performing these duties.

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

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

Sincerely,

DEED Assessments Team

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## Part 1—General Information

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### About Alaska System of Academic Readiness (AK STAR) Assessments

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

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

Districts will make subject (ELA or Mathematics) assignments at the school and grade level. Every student in grades 3–9 should be tested either online or using paper-based assessments (per their accommodations) in the content area.

### Who Should Read This Manual?

The *AK STAR Test Coordinator Manual* is intended for use by District Test Coordinators and Building Test Coordinators to assist in the implementation of the AK STAR assessments. A brief description of the responsibilities of each role is listed below.

**District Test Coordinators** are responsible for coordinating the testing activities of all schools in their district. Responsibilities include, but are not limited to, coordinating the test schedules of the schools in the district and training district staff.

**Building Test Coordinators** serve as single points of contact at each site for the District Test Coordinators and are responsible for coordinating the testing activities in their schools. Responsibilities include, but are not limited to, secure handling of test materials, such as Test Tickets, and coordination of Test Administrators. Building Test Coordinators must be assigned in each district where there is more than one site or school.

### 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, 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.

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

Date	Activity
January	Online practice tests and sample accommodated items available through the NWEA State Solutions Secure Browser or the <a href="#">DEED AK STAR Student Readiness webpage</a>
February 6	Begin registering students and assigning accommodations
March 13	Test Tickets available for download
March 21	Print on demand securely posted to districts for registrations entered by March 20, 2023
March 24	Braille arrives in districts for registrations entered by March 10, 2023
March 27–April 28	AK STAR Spring 2023 testing window
April 14	Last day to register students for braille assessments
April 26	Last day to register students for print on demand assessments
April 28	Last day to transcribe student responses for print on demand and braille
May 5	Last day to add Special Circumstance codes, also referred to as not tested codes (NTC)

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

If you have any questions about technology setup and installation, please contact NWEA Alaska Partner Support by phone at 866-384-5415 or by email at [AKSTAR@nwea.org](mailto: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—Participation Requirements for State Testing

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Unless a student qualifies for the alternate assessment, all students enrolled in grades 3—9 in an Alaska public school take the AK STAR Assessments in ELA and Mathematics. Refer to [Appendix G: Alaska Assessment Regulations](#) in this document regarding the requirements for districts and schools to assess all students.

### Determining a Student’s Grade Level

The grade level at which a student is assessed is based on the student’s grade as reported in the district student information system on the first day of the assessment window. Student grade level is determined locally. For 2023, the first day of the assessment window is March 27, 2023. All students must be assessed at their reported grade level; this includes students with disabilities and English Learners (ELs). Assessments taken outside the assigned grade level will be invalidated.

### Participation of Students with Disabilities

#### *Students with an IEP*

Students who have been identified as having a disability and who have an Individualized Education Program (IEP) will participate in state assessments. All students are expected to be assessed. Students with an IEP must be assessed using one of the following assessment options:

- AK STAR ELA and Mathematics Assessments with accommodations as appropriate
- Dynamic Learning Maps™ alternate assessment for students with significant cognitive disabilities

Refer to the [Participation Guidelines for Inclusion of Alaska Students in State Assessments](#) for further guidance on assessing students with IEPs. [Participation Guidelines for Inclusion of Alaska Students in State Assessments](#) can be found on the [DEED Accommodations webpage](#).

#### *Students with a 504 Plan or a Transitory Impairment Plan*

Students with a 504 plan or a Transitory Impairment Plan must take AK STAR. Accommodations contained in their plans should be applied when taking the test. Refer to the [Participation Guidelines for Inclusion of Alaska Students in State Assessments](#) for further guidance on assessing students with 504 or Transitory Impairment plans. The [Participation Guidelines for Inclusion of Alaska Students in State Assessments](#) can be found on the [DEED Accommodations webpage](#).

### Participation of English Learners

#### *English Learners*

English Learners (ELs) must take the AK STAR Assessments. Accommodations in the student’s plan should be provided when administering the assessment. For more information about appropriate accommodations for ELs, please refer to the [Participation Guidelines for Inclusion of Alaska Students in State Assessments](#) on the [DEED Accommodations webpage](#).

### *Assessing Recently Arrived English Learners (RAELs)*

Recently Arrived English Learners (RAELs) are students who have been enrolled in a school in one of the 50 states in the United States or the District of Columbia for less than 12 months and have also been identified as ELs.

- RAELs, like all other students identified as ELs, must take the English Language Proficiency assessment.
- RAELs must take the mathematics assessment.
- RAELs are excused from taking the ELA assessment for one year only. In addition to being excused from participating in the ELA assessment, RAELs are also not included in all measures of school and district accountability: participation, academic growth, academic achievement, and attainment of long-term goals.

### **Assessing Students in Unique Circumstances**

Under no circumstances should districts drop students from enrollment or delay a student's enrollment to avoid assessing a student. The following list provides examples of unique circumstances in which a district is still required to assess students:

- chronically absent students
- correspondence students
- foreign exchange students
- gifted students
- online students
- suspended students

The following are additional unique circumstances that a district might encounter. As in the list above, districts are required to assess students in these situations.

#### *Detained or Incarcerated Students*

Students who are detained or incarcerated in a regional detention facility or incarcerated by the U.S. Department of Corrections (adult prison) and enrolled in an assessed grade should be assessed. The district responsible for providing educational services at the facility is responsible for administering the assessment.

#### *Dropout Students*

Dropout students are not assessed as long as the dropout date is recorded in the student information system prior to the start of the assessment window of March 27, 2023. Under no circumstances should a student be dropped from enrollment to avoid assessing the student.

***Dually Enrolled Students***

When a student is dually enrolled in two schools within a district or two schools within two different districts, both schools/districts must work together to ensure the student is assessed at the proper site.

- When a student is dually enrolled at two sites, the site with the highest percentage of enrollment should assess the student in all content areas.
- When a student is dually enrolled at two sites for equal amounts of instructional time (0.5 FTE), the site where the student receives language arts instruction should assess the student in all content areas.

The district assessing the student is responsible for entering the student record within the assessment management system.

***Expelled Students***

Districts should make every effort to assess an expelled student receiving educational services from the district. If the expelled student has refused educational services from the district, the student does not need to be assessed.

***Part-Time Students***

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 test if they are enrolled in instruction in the content area of the assessment. Refer to [Appendix F: Frequently Asked Questions \(FAQs\)](#) in this manual for more detail.

***Private School Students***

Private school students are not assessed unless they are dually enrolled in an Alaska public school for more than 0.25 FTE.

***Students with Illness or Health Issues***

For students who are enrolled in a school but are not physically able to attend classes due to an illness or accident, the school may assess the student in the home, hospital, or care and treatment facility upon approval by DEED. The following conditions must also be met: the technology is available to support the assessment, trained Test Administrators are available to administer the assessment, and proper security procedures are in place. For information regarding proper security procedures, contact DEED.

***Students with Unexpected, Severe Medical Conditions***

A district may, on a case-by-case basis, exempt an individual student from a state standards-based assessment as described in [4 AAC 06.737](#) if an unexpected, severe medical condition prevents the student from participating in the administration of the assessment. Additional guidance related to the medical waiver regulations is included in [Appendix G: Alaska Assessment Regulations](#) of this manual. Direct any questions regarding this provision to DEED. Students not assessed under this regulation must have their special circumstances (medical waiver) recorded in the AK STAR Administration Portal. For more information about medical waivers, please refer to the *Medical Waiver Clarification document* on the [AK STAR webpage](#).

*Students Enrolling or Moving During the Assessment Window*

All students enrolled on the first day of the assessment window, March 27, 2023, must be assessed. It is unethical to delay enrollment of any student until after the assessment window because of the assessment.

When a student enrolls in an Alaska district after the first day of the assessment window, every effort should be made to test the student before the end of the test window.

When a student transfers to a new school in the same district during the assessment window, the student needs to complete the assessment at the new site. The District Test Coordinator can complete student transfers within the same district through the AK STAR Administration Portal. See [Student Transfers in the AK STAR Administration Portal](#) for additional information on student transfers.

## Part 3—Roles and Responsibilities

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### District Roles and Responsibilities

As required by Alaska Regulation [4 AAC 06.761](#), each district must designate a District Test Coordinator and, in districts with two or more schools, must also designate a Building Test Coordinator for each site. The lists below highlight some of the main responsibilities of each district personnel role. They are not exhaustive and are not meant to be a complete list of all responsibilities. In addition to the responsibilities assigned to each role, all district personnel **must** do the following:

- Read and follow all testing procedures outlined in documents and manuals published by NWEA and DEED.
- Maintain test security at all times.
- Be a current employee of the school district.
- Uphold a positive testing environment for all students.
- Complete the required training.
- Sign a Test Security Agreement.

### District Test Coordinator (DTC)

District Test Coordinators play a critical role in delivering assessments. District Test Coordinator responsibilities include, but are not limited to, the following:

- Serve as the contact person between the district and DEED.
- Prepare for the administration of the assessment.
- Read and know where to find information related to testing, including the dissemination of correspondence and information relevant to district staff.
- Lead staff training in assessment and test security policies and procedures, ensuring that each district staff member involved in testing is trained prior to the administration of assessments.
- Distribute the *Test Administration Directions* and ensure Test Administrators have read the directions prior to administering assessments.
- Distribute information about the educator and student readiness resources.
- Manage the AK STAR Administration Portal user roles for district staff.
- Coordinate input of student information into the AK STAR Administration Portal.
- Make ongoing updates throughout the assessment process.
- Implement a system, in conjunction with special education staff, to ensure students receive necessary accommodations during testing.
- Develop an assessment schedule for the district.

***Technology***

- Collaborate and communicate regularly with the Technology Director.
- Coordinate with the Technology Director to establish technology support plans for each site.

***Test Security***

- Write and implement procedures to ensure test security at the building level.
- Implement procedures to ensure test security and work with Building Test Coordinators.
- Ensure that all educators involved in test administration read and sign the appropriate Test Security Agreement.
- Coordinate, communicate, and enforce a districtwide policy regarding the use of electronic communication devices during testing.
- Implement a system for secure materials accountability (e.g., daily tracking of materials, destruction of scratch paper and Test Tickets).
- Maintain and supervise the security of all assessment materials before, during, and after testing.
- Report and investigate potential test security violations.

***Materials Management***

- Inventory all materials upon receipt from the test vendor.
- Coordinate secure distribution and collection of assessment materials to and from schools.
- Coordinate print on demand and braille materials for secure destruction.

***Assessment Administration Support and Monitoring***

- Monitor and coordinate student completion of assessments.
- Support and be available for Building Test Coordinators and Test Administrators during testing to address any issues that may occur.
- Manage and store testing documentation and forms.

***Special Circumstances***

- Communicate and coordinate process for completion of Special Circumstance Codes for students who did not test.
- Support and be available for Building Test Coordinators who have questions about determining Special Circumstance codes.

Although the District Test Coordinator is responsible for oversight of the assessment, specific responsibilities may be delegated to others in the district. For example, a District Test Coordinator may delegate the responsibility of training Test Administrators to Building Test Coordinators.

### **Technology Director (TD)**

The Technology Director, in collaboration with the District Test Coordinator, ensures that sites have the appropriate tools and devices needed for successful completion of the computer-based assessments. The responsibilities of a Technology Director include, but are not limited to, the following:

- Ensure each student testing device can support assessment testing.
- Ensure each school has the appropriate bandwidth to support computer-based testing.
- Ensure all student assessment headphones and keyboards are functioning.
- Install the NWEA State Solutions Secure Browser on each student testing device.
- Troubleshoot technical issues that occur during software installation and assessment interruptions.
- Communicate with the District Test Coordinator if problems occur that prevent students from testing.
- Collaborate with the District Test Coordinator in problem-solving and contact NWEA Partner Support if necessary.
- Delegate technology staff to handle technology at specific sites, if necessary.
- Technology resources to assist with the successful implementation of computer-based assessments are available in the *AK STAR System and Technology Guide*.

### **Building Test Coordinator (BTC)**

Under the direction of the District Test Coordinator, the Building Test Coordinator oversees all aspects of the assessment at the building level and any other responsibilities as delegated by the District Test Coordinator. It is important to note that the duties of a Building Test Coordinator vary greatly based on the size of each site and district.

The responsibilities of a Building Test Coordinator could include the following:

- Print and distribute Test Tickets to Test Administrators.
- Inventory, store, and track all secure test materials.
- Disseminate any necessary materials for administration to Test Administrators (pencils, scratch paper, calculators, etc.).
- Oversee and/or provide training to Test Administrators.
- Schedule assessment sessions.
- Organize technology staff support and implement building-wide procedures for handling technological challenges.
- Read and become familiar with the *Test Administration Directions*.
- Disseminate *Test Administration Directions* to Test Administrators.
- Collect all assessment and irregularity logs.

- Ensure at least one observation is completed during one content area assessment. [See Appendix C: Assessment Observation Form](#) for further guidance.
- Manage and store testing documentation and forms, as directed by the District Test Coordinator.
- Collaborate with staff to enter student accommodation information in the AK STAR Administration Portal.
- Inventory braille materials when they arrive from the DTC and organize materials to be sent back to the DTC.
- Set up a process for restroom trips to be adequately supervised by hall monitors or additional staff to ensure that students are not discussing the assessment.

### **Test Administrator (TA)**

Under the direction of the Building Test Coordinator, Test Administrators administer the assessment to students, ensuring standardization, documentation, and equity throughout the assessment process.

Test Administrators must read and follow all guidance provided in the *Test Administration Directions*. All responsibilities of Test Administrators are outlined in the *Test Administration Directions*.

The responsibilities of a Test Administrator include the following:

- Read and understand the *Test Administration Directions* before administering the test to students.
- Disseminate test materials to students (Test Tickets, print on demand test materials, braille test materials)
- Provide students with appropriate accommodations, as necessary.
- Provide students with the required universal tools, if applicable (scratch paper, calculators, pencils, etc.).
- Collect and return applicable test materials, maintaining test security throughout.
- Report and document any issues that arise during testing.

## 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 2: Embedded Universal Tools**

<b>Calculator</b>	Student has access to a basic, scientific, or graphing calculator, depending on grade level and test. See <a href="#">Assessment Calculator Policy</a> for details on calculator availability.
<b>Color</b>	Shows a variety of color contrasting options for students to choose during the test.
<b>Eliminator</b>	Student may cross out/eliminate answer choices.
<b>Formulas Table</b>	Shows mathematic formulas relevant to the assessment.
<b>Glossary</b>	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.
<b>Graph Paper</b>	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.

<b>Guideline</b>	A straight edge line used to follow along with each line of text or to help student track items.
<b>Help Videos</b>	Help videos are available within the secure test engine and show students how to respond to item types and use tools.
<b>Highlight</b>	Student may use a highlighter to mark words or numbers.
<b>Magnification</b>	Magnify up to 3x the text or images on student screen for better viewing.
<b>Notepad</b>	Student can use Notepad to take notes on each test question.
<b>Pencil/Drawing Tool</b>	Students can use Pencil to make marks on the screen.
<b>Protractor</b>	Protractor is used to measure angles within an item image.
<b>Ruler</b>	Student can use Customary Ruler and Metric Ruler to measure images on the screen.
<b>Sticky Notes</b>	Creates and places a note (or multiple notes) on the screen in which a student can type a short message.

### *Non-Embedded Universal Tools*

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

**Table 3: Non-Embedded Universal Tools**

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

## Calculator Use for the AK STAR Mathematics Assessment

### *Calculator use for Computer Based Testing*

Students taking the computer-based assessments have access to a calculator appropriate for the grade level and content within the test platform. Students taking the computer-based assessments cannot use handheld calculators in lieu of the calculators within the test engine; only the calculators within the test engine are allowed during the computer-based assessments.

The Alaska Mathematics Standards were developed with a strong focus on building foundational skills and fluency in arithmetic, specifically in kindergarten through grade 5. Arithmetic is a foundational skill that requires fluency as well as the building of conceptual understanding, which is a precursor for algebraic concepts. The standards were developed to help students gain a deeper understanding of mathematics and to use a variety of strategies to come to mathematical solutions. The mathematics standards focus on the students' ability to become fluent on grade specific concepts in grades kindergarten through sixth grade.



In order for students to demonstrate fluency, calculators are **NOT** allowed for grades 3, 4, and 5 on the AK STAR mathematics assessment even if the student has an accommodation to use a calculator on other assessments or in their daily work.

The specific type of calculator depends on grade level, as shown in [Table 4: 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 4: Calculator Use by Grade Level for the AK STAR Mathematics Assessments**

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

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

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

### ***Calculator use for Paper-Based Testing***

Students who require a paper-based assessment as an accommodation will be accommodated using the print-on-demand (POD) format. This accommodation allows paper copies of the test to be printed locally and provided to the student. Students who use the POD format for the mathematics assessment must be provided with a handheld calculator, the type of which depends on the student’s grade level and content area, see [Table 5: Handheld Calculator Use \(POD\) by Grade Level for the AK STAR Mathematics Assessments](#).

**Students in Grades 6, 7, or 8** who have the documented accommodation to use a handheld calculator for math assessments instead of the calculator embedded in the test platforms will be required to take the POD format of the assessment and should be provided the appropriate calculator following [Table 4: Calculator Use by Grade Level for the AK STAR Mathematics Assessments](#) and [Table 5: Handheld Calculator Use \(POD\) by Grade Level for the AK STAR Mathematics Assessments](#).

Students in grades 6–8 can only use a calculator on Part 2 of the math assessment. The questions will be clearly indicated in the test booklet with a graphic of a calculator at the top left corner. When students reach this section, provide them access to the appropriate calculator for their grade. After students have answered questions that require a calculator, collect all calculators.

**Table 5: Handheld Calculator Use (POD) by Grade Level for the AK STAR Mathematics Assessments**

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

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

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

## Overview of Accommodations

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

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

Accommodations should not be used on state assessments unless they have been a regular part of instruction. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. Students with disabilities are students who are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) or Section 504.

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

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

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

**Table 6: Embedded Accommodations**

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

**Note:** Information on assigning accommodations in the AK STAR Administration Portal are found in [Part 7—Before Testing](#)

## Part 5—Test Security

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### Introduction

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

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

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

All district staff involved with administering the assessment must agree to follow all regulations by reading and signing a Test Security Agreement. The complete list of test security regulations appears in [Appendix G: Alaska Assessment Regulations](#).

### Irregularity

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

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

## Violation

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

## Breach

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

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

## Documentation

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

DEED may request a copy of the investigation report and supporting documents and, upon review, advise or require the district to alter its process to avoid a repeated occurrence.

When conducting an investigation, answer the following questions:

- What is the allegation and where did it happen?
- Who is investigating the incident (name and title)?
- Did the alleged incident occur?
- What exactly occurred and how did it occur?
- How many individuals were involved or will be affected (staff and students)?
- Who witnessed the event or may have information?
- What is the district's plan to ensure this type of incident does not occur in the future?

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

- Did all school staff follow the assessment procedures completely?
- Have statements been obtained from all individuals who were involved in, or may have information about, the affected school or classroom(s) interviewed?
- Do the report and any provided statements clearly lay out the sequence of events? It should explain what happened, why it happened, and when it happened in detail. Creating a timeline may be necessary to establish when the event(s) occurred.

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

- Does the plan include a description of the specific procedure(s) that will be implemented?
- Does the plan include the name and role (title) of the person(s) responsible to implement the plan?
- Has a final, written determination about what happened and who is responsible been submitted?
- Are all statements ready for submission in letter form on paper or letterhead? Are they signed and dated?

## Consequences

### *Invalidations*

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

The Student:

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

The Test Administrator:

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

### *Consequences for District Staff*

Certified teachers who violate test security regulations are subject to investigation and adjudication by the Professional Teaching Practices Commission per Regulation [4 AAC 06.765\(e\)](#). To see the complete test security regulations, please refer to [Appendix G: Alaska Assessment Regulations](#).

## Part 6—AK STAR Administration Portal

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### Overview

The management system allows administrators and teachers to smoothly manage the entire assessment process including assigning online tests, monitoring test status, analyzing data reports, and much more – all in one place.

### System Requirements

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

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

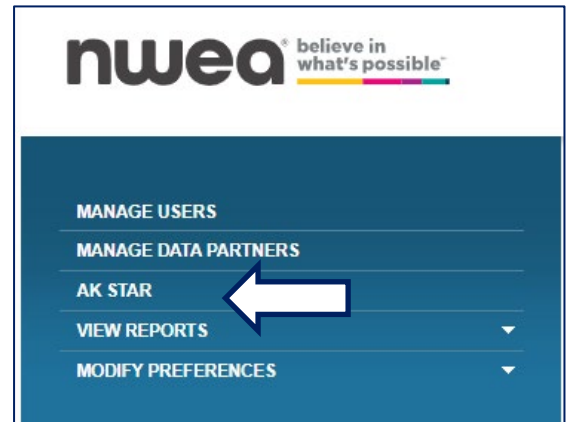
The website is optimally viewed using a 1280 x 1024-pixel screen resolution. System functionality and screens may display, operate, or appear differently in different browsers and operating systems.

### Access the AK STAR Administration Portal

To access the AK STAR Administration Portal:

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

**Note:** If you do not have a MAP Growth account, please contact your District Test Coordinator or DEED.



## AK STAR Administration Portal Home

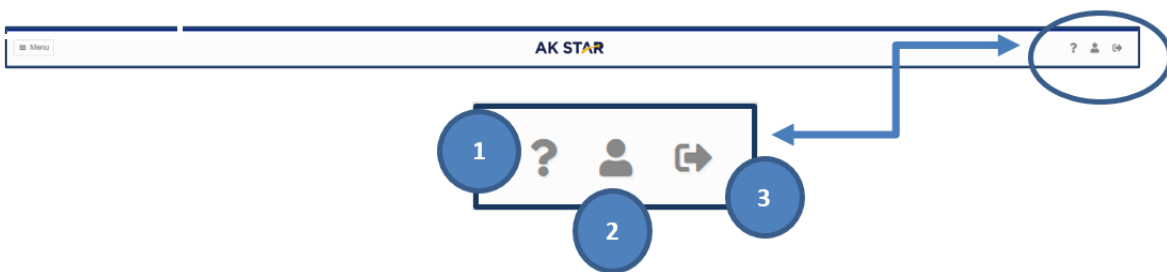
### Home Page

The Home Page is the default log-in screen. Here you will see:

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

### Help, User Profile, and Logout:

The Help, User Profile, and Layout features are located on the upper right of the screen.



1. **Help Icon:** Directs users to where they can find help documentation. Help documentation is a document library that will include files for common help topics
2. **Your User Profile Icon:** Your user information and roles will be automatically synced from MAP Growth to the AK STAR Administration Portal.
3. **Logout Icon:** Closes your current session and redirects the web browser to the login page.

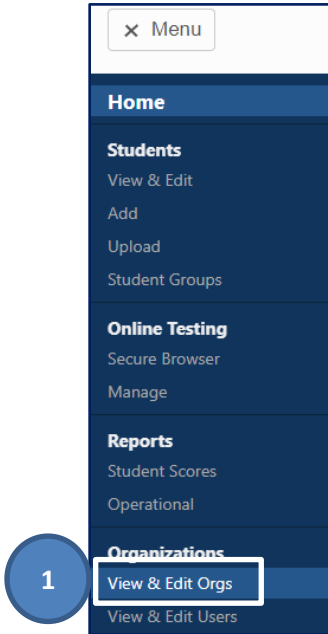
Access the AK STAR Administration Portal home page at any time by selecting the main Menu button on the top left side of the screen.

## View Organization Information

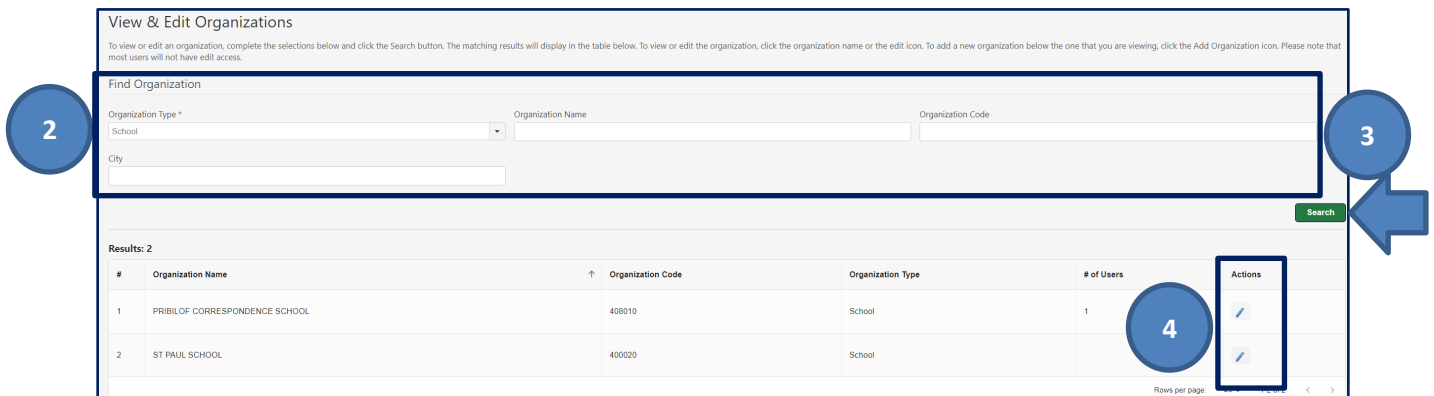
Each district and school are categorized as an organization and have information associated with them, such as addresses. Permission to view this information is based on your role. For example, District Test Coordinators can view information at both the district and school-level, while Building Test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

To view the organization(s) you have permission to access:

1. In the main menu, select **Organizations > View & Edit Orgs.**



2. On the **View & Edit Organizations** page, enter the search criteria (organization type, name, code, or city).
3. Select **Search** to view the results.
4. To view organization information, select the **Edit** icon in the **Actions** column. A profile page for the organization appears.



5. In the top right, four tabs are available: **General Info, Addresses, Users, and Structure.** Select the tab containing the information you want to view. Functionality varies based on your user role.

Home / Organization / Organization Profile

### View & Edit Organizations

Organization addresses and users



School, PRIBILOF CORRESPONDENCE SCHOOL (408010)

Edit the fields below, then click the **Save** button to update information about the organizations you have privileges for.

Organization Name \* PRIBILOF CORRESPONDENCE SCHOOL Organization Code 408010 Organization Type School

Responsible Organization PRIBILOF SCHOOL DISTRICT (40)

Save

- **General Info:** View the organization name, code, type, and responsible organization (for example, the “responsible organization” for a school is a district).
- **Addresses:** View the mailing address and billing address.
- **Users:** View a list of users at the organization, including their email, role, and status. Select the **Edit** icon  in the **Actions** column to view or edit a user.
- **Structure:** View a list of child organizations (for example, a school is a “child organization” of a district). Select the **Edit** icon  in the **Actions** column to view a child organization.

## Single Sign-On (SSO) User Management with MAP Growth

User profiles in the AK STAR Administration Portal originate from the MAP Growth system via a daily sync. Because of this, all edits to users and creation of new users must be performed within MAP Growth. This can be completed manually for individual users in [Manage Users](#) or in bulk via an [Additional Users Import Template](#). The roles assigned within MAP Growth determine access for users both within MAP Growth and in the AK STAR Administration Portal. Refer to the MAP Growth Help Center to determine the appropriate level of access for your users when [Choosing MAP Roles](#) and AK STAR User Roles. [Table 7: User Roles and Permissions](#) identifies associated MAP Growth roles in the AK STAR Administration Portal.

In general, your district is solely responsible for keeping staff and student data secure, in compliance with the Family Educational Rights and Privacy Act (FERPA). Access is controlled by assigning roles to each person's user profile. A role defines what each person can do and see in the AK STAR Administration Portal.

### User Role Matrix

[Table 7: User Roles and Permissions](#) shows which user roles have access to which functions in the AK STAR Administration Portal. The district and school-level roles have the listed permissions for the district or school to which the user is assigned.

User roles should be updated in the MAP Growth platform; follow the steps outlined in [Manage Users](#) or in bulk via an [Additional Users Import Template](#) for adding new users or updating existing user's role designations.

Table 7: User Roles and Permissions

	System Administrator	Data Administrator	District Assessment Coordinator DTC	School Assessment Coordinator BTC	Test Administrator Proctor	School Administrator	Instructor	Superintendents
<b>Announcements and Organizations</b>								
Create announcements and delete your own announcements	✓		✓	✓				✓
Search and view organization information	✓		✓					✓
<b>Users</b>								
Add, view, and edit user accounts	Managed in MAP Growth							
<b>Students</b>								
View student profiles		✓	✓	✓				✓
Create and edit student profiles and assign test registrations		✓	✓					✓
Transfer students		✓	✓					✓
Upload student registrations		✓	✓					✓
Create, edit, or delete student groups (testing or reporting)		✓	✓	✓				✓
<b>Online Testing</b>								
View online test sessions			✓	✓				✓
Print online test tickets			✓	✓				✓
Set test accommodations and special circumstances		✓	✓					✓
<b>Operational reports</b>								
Materials Order report			✓					✓
Student Mobility report		✓	✓					✓
Special Circumstances report		✓	✓					✓
Organizations report	✓	✓	✓					✓
Registration report		✓	✓					✓
Summary Testing Status report	✓		✓					✓
Testing Status report		✓	✓	✓				✓
<b>Score reports</b>								
Access reports for assigned organizations, groups, or students			✓					✓

## Part 7—Before Testing

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### Scheduling

The District Test Coordinator and district leadership are responsible for establishing the district's assessment schedule.

All assessment sessions (including make-up sessions and administrations with accommodations) **must** be administered during the established assessment window of March 27–April 28, 2023.

Given the variety of conditions at each school, it is not possible to provide one ideal assessment schedule that can be implemented in every setting.

Districts should consider the following:

- Districts may determine the order of the content assessments (ELA or math first) and the length of testing each day.
- The assessment may be administered over multiple assessment sessions.
- Schools may assess multiple grades in the same assessment session and room.
- Schools should review grade-level differences in the test administration scripts.

**Note:** The assessment schedule does not need to be the same for students across the district, within a school, or within a grade or class.

### Daily 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.

The assessment design allows for flexibility in scheduling daily assessment sessions. Each district or school can determine the best timing to start and end daily assessment sessions and when to provide student breaks. Students are not required to reach the same place in the assessment when taking a break or ending testing for the day.

Students must be allowed to progress through assessments at their own pace. It is important to allow students a reasonable timeframe to complete the assessment. This ensures that all students have a standardized experience. When setting a daily schedule, plan so students have ample time to complete the assessment.

DEED's suggested recommendation is two 90-minute or three 60-minute assessment sessions. The quantity and length of assessment sessions can be based on a number of factors (e.g., age of students testing, what fits best in the school's schedule).

*Test Timing – Print on Demand and Braille***Table 8: Estimated Student Test Times – Print on Demand and Braille**

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

*Planning Assessment Locations*

Given the variety of different school floor plans, it is not possible to provide one ideal assessment location plan that can be implemented in every school. The following are possible considerations when planning student groupings within a school.

**Student Behavior**

Students who have the potential to disrupt the assessment environment, based on behavior history, may be assessed in a separate location. Separate locations help ensure a secure and safe assessment environment for all students. An IEP or 504 plan is not required for these circumstances.

**Similar Accommodations**

When planning small group administrations, best practice is to group students who have similar accommodations to not disturb other test takers. For example, students who need clarification of test questions that would require a Test Administrator to speak with the student as needed should be grouped with other students who also have this accommodation.

**Make-up Sessions**

Students who are unable to take the assessment on the scheduled assessment day(s) and time(s) may complete the assessment at any time following the originally scheduled assessment. Make-up days should not occur prior to the scheduled assessment unless extenuating circumstances exist. District Test Coordinators may contact DEED for guidance.

Students in multiple grade levels can partake in make-up assessments during the same session and in the same room. However, when scheduling make-up assessments, test coordinators should ensure that all students are read the appropriate directions and that all necessary accommodation materials are available.

All make-up sessions must be completed by the end of the test window on April 28, 2023.

## Training Requirements

District Test Coordinators must ensure that all Building Test Coordinators and Test Administrators are trained prior to test administration. DEED strongly recommends that training is scheduled far enough in advance of testing that staff have ample time to read and understand the applicable material (manuals, checklists, quick guides, etc.). The training should include adequate time for questions and clarifications.

Any staff involved in testing **MUST** complete the applicable training prior to administering any assessments. Administration of assessments by untrained staff could lead to the invalidation of student assessments.

The following topics must be included in the training:

- District assessment schedule
- Student participation guidelines
- Requirements for reading manuals
- Test administration procedures
- Requirements for reading scripts
- Active monitoring
- Completion of the Assessment Log and Irregularity Report
- Communication path should issues arise
- Maintaining environment as students finish testing
- Secure destruction of scratch paper
- Tracking assessment completion and scheduling of make-up assessments
- Accommodation considerations
- Complete review of test security procedures and Test Security Agreements
- Special Circumstances
- Any other information specific to your site or district (e.g., district policy regarding electronics found during testing)
- Secure destruction of Test Tickets
- Technology assistance and troubleshooting

A District Test Coordinator should decide on a method of conducting training that best fits the district. These can include, but are not limited to, the following:

- In-person training
- VTC or webinar

***Ten Tips for a Successful Training***

1. Schedule multiple opportunities to attend training.
2. Allow plenty of time for staff to ask questions and provide contact information if they have any questions after the conclusion of the training.
3. Organize the training according to before, during, and after testing.
4. Provide staff with ample information about available resources.
5. Provide staff with a checklist of duties and procedures.
6. Invite regular substitutes to the training to avoid last minute trainings in the event of absent Test Administrators.
7. Allow time at training for staff to sign into the student preparation materials.
8. Use and modify slides DEED presented at the DTC training.
9. Have staff sign Test Security Agreements at the end of the training. They are all in one place and the information is fresh in their minds.
10. Don't forget to have staff sign in! Documentation of staff training completion is required.

**Preparing the Environment*****Assessment Environment***

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

**To Prepare for Testing:**

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

**During Testing:**

- Allow only trained staff involved in the assessment administration to be in the assessment environment.
- Do not play music or soundscapes during the assessment.

**When Seating Students:**

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

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

***Posted Reference Material Guidance***

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

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

- multiplication tables
- number lines that demonstrate odd and even or decimal and fractional parts of that contain counting dots, fractions, decimals, or irrational numbers
- tables of mathematical facts or formulas (e.g., value of pi)
- fraction equivalents
- step-by-step posters; for example, a poster showing how to do long division
- writing aids or rubrics
- posters that define different kinds of writing (narrative, expository, descriptive, etc.)
- punctuation charts
- spelling or vocabulary lists
- phonics charts
- posters with punctuation marks accompanied by the name and correct usage
- all reference materials that a reasonable person might conclude offer students in that classroom or space an unfair advantage over other students in Alaska
- all support materials that may be perceived as influencing student responses
- name tags that include any of the materials listed above, or that provide a writing surface

## Assessment Materials Necessary for Administration

In preparation for testing, the following materials must be ready for distribution before the assessment session. Districts decide how and when nonsecure materials (e.g., pencils, scratch paper) are distributed and collected. Secure materials must not be distributed until directly before assessment sessions and must be collected immediately upon completion of the assessment session.

- The assessment schedule
- A list of students to be assessed
- A list of students receiving accommodations, the accommodations to be provided, and any special materials needed
- Pencils and erasers for each student to work out problems on scratch or graph paper
- Blank scratch paper or graph paper
- A copy of the Assessment Log and Irregularity report or something similar
- A copy of the scripts needed to administer the assessment
- “TESTING: DO NOT DISTURB” and “NO ELECTRONIC DEVICES” signs to place outside the testing rooms
- A computer or device for each student to be tested
- Test Tickets
- Headphones for students needing the text-to-speech accommodation

## Electronic Communication Devices in the Testing Room

### *Requirements*

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

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

### *Prevention*

Districts and schools must make every effort possible to eliminate the use of electronic devices during assessment sessions. In addition to the “NO ELECTRONIC DEVICES” posters placed on the testing room door; other efforts could include the following:

On days leading up to scheduled assessment sessions:

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

On days of scheduled assessment sessions:

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

### *Discovery During Assessment Sessions*

The District Test Coordinator is responsible for establishing and implementing a set of policies and procedures for district staff to follow if electronics are discovered in the testing room or during assessment sessions. These policies and procedures should be clearly communicated and used consistently throughout the district. Any district staff member who discovers an electronic device in the testing room must immediately take action according to the pre-established policy. All incidents of electronic devices must be documented appropriately.

## Student Registration

The **Register** activity enables a user with the appropriate permissions to register students for any test administration. Students can be registered using an upload process or registered manually in the interface. There are a few important items to remember for registrations.

The Register function will:

- Add students to the system
- Assign tests to students

The Register function can:

- Assign students to test sessions
- Assign accommodations to students

Students may be registered at any time through the end of the administration testing window.



Students who need braille forms should be registered and have that accommodation assigned in time for NWEA to initiate the order process and ship the proper forms. Braille test materials will be shipped to districts by NWEA.

- All registrations entered by March 10th will be delivered by March 24<sup>th</sup>.
- Registrations entered after March 10<sup>th</sup> will arrive in districts 7-10 days after the registration is entered.
- The last day to register a student for braille is April 14<sup>th</sup>.



Students who need a paper print on demand assessment should be registered and have that accommodation assigned. Print on Demand assessments will be printed by the district or school; NWEA will contact District Test Coordinators with information on how to securely download the test materials.

- All registrations entered by March 20<sup>th</sup> will be available for secure download by March 21<sup>st</sup>.
- Registration entered after March 20<sup>th</sup> will be available for secure download 2-3 days after the registration is entered.
- The last day to register a student for print on demand is April 26<sup>th</sup>.

### Uploading Student Registrations

The **Upload** functionality allows for uploading student registrations using a batch file process. A batch file process takes a file of multiple student records and processes those records as a group. In addition to the upload and download functions, there are also tools for reviewing processing errors and conflicts. The last uploaded student data file overrides any existing registration information where differences exist.

To register an individual student via the user interface, refer to [Add a New Student Manually](#).

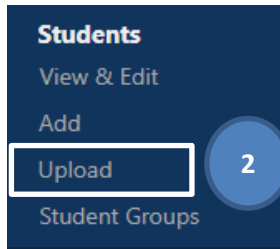
### How to Upload Student Registrations

To upload students for the administration:

1. Download the spreadsheet template and Student File Format document from the **Help Resources** Page. Complete the template with student registration information and save the file as a CSV format.



2. In the main menu, select **Students > Upload**.







3. Select **Registrations** as the Upload Type.
4. Select **Choose File** and navigate to the saved CSV file and select **Open**.
5. Select the **Upload Selected File** button to import the file into the system.

**Note:** Refresh the browser to update the status of the upload.

#	Date Uploaded	Filename	Status	Uploaded By	Upload Type
1	Oct 26, 2022 4:04 PM CDT	SSO_AK_UAT.csv	Complete with errors	ak.uat	Users
2	Oct 21, 2022 3:10 PM CDT	AK_65.csv	Complete with errors	ak.uat	Students and Registrations
3	Oct 21, 2022 1:08 PM CDT	AK_65.csv	Complete with errors	ak.uat	Students and Registrations
4	Oct 21, 2022 12:03 PM CDT	ak_one.csv	Success	ak.uat	Students and Registrations

**Table 9: Upload Registration Icons and Descriptions**

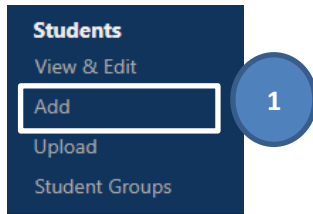
Icon	Upload Status Description
	Processing.
	Complete with no errors.
	Processing error. No records have been uploaded. Ensure the file is saved as a CSV and that all fields have data consistent with the upload spreadsheet requirements.
	Complete with errors. A pop-up window will identify the row number with the error and identify the error details.

### Add a New Student Manually

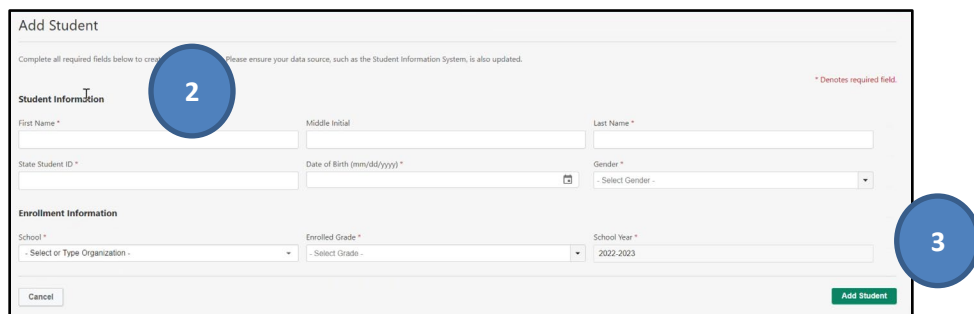
This section covers how to add an individual student, in addition to viewing and modifying an already registered or existing record.

To add an individual student:

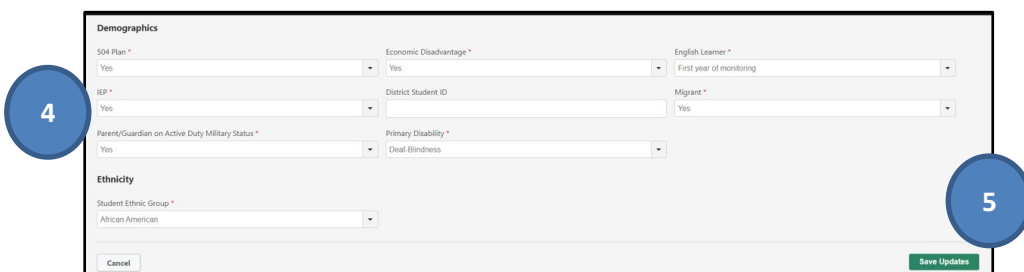
1. In the main menu, select **Students > Add**.



2. On the **Add Student** page, complete the required fields in the **Student Information and Enrollment Information** sections. Required fields are marked with an asterisk (\*).
3. Select **Add Student**. The system will search for any existing students with the same state student ID.
  - If a match is found, a pop-up window appears identifying the student associated with the state student ID provided.
  - To add a different student, select **Add Another Student**.
  - To view or edit the student with the state student ID provided, select **Edit This Student**.
  - If no match is found, the Confirmation: Student Successfully Added window appears. Select Add Demographic Information.



4. Complete the fields in the **Demographics and Ethnicity** sections as appropriate.
5. Select **Save Updates**. A confirmation window appears.



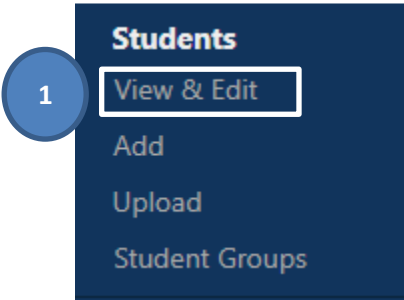
**Note:** To continue with adding accommodations and registering the student for a test, refer to steps in the following section: [Search for a Student](#)


## View and Modify Students

### Search for a Student

To edit a student already registered for the Spring 2023 test administration:

1. In the main menu, select **Students > View & Edit**.









2. A student list appears. Use the filters to locate the student you want to view or edit.
3. Select the **View & Edit** icon  in the **Actions** column.

View & Edit Students

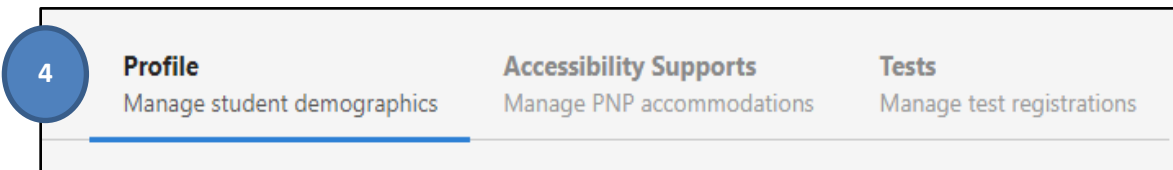
To view or edit student records, select the Edit action for a student. Filter students by entering information into the Filter bar fields.

Results: 35

#	Last Name	First Name	State Student ID	School	Enrolled Grade	Actions
1	ALPHA	BENJIMAN	229802	TRAINING SCHOOL 1 (88001)	Grade 4	  
2	ALPHA	BETTY-LOU	229829	TRAINING SCHOOL 1 (88001)	Grade 4	  

4. The Student Profile page appears. In the upper left, there are 3 tabs to choose from:
  - **Profile:** Select this tab to update information about the student such as name, state ID, demographics such as Economic Disadvantage or IEP, and ethnicity.
  - **Accessibility Supports:** Select this tab to assign or remove accommodations or Special Circumstances to the student. Refer to [Add Accommodations Manually to a Student's Profile](#) for details.
  - **Tests:** Select this tab to register the student to take a particular test or edit existing registrations.

**Note:** For details about editing registrations, refer to **Error! Reference source not found.**



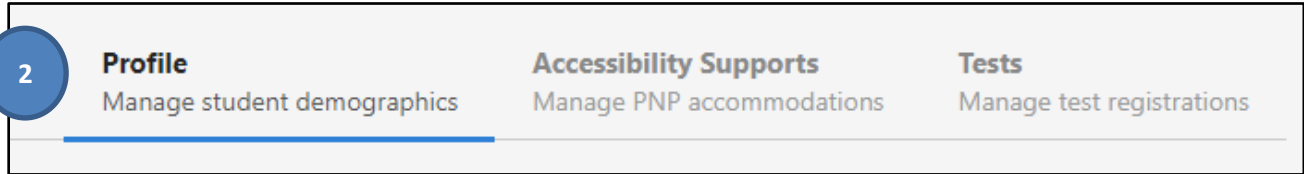
5. To save your changes, select **Save Updates**.



### Update Student Profile Information

To edit basic student information, such as name, state ID, grade, demographics, or ethnicity, follow these steps:

1. Search for and view the student’s profile. Refer to [Search for a Student](#) for detailed instructions.
2. The **Profile** tab appears by default. If you are viewing a different tab, select **Profile** in the upper right.



3. Update the information as necessary by editing the fields or selecting the correct information from the drop-down lists.
4. Select **Save Updates** to save your changes.

**Student Information**

First Name \* BENJIMAN Middle Initial B Last Name \* ALPHA

State Student ID \* 229802 Date of Birth (mm/dd/yyyy) \* 11/13/2013 Gender \* Male

**Enrollment Information**

School \* TRAINING SCHOOL 1 (88001) Enrolled Grade \* Grade 4 School Year \* 2022-2023

**Demographics**

504 Plan \* Yes Economic Disadvantage \* Yes English Learner \* First year of monitoring

IEP \* Yes District Student ID Migrant \* Yes

Parent/Guardian on Active Duty Military Status \* Yes Primary Disability \* Cognitive Impairment

**Ethnicity**

Student Ethnic Group \* African American

Cancel Save Updates

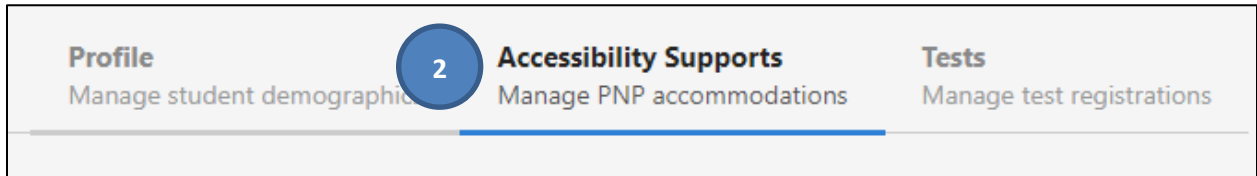
**Add Accommodations Manually to a Student’s Profile**

Accommodations may be added via the user interface at any time after students are registered for testing. Some may even be changed during student testing.

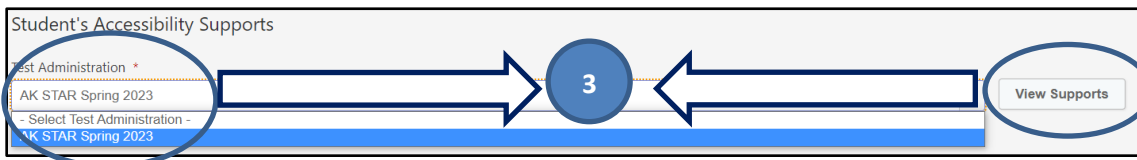
Students must Logout of any active tests before supports can be added or removed. After adding the accommodation, the student can log back in.

To add accommodations:

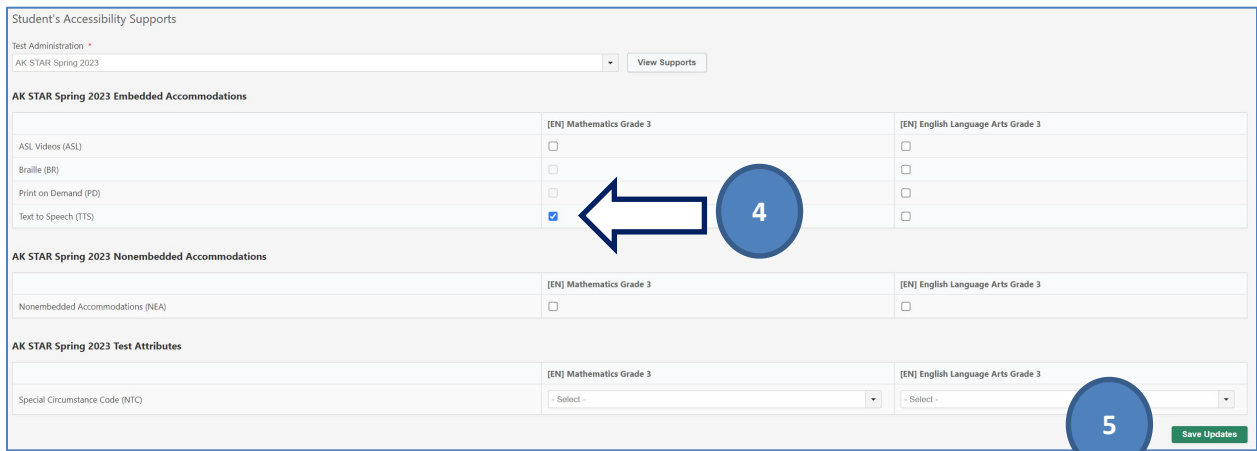
1. Search for and view the student profile. Refer to [Search for a Student](#) for detailed instructions.
2. On the **Student Profile** page, select the **Accessibility Supports** tab.



3. Select the applicable test administration from the drop-down list, then select **View Supports**.



4. Check the box(es) for the accommodations you wish to assign to the student(s).
5. Select **Save Updates**. A confirmation window appears indicating the action is complete.



### Add or Update a Student Registration Manually

Students must be registered for a test to participate in AK STAR assessments. Registrations are typically completed via the student upload process but can be added or updated manually in the AK STAR Administration Portal.

Follow these steps to register an individual student for a test or update an existing registration in the portal.

1. Search for and view the student's profile. Refer to [Search for a Student](#) for detailed instructions.
2. Select the **Tests** tab in the upper right.
3. Select the applicable test administration from the drop-down list; then select **View Registrations**.
4. A list of any existing registrations appears.

Home / Students / Student Profile  
The Student Profile page includes student demographics, accommodation assignments and test information. Any edits made here must also be made at the data's source (for example, the Student Information System).

SAMPLE STUDENT

Profile Manage student demographics Accessibility Supports Manage PIF accommodations Tests Manage test registrations

Student's Test Registrations

Test Administration \* AK STAR Spring 2023 View Registrations

AK STAR Spring 2023 Registrations: 0

Status	Subject	Grade	Mode	Group	Supports	Actions
Add Test Registration						

To add a new registration:

5. Select **Add Test Registration**. The Create New Test Enrollment section appears. Complete the fields. Required fields are marked with an asterisk (\*).
6. Any previously assigned accommodations appear in the **Accessibility Supports** field.

Home / Students / Student Profile  
The Student Profile page includes student demographics, accommodation assignments and test information. Any edits made here must also be made at the data's source (for example, the Student Information System).

SAMPLE STUDENT

Profile Manage student demographics Accessibility Supports Manage PIF accommodations Tests Manage test registrations

Student's Test Registrations

Test Administration \* AK STAR Spring 2023 View Registrations


AK STAR Spring 2023 Registrations: 0

Create New Test Enrollment

Testing School \* TRAINING SCHOOL 1 (88001) Subject \* Mathematics Testing Grade \* Grade 3 Mode \* Computer Based

Language \* English Group Accessibility Supports

Cancel Save Test Registration

7. To adjust accommodations for this specific registration, select the **Edit** icon  at the end of the **Accessibility Supports** field. Indicate accommodations and select **Update Selected Supports**.
8. Select **Save Test Registration**. A confirmation window appears and the list of registrations for this student is updated.

**Edit Accessibility Supports for this Test Enrollment**

**AK STAR Spring 2023 Embedded Accommodations**

	[EN] Mathematics Grade 3
ASL Videos (ASL)	<input type="checkbox"/>
Braille (BR)	<input type="checkbox"/>
Print on Demand (PD)	<input type="checkbox"/>
Text to Speech (TTS)	<input type="checkbox"/>

**AK STAR Spring 2023 Nonembedded Accommodations**

	[EN] Mathematics Grade 3
Nonembedded Accommodations (NEA)	<input type="checkbox"/>

**AK STAR Spring 2023 Test Attributes**

	[EN] Mathematics Grade 3
Special Circumstance Code (NTC)	<input type="text"/>

9. To edit a registration, select the arrow next to the registration and make any changes.

^	Status	Subject	Mode	Grade	Group	PNP	Actions
▼		ELA	Online	5	SmithHr3	R, T, I, L, A, RS, CA	
▼		Mathematics	Online	5	SmithHr5	R, T	
▼	Create New Test Enrollment						

10. Select **Save Updates** to save your changes.

▼	Status	Subject	Grade	Mode	Group	Supports	Actions
▼	Create New Test Enrollment						
	Testing School *	Subject *	Testing Grade *	Mode *			
	TRAINING SCHOOL 1 (88001)	Mathematics	Grade 3	Computer Based			
	Language *	Group	Accessibility Supports				
	English		TTS				
<input type="button" value="Cancel"/>							<input type="button" value="Save Test Registration"/>

## Manage Student Groups and Sessions

### *Creating Student Groups*

The group upload functionality allows for assigning students to groups using a batch file process. Student groups can be set up for online testing to group students together for a specific teacher or class (by name). Student groups can also be used for makeup sessions, which allows for students who still need to complete testing to test together. Student groups can be created for both online testing or reporting.

The batch file process takes a file of multiple student records and processes those records as a group. In addition to the upload function, following the upload, there are tools for reviewing processing errors and conflicts. See [Appendix D](#) for a list of error codes. Testing and reporting groups can only be created at the school-level and student group data cannot be transferred district-to-district in the AK STAR Administration Portal.

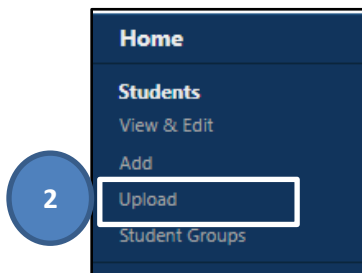
### How to Upload Student Groups:

1. Download the spreadsheet template available in **Help Resources (?)**. Complete the template with student group information and save the file as a CSV.

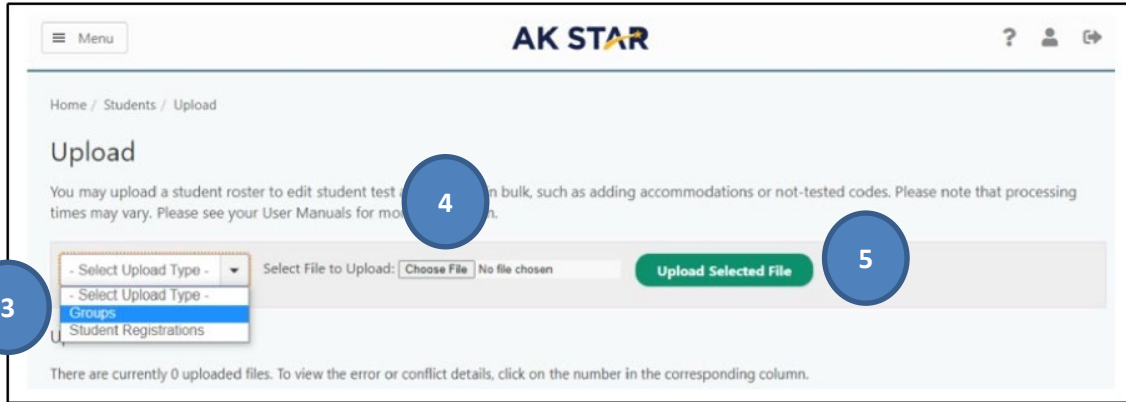
**Note:** The **Student Group Upload Format** document, also found in **Help Resources (?)**, will provide an explanation of the fields within the upload spreadsheet.



2. In the main menu, select **Students > Upload**.



3. Click Select **Upload Type**, select **Groups**, and select **Choose File**.
4. In the **File Upload** window, navigate to the saved CSV file, and select **Open**.
5. Select the **Upload Selected File** button to import the file into the system.

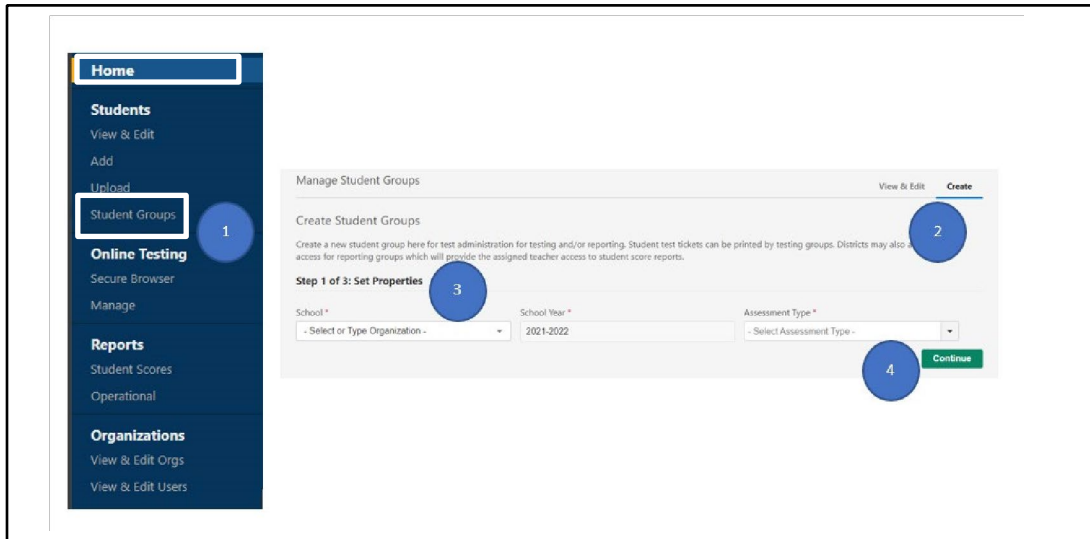


**Note:** Refresh the browser to update the status of the upload.

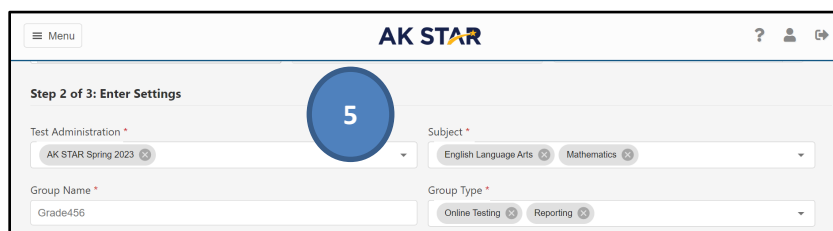
**How to Create a Student Group (manually) in the AK STAR Administration Portal:**

To create a new student group:

1. In the main menu, select **Students > Student Groups**.
2. Above the search criteria, select the **Create** tab on the right.
3. Select the **School, Year (2022-2023), and Assessment Type** from the drop-down lists.
4. Select **Continue**.



5. Select the appropriate settings for the group. If you choose a wrong setting, select the **X** next to that setting to remove it.
  - **Test Administration:** Select all test administrations that apply.
  - **Subject:** Select Math, ELA, or both. This option determines which test will appear in reports for this group. Note that this does not change any student registrations.
  - **Group Name:** Create a name for the group.
  - **Group Type:** Choose **Online Testing** or **Reporting** (or both).



6. Select **Continue**.



7. Enter search criteria to find students to add to the group. The **Grade** field is required; optionally enter last name, first name, or student ID. You may enter multiple grades.
8. Select **View** to see a list of students.
9. Select the check box next to the names of students you want to add to the group, then select the **Add To** button to add students to the list of selected students on the right.
10. To remove students from the list of selected students, select the checkbox next to the names of students you want to remove, then click the **Remove** button. The student names will move out of the list of selected students.
11. Select **Save Student Group** to create the group.

The screenshot shows the AK STAR interface with the following elements and callouts:

- 7**: Search input fields for Last Name, First Name, and Student ID.
- 8**: The 'View' button next to the grade selection.
- 9**: The 'ADD TO' button between the 'Available Students' and 'Selected Students' tables.
- 10**: The 'REMOVE' button between the 'Available Students' and 'Selected Students' tables.
- 11**: The 'Save Student Group' button at the bottom.

**Available Students: 1**

<input type="checkbox"/>	Last Name	First Name	Student Id	Grade
<input type="checkbox"/>	CHARLIE	CAROL	229503	05

**Selected Students: 3**

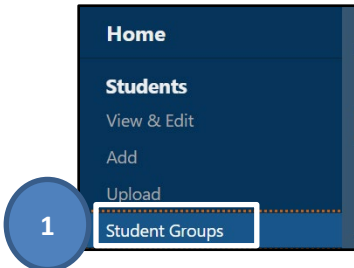
<input type="checkbox"/>	Last Name	First Name	Student Id	Grade
<input type="checkbox"/>	ALPHA	BENJIMAN	229802	04
<input type="checkbox"/>	BRAVO	CAROL	229803	05
<input type="checkbox"/>	CHARLIE	DANIEL	229804	06

### Search for and View Student Groups

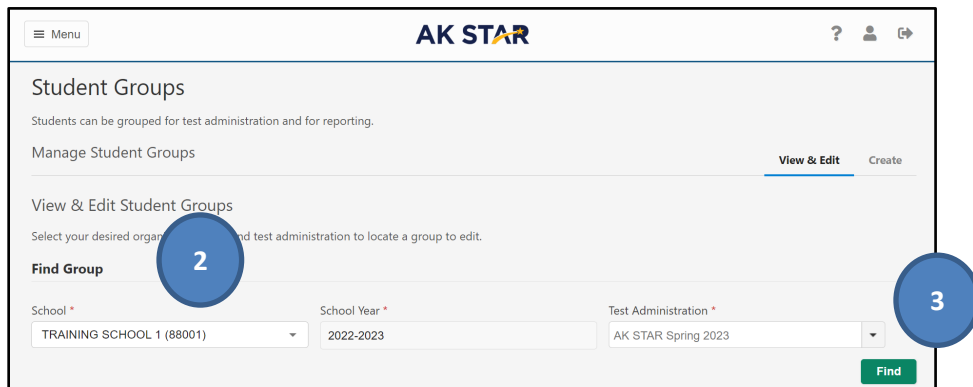
Student groups define reporting groups and online test sessions.



To search for student groups:



1. In the main menu select **Students > Student Groups**.



2. On the **Student Groups** page, select search criteria using the **School**, **Year**, and **Test Administration** drop-down lists.
3. Select the **Find** button to view a list of groups matching the search criteria.



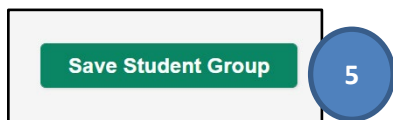
4. Click the **Edit** icon  in the **Actions** column to update the group, or the **Delete**  icon to delete the group. Refer to [Creating Student Groups](#) for information about the available group settings.

#	Group Name	Test Administration	Type	School	Subject	Group Types	Students	User Access	Year	Actions
1	GRADE456	AK STAR Spring 202...	Summative	TRAINING SCHOOL 1	English Languag...	Online Testing...	3	--	2023	 

Rows per page: 25 1-1 of 1

A blue circle with the number '4' is placed over the 'Actions' column of the first row.

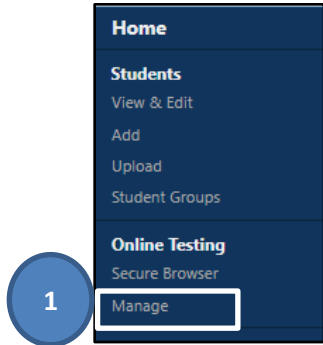
5. After editing is complete, select **Save Student Group** to save the changes.



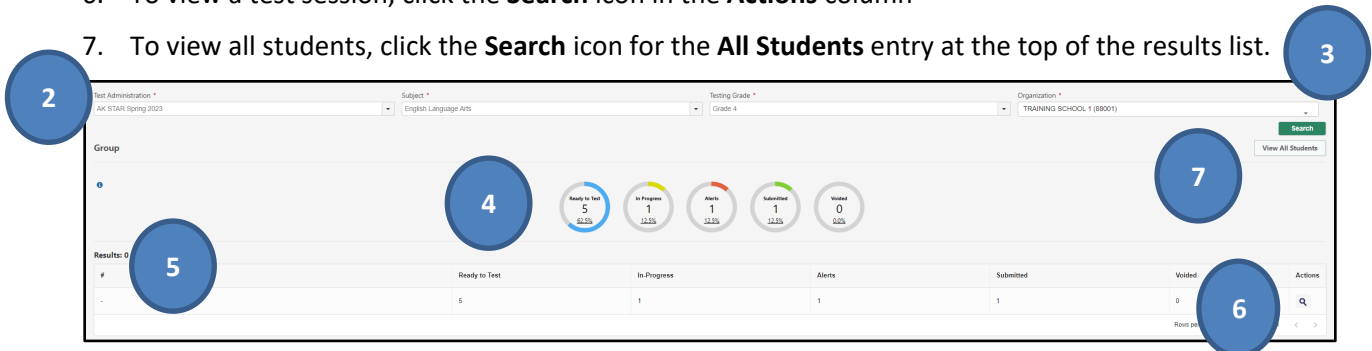
## View Online Test Sessions

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

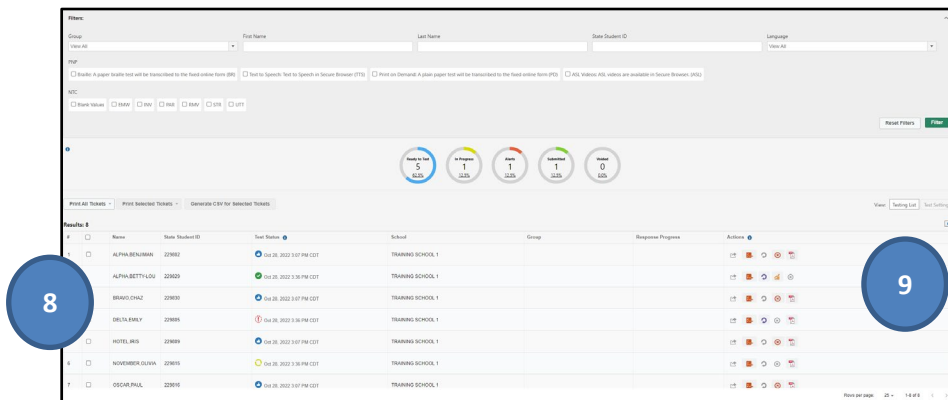
1. In the main menu, select **Online Testing > Manage**.



2. From the drop-down lists, select the **Test Administration, Subject, Testing Grade, and School**.
3. Select Search.
4. An overview of testing progress for the criteria you selected appears.
5. Below the test status icons, the available test session groups are listed, including the number of students in each status.
6. To view a test session, click the **Search** icon in the **Actions** column
7. To view all students, click the **Search** icon for the **All Students** entry at the top of the results list.



8. A list of students in the session appears below the search filters.
9. Optionally, enter filters to view students meeting specific criteria, or select one of the test status icons, such as **Ready to Test**, to view all students in that status.



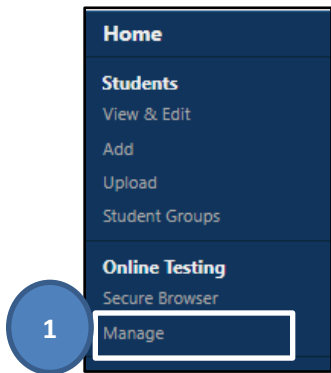
## Download and Print Test Tickets

District and Building Test Coordinators can print Test Tickets. Consult your district’s policy to determine who is primarily responsible for printing Test Tickets prior to testing.

**!** It is important to ensure that students have the correct accommodations assigned prior to printing Test Tickets.

To download and print Test Tickets, follow these instructions:

1. In the main menu, go to **Online Testing > Manage** and find the test session you want to print tickets for. Refer to [View Online Test Sessions](#) for detailed instructions.




2. To check student accommodations, select **Test Settings** and confirm accommodations for all students have been assigned as needed.

**Note:** If accommodations are not assigned as needed, update the student record before moving on to the next step.

#	<input type="checkbox"/>	Name	State Student ID	Test Status	Language	ES	BR	TTS	PD	ASL	NE	NEA	TT	NTC	Actions
1	<input type="checkbox"/>	ALPHA,BENJIMAN	229802	<span style="color: blue;">✔</span> Oct 28, 2022 3:07 PM CDT	EN	-	✔	-	-	-	-	-	-	-	
2	<input type="checkbox"/>	ALPHA,BETTY-LOU	229829	<span style="color: green;">✔</span> Nov 9, 2022 4:27 PM CST	EN	-	-	✔	-	-	-	-	PAR	-	
3	<input type="checkbox"/>	DELTA,EMILY	229805	<span style="color: red;">⚠</span> Nov 9, 2022 4:27 PM CST	EN	-	-	✔	-	-	-	-	INV	-	
4	<input type="checkbox"/>	HOTEL,IRIS	229809	<span style="color: blue;">✔</span> Oct 28, 2022 3:07 PM CDT	EN	-	✔	-	-	-	-	-	-	-	
5	<input type="checkbox"/>	NOVEMBER,OLIVIA	229815	<span style="color: yellow;">⚠</span> Oct 28, 2022 3:36 PM CDT	EN	-	-	-	-	-	-	-	-	-	
6	<input type="checkbox"/>	OSCAR,PAUL	229816	<span style="color: blue;">✔</span> Oct 28, 2022 3:07 PM CDT	EN	-	✔	-	-	-	-	-	-	-	
7	<input type="checkbox"/>	VICTOR,WINIFRED	229823	<span style="color: blue;">✔</span> Oct 28, 2022 3:07 PM CDT	EN	-	✔	-	-	-	-	-	-	-	

3. To print tickets for all eligible students, select **Print All Tickets** at the top of the student list and select **One Ticket Per Page** or **Four Tickets per Page**.
4. To print Test Tickets for a set of students, select the checkbox next to the students you want to print tickets for, then select **Print Selected Tickets** at the top of the student list and select **One Ticket Per Page** or **Four Tickets per Page**.

**Note:** If Test Tickets are printed before accommodations are assigned, a new Test Ticket will be needed after necessary accommodations are assigned.











5. To print a ticket for a single student, select the **PDF** icon  in the **Actions** column for that student.

3

Print All Tickets | Print Selected Tickets | Generate CSV for Selected Tickets

View: Testing List | Test Settings


Results: 7

#	Name	Sta	4	Test Status	School	Group	Response Progress	Actions
4	ALPHA,BENJIMAN	229802		Oct 28, 2022 3:07 PM CDT	TRAINING SCHOOL 1	GRADE456		    
	ALPHA,BETTY-LOU	229829		Nov 9, 2022 4:27 PM CST	TRAINING SCHOOL 1			    

5

6. A printable PDF document appears, which includes a roster and Test Tickets for the student or students selected.

**Test Ticket – 1 per page**



Student Test Ticket

**Subject :** English Language Arts  
**Grade :** 04  
**First Name :** JANE  
**Middle Name :** --  
**Last Name :** MCCORD  
**AKSID :** 229802  
**Group :** GRADE456  
**Username :** ahundredf41  
**Password :** earth518  
**Session ID :** 2FR9PHKS

**Test Ticket – 4 per page**


English Language Arts Subject	229802 AKSID
04 Grade	GRADE456 Group
JANE First Name	ahundredf41 Username
-- Middle Name	earth518 Password
MCCORD Last Name	2FR9PHKS Session ID
English Language Arts Subject	229809 AKSID
04 Grade	-- Group
JANE First Name	hntcr93 Username
-- Middle Name	vines112 Password
MCCORD Last Name	DY2QLWRT Session ID
English Language Arts Subject	229816 AKSID
04 Grade	-- Group
JANE First Name	ybrzyd01 Username
-- Middle Name	proud985 Password
MCCORD Last Name	KSLNNZ9HC Session ID
English Language Arts Subject	229816 AKSID
04 Grade	-- Group
JANE First Name	sbanks03 Username
-- Middle Name	ajoc158 Password
MCCORD Last Name	XYK0RM38 Session ID

**Student Roster**

AK STAR		Student Test Tickets				11 December 2022
School	Subject	Test Grade				
TRAINING SCHOOL 1	English Language Arts	Grade 4				
#	Accom.	Last Name	First Name	Middle Name	AKSID	Group
1	[TTS']	MCCORD	JANE		229802	GRADE456
2	[TTS']	MCCORD	JANE		229809	
3	[TTS']	MCCORD	JANE		229816	
4	[TTS']	MCCORD	JANE		229816	
5	[TTS']	MCCORD	JEFF		229823	
6	[PD']	MCCORD	JEFF		229805	


### Student Transfers in the AK STAR Administration Portal

If a student enrolls during the established testing window, it is the new school's responsibility to determine whether the student was tested at their previous school. If the new student has not yet taken, or partially completed, the AK STAR assessment for a required subject, it is the new school's responsibility to administer the test in its entirety to the student before the last day of the testing window (April 28). If the school has not yet completed testing, the newly enrolled student should participate in the regularly scheduled test sessions with the rest of the student population.

 If the student was already administered the AK STAR assessment for a required subject in its entirety at their previous school but the new school has not completed its scheduled testing, it is appropriate to make other educational arrangements for the student while the rest of the student's classmates are testing. It is the new school's responsibility to complete the necessary research to avoid retesting a student who has already completed the test.


During the transfer process, tests that have not yet started will be moved to the new district. If a test is started but not completed and the student transfers, the test can either be reset and a new Test Ticket created for the student to start over, or the new district can contact the old district (or NWEA Partner Support) to get the test credentials for the unfinished test to continue it. Contact DEED for guidance in this situation.

If a student completes a print on demand or braille assessment but transfers prior to the end of the established testing window, the testing district and school should transcribe the student's responses into the NWEA State Solutions Secure Browser for scoring as intended. The school the student is leaving should securely destroy the paper materials after transcription is complete.

 The *Student Mobility Report* lists each student who transferred into the district and includes information such as: the student's previous district and school, current district and school, the date and time the student was transferred, the user who initiated the transfer, and the reason provided for the transfer. For instructions on how to download this, and other operational reports, see Appendix H: Operational Reports

### Transfer a Student Between Schools




To transfer a student manually:

1. Search for the student. Refer to [Search for a Student](#) for detailed instructions.
2. In the search results, select the **Transfer Student** icon  in the **Actions** column.

View & Edit Students

To view or edit student records, select the Edit action for a student. Filter students by entering information into the Filter bar fields.

Results: 36

	Last Name	First Name	State Student ID	School	Enrolled Grade	Actions
1	ALPHA	BENJIMAN	229802	TRAINING SCHOOL 1 (88001)	- Select Grade -	  

3. Select the new school from the **New Home School** drop-down list. The school name can be typed into the box/list to be searched.

**Note:** If you begin typing the name of a school in the drop-down box, you will see results based on what you have typed. This will narrow down the list of schools to select from.

4. Select a reason from the **Transfer Reason** drop-down list.
5. Select **Transfer** to complete the transfer.

**AK STAR**

**Transfer** ✕

First Name:  Last Name:  Student ID:

Current Home School:   
TRAINING DISTRICT (88)

Transfer this student to:

New Home School \*  3

Transfer Reason \*  4

5

**Transfer a Student Between Districts**

To transfer a student from my district to another district:

1. Go to **Students > View & Edit**.
2. Use the filters to locate the student.
3. In the **Actions** column, select the **Transfer** icon.

**1** View & Edit Students

To view or edit student records, select the Edit action. Filter students by entering information into the Filter bar fields.

Results: 36

#	Last Name	First Name	State Student ID	School	Enrolled Grade	Actions
1	ALPHA	BENJIMAN	229802	TRAINING SCHOOL 1 (88001)	Grade 4	

**3**

4. In the **New Home School** field, enter the new school.
5. In the **Transfer Reason** field, select a reason.
6. Use the **Transfer** button to complete the transfer.

**AK STAR**

**Transfer** [Close]

First Name: BENJIMAN      Last Name: ALPHA      Student ID: 229802

Current Home School: TRAINING SCHOOL 1 (88001)  
TRAINING DISTRICT (88)

Transfer this student to:

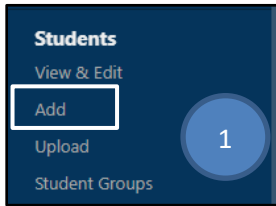
New Home School \* **4** TRAINING SCHOOL 2 (88002)

Transfer Reason \* **5** Other reason

**6** [Cancel] [Transfer]

To transfer a student manually from another district to my district:

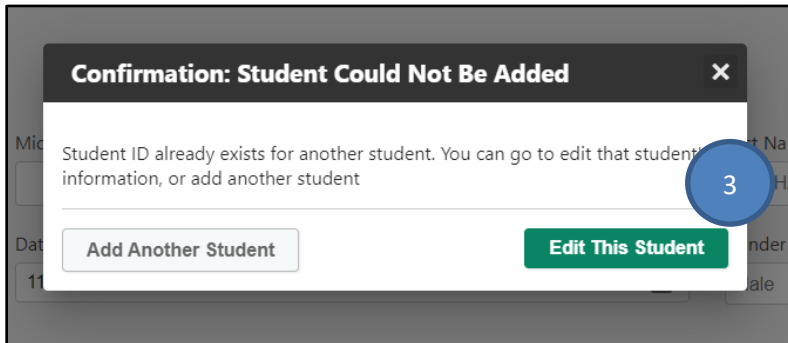
1. Go to Students > Add Student.



2. Enter the student information and select Add Student.

A screenshot of the 'Add Student' form. The form is titled 'Add Student' and includes instructions: 'Complete all required fields below to create a student profile. Please ensure your data source, such as the Student Information System, is also updated.' There are two sections: 'Student Information' and 'Enrollment Information'. The 'Student Information' section has fields for First Name (BENJAMIN), Middle Initial, Last Name (ALPHA), State Student ID (229802), Date of Birth (11/13/2013), and Gender (Male). The 'Enrollment Information' section has fields for School (TRAINING SCHOOL 1 (88001)), Enrolled Grade (Grade 4), and School Year (2022-2023). A blue circle with the number '2' is overlaid on the 'Add Student' button at the bottom right.

3. If all of the required fields in the Student Information section match an existing student, a window will appear saying a student already exists with the given information. Select Edit This Student.



4. The Transfer window appears; edit the information as needed and save any updates.

A screenshot of the 'AK STAR' student profile page for 'BENJIMAN ALPHA'. The page has a header with 'AK STAR' and a 'Menu' button. Below the header, there are tabs for 'Profile', 'Accessibility Supports', and 'Tests'. The 'Profile' tab is active, showing 'Manage student demographics'. A blue circle with the number '4' is overlaid on the 'Manage student demographics' link. The 'Student Information' section shows the same data as in the previous form. The 'Enrollment Information' section shows the same data. The 'Demographics' section has fields for 504 Plan (Yes), Economic Disadvantage (Yes), and English Learner (First year of monitoring).

### *Transfer via a File Upload*

The student registration upload can be used to transfer a student. Refer to Uploading Student Registrations for instructions on uploading a registration file.

#### **Within District School Transfers:**

Transfers to another school within the same district can be done by a district user either manually in the AK STAR Administration Portal or by changing the school codes and names via upload.

#### **District to District Transfers:**

When uploading the student registration file, add a “T” in the **Action** column (column AO) to indicate a transfer. New organization codes and names will also need to be entered for the student which will indicate where the student should be transferred to/from.

### **Hosting Correspondence School Students**

In some circumstances, districts with correspondence school students may request that those students complete an assessment at a school site in a different district. Statewide correspondence schools have students living all across Alaska. Because of this, it is not feasible for correspondence schools to arrange to have a test center at every location where students live. Districts with correspondence school students may contact the District Test Coordinator of the district in which a student lives to request that the student join the assessment session of a local school. Hosting correspondence students is at the discretion of the District Test Coordinator in collaboration with other district and school staff and is not mandatory.

The requesting district’s responsibilities include the following:

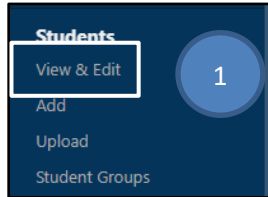
- Relaying student accommodation information to the host site, if necessary, via phone or through secure email.
- Working with the host site to establish test-day logistics: where student should go, what time they need to be there, who they should talk to, etc.
- Notifying the student’s family of the place and time of testing.
- If the student does not test, documenting Special Circumstances as described in the [Documenting Special Circumstances](#) section of this manual.
- A host site that is administering the assessment can add the correspondence school student to an existing test session at the school where the student will be testing. All that is required is the student’s AKSID.

### Adding a Testing School for Correspondence School Students

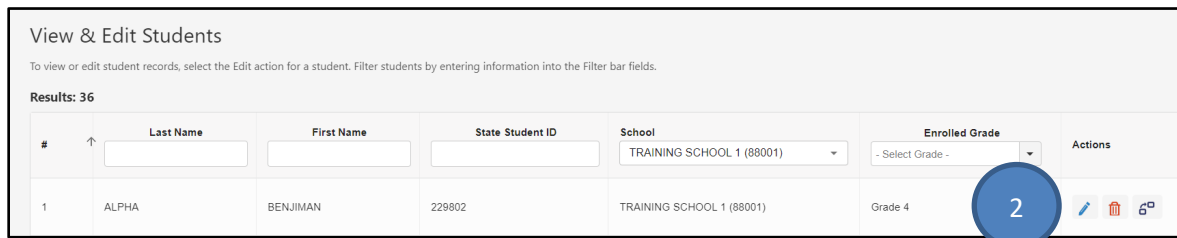
Users with this permission can see organizations in the drop-down for **test registrations only**. This includes setting the testing school in the AK STAR Administration Portal, seeing the tests in the Manage Online Testing page, and setting the testing school during an upload. Students will appear in Registration Reports only in the reports for their enrolled school/district. This activity will be completed by the enrolled schools (requesting district).

In the AK STAR Administration Portal:

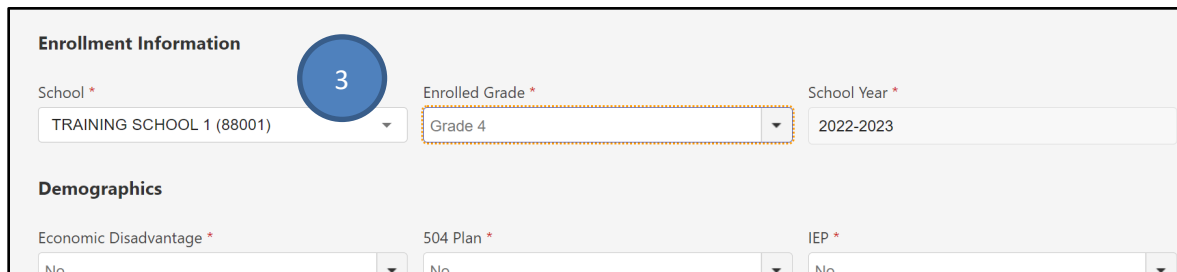
1. Select Menu, then **View & Edit Students**.



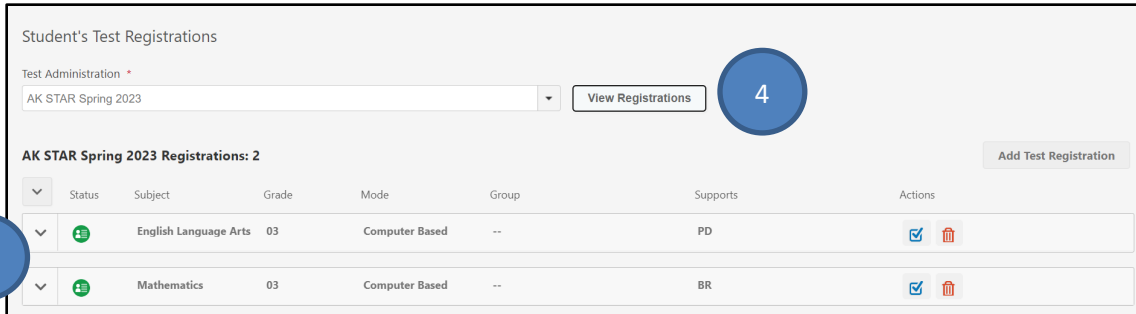
2. After searching for the student, select the student you would like to set the testing school for by selecting the pencil icon (**View & Edit**) in the **Actions** column.



3. On the student **Profile tab**, in **Enrollment Information**, only the district schools will be viewable.

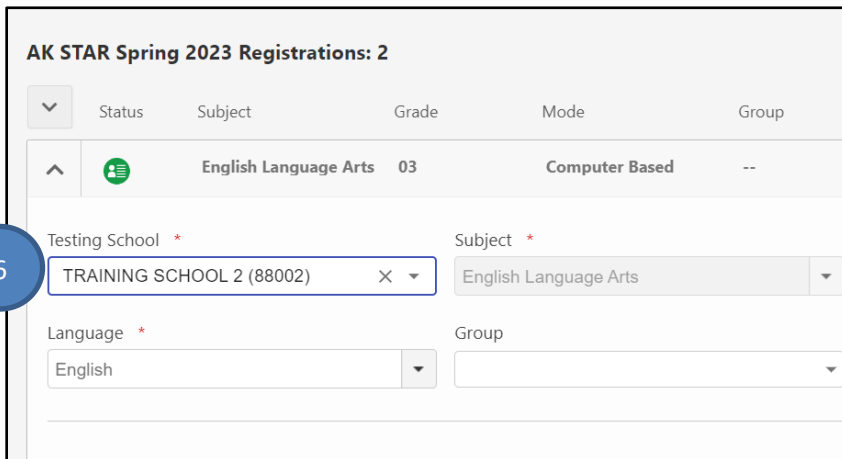


4. Select the **Tests (Manage test registrations)** tab for the selected student. Select the **Test Administration** from the drop-down and select **View Registrations**.
5. Select the registration specific to *English Language Arts* or *Mathematics* to open the details related to the test registration.



6. In the **Testing School** dropdown, select the school location where the student will need take the test. The options will show all schools in the state.

**Note:** If you begin typing the name of a school in the drop-down box, you will see results based on what you have typed. This will narrow down the list of schools to select from.



7. Select **Save Updates** to save any changes.

**Note:** The correspondence school student will be visible to the hosting school in Manage Online Testing but not anywhere else. The hosting school will also not be able to edit the student's profile.

## Anticipating Challenges During Assessment

Despite every District Test Coordinator's best efforts, it is inevitable that there will be some challenging situations in your district during testing. It is the responsibility of the District Test Coordinator to form contingency plans in the event of a situation that interrupts testing. It is impossible to provide a list of every possible challenge a district may encounter and it is also not possible to provide a generic plan that works for each district. However, the following are questions DTCs should consider when creating plans for challenges during the test window:

- Where will students go and what will they do if they are not able to continue testing?
- What will be the communication path for school and district staff?
- By what method should a Test Administrator ask for help if they are not allowed to leave the testing room?
- What test security procedures should a Test Administrator follow if the students must leave the room suddenly (e.g., fire alarm, lockdown)?
- How will situations be documented?

If ever the District Test Coordinator is unsure how to proceed or what to do in the event of a challenging situation, contact DEED for guidance.

### *Technology Challenges*

Test Administrators should follow local procedures for reporting technology issues and receiving assistance.

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

When significant technology issues occur, such as a large number of students unable to log in, the test engine not responding, or other issues that cannot be resolved by site-based technology staff, District Test Coordinators 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.

## Part 8—During Testing

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### Tracking Assessment Completion

Once the administration of the AK STAR assessments begins, the District Test Coordinator and Building Test Coordinators are required to continually track and monitor assessment completion. District Test Coordinators track assessment status and completion throughout the district using local, established procedures. Building Test Coordinators are responsible for tracking assessment completion status at the building level.

During the testing window, District and Building Test Coordinators can view testing status by test session and by individual student. This information is accessed through the AK STAR Administration Portal. Status is indicated Ready to Test, In Progress, Alerts, and Submitted.

Authorized users can also view summary/aggregate information about testing that is occurring within their district, school, or class in the AK STAR Administration Portal.

### Assessment Session Interruption

#### *Student Illness or Absence*

In rare cases, assessment sessions are interrupted due to illness or student absence, and students are unable to resume testing within the same school day. The student should finish their assessment during the next scheduled assessment session for their class or during a make-up session.

#### *Incorrect Accommodation Assignment*

If a student was not assigned the correction accommodation, the student should log out. The accommodation can be correctly assigned, and the student can log back in and use the accommodation.

If a student was not assigned the correct accommodation, and completed items on the assessment, it is possible that a reset will be needed.





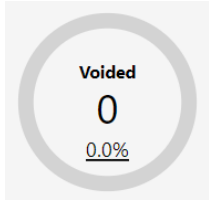
For questions or guidance on if a situation warrants a reset, District Test Coordinators should contact Kari Quinto, Assessment Coordinator ([kari.quinto@alaska.gov](mailto:kari.quinto@alaska.gov) or 907-465-8436).

## Monitor Test Status

### Status Monitor Icons

When viewing a list of sessions or an individual session in Manage Online Testing, the status monitor icons summarize the testing progress of students in that session or sessions. The available statuses are listed below [Table 10: Status Monitor Icons](#).







**Table 10: Status Monitor Icons**

Icon	Test Status Icon Description
	<p>The <b>Ready to Test</b> icon displays the number and percentage of students who are enrolled and ready to take the test. It includes tests in the <b>Registered, Enrolled, and Ready to Test</b> statuses. All tests remaining in these statuses at the end of the testing window are changed to <b>Expired</b>.</p>
	<p>The <b>In Progress</b> icon displays the number and percentage of students actively testing. It includes tests in the <b>In Progress</b> status only.</p>
	<p>The <b>Alerts</b> icon displays the number and percentage of students who have logged out and have not completed a test or have an enrollment hold. These students need Test Ticket login information to log back in and complete a test. This count includes tests in the <b>Inactive and Enrollment Hold</b> statuses. <b>Note:</b> If any test registrations are in the <b>Enrollment Hold</b> status during the week before testing starts, contact NWEA Partner Support to resolve the hold.</p>
	<p>The <b>Submitted</b> icon displays the number and percentage of students who completed and submitted tests. It includes tests in the <b>Submitted</b> status only.</p>
	<p><b>Voided</b> is not used and will always show 0%.</p>

### Student Test Status

When viewing a list of students in a test session or other set of search results under **Online Testing > Manage**, the status of each student's test is shown in the **Test Status** column. The available statuses are listed below in [Table 11: Student Test Status](#).

**Table 11: Student Test Status**

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





**Incomplete tests when the test window ends:** Tests that have been started but not completed by the end of the testing window will be scored using only the questions to which students have responded.

### Test Session Actions

Depending on the status of the student's test and your user role, the following actions are available in the Actions column when viewing a list of students in a test session or other search in **Online Testing > Manage**.

**Table 12: Test Session Actions**

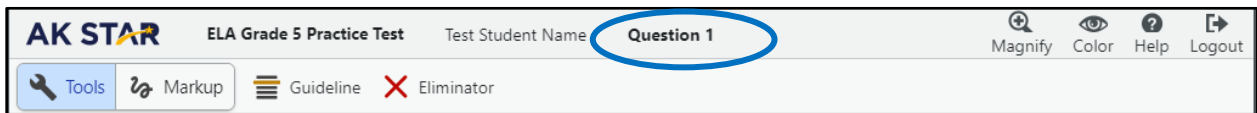
Icon	Action Description
	<b>PDF.</b> Downloads a PDF of the Test Ticket for printing.
	<b>Test Attributes.</b> Opens a window that allows users to assign a Special Circumstance. Refer to <a href="#">Assigning Special Circumstances</a> for details.

## Problem Item Reporting

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

There are stringent item-quality checks in the development process, but students may occasionally encounter items that they believe are problematic. When a student encounters a possible problem item, the Test Administrator should:

1. Collect the following information about the item:
  - Student's state ID
  - Grade and subject
  - Item number (you can find the item number on the student's test screen)



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



DTCs should send this information to NWEA Partner Support at [AKSTAR@nwea.org](mailto:AKSTAR@nwea.org).

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

## Part 9 — After Testing

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### Documenting Special Circumstances

For any students who are not tested, a Special Circumstance must be assigned to their registration. Special Circumstances can be assigned manually, either in the student’s profile or a test session, or via an import file. Special Circumstances must be applied before the end of the test administration window. If a student is enrolled in your district for the entire established test window but was not assessed in any or all content areas, a Special Circumstance must be documented. It is a District Test Coordinator’s responsibility to determine Special Circumstances for students not tested and ensure that the process is completed.

Documenting Special Circumstances is important for understanding statewide trends in testing participation and interpreting assessment results.

If a student’s assessment was determined invalid, either by the District Test Coordinator or by DEED, then a Special Circumstance of Invalidation must be applied. Marking the student’s assessment invalid ensures that the student’s assessment will not be scored and that the student will not receive a score report. For more information about invalidations, please refer to [Part 5—Test Security](#) of this manual.

**Table 13: Definitions of Special Circumstances**

Special Circumstances	Special Circumstance Code	Definition
Absent	UTT	Student was absent during the scheduled testing days and during scheduled make-up days.
Invalidation	INV	A student’s assessment was determined invalid.
Medical Waiver	EMW	An unexpected and severe medical condition outlined in Alaska Regulation <a href="#">4 AAC 06.820</a> prevented the student from taking the assessment. Documentation should be kept locally, and student privacy should be maintained at all times. Additional documentation on this Special Circumstance is located on the <a href="#">AK STAR Test Administration webpage</a> .
Parent Refusal	PAR	Parent refused to allow student to participate in an assessment. Local policy governs how parent refusal is handled.
Student Refusal	STR	Student refused to participate in an assessment.
Removal	RMV	Student left the district before being assessed or there are duplicate student records.

A Special Circumstance does not need to be documented in the following instances:

- If a student is a recent arrival who does not take the ELA portion of the test.
- If a student struggles with regular attendance and is not tested on the few days they were in school during the test window.
- If a student begins the test but does not finish for any reason.

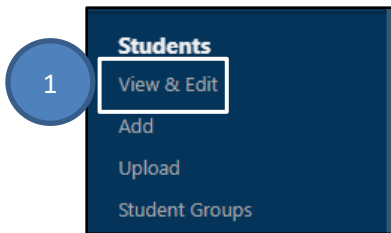
If any of the above situations apply to students in your district, keep documentation locally. No Special Circumstance needs to be reported. With the exception of a medical waiver, Special Circumstances do not exclude students from being calculated in a school’s assessment participation rate or school designation.

### Assigning Special Circumstances

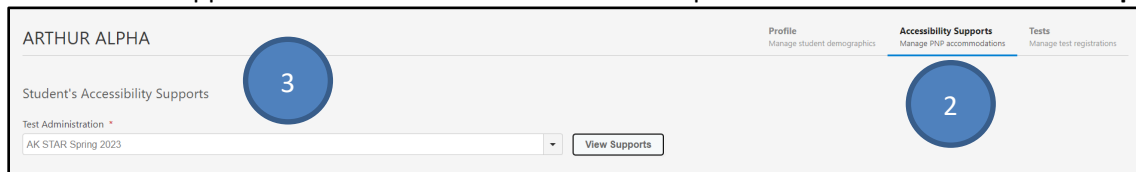
There are multiple ways to assign special circumstances for students in the AK STAR Administration Portal. Special circumstances can be added via the student profile, manage online testing, or using the student registration upload.

#### Assigning Special Circumstances via the Student Profile

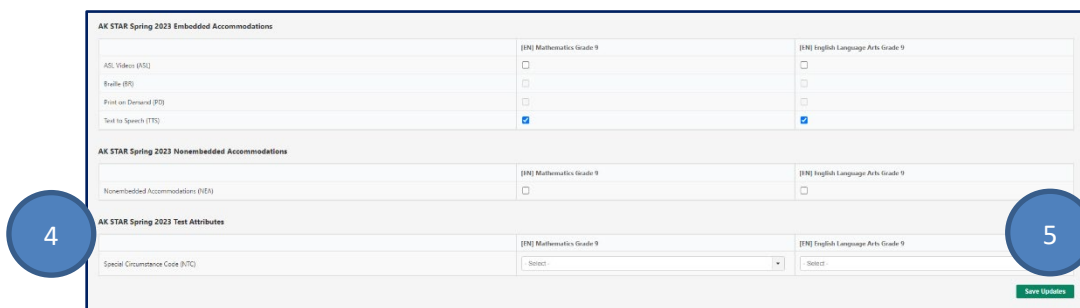
1. Search for and view the student profile.



2. On the **Student Profile** page, select the **Accessibility Supports** tab in the upper right.
3. Select the applicable test administration from the drop-down list and then select **View Supports**.

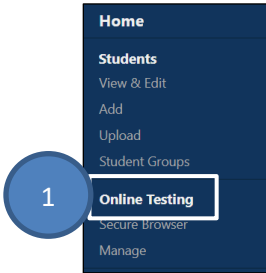



4. Locate the **Test Administration Test Attributes** section at the bottom and select the Special Circumstance from the drop-down lists for the appropriate test
5. Select **Save Updates**. A confirmation window appears showing the action was successful.



### Assigning Special Circumstances via Manage Online Testing

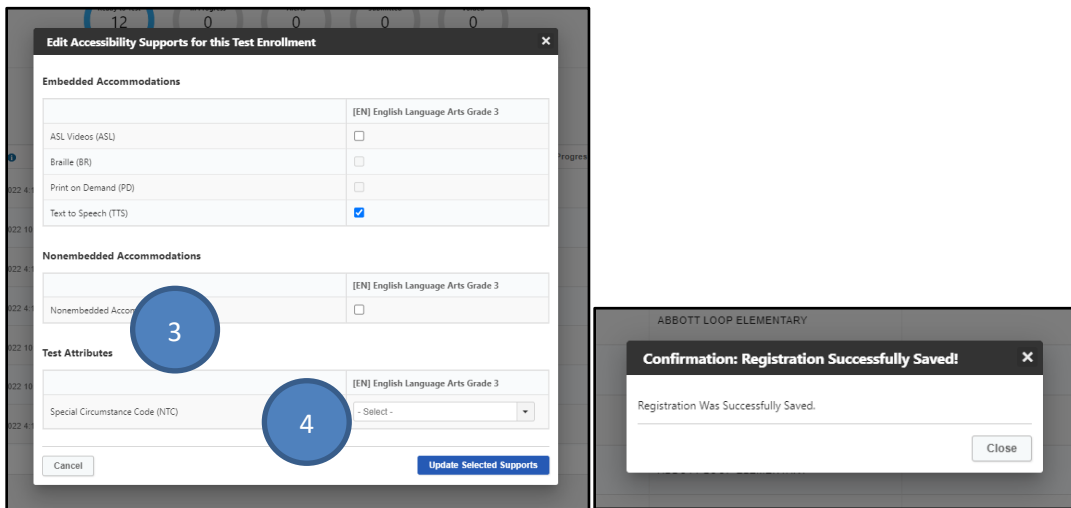
1. In the main menu, go to **Online Testing > Manage** and find the test session.



2. Locate the student you want to assign a Special Circumstance and select the **Test Attributes** icon  in the **Actions** column. Students can be searched by school, name, State ID, and grade.

#	Name	State Student ID	Test Status	School	Group	Response Process	Actions
1	ALPHA, ANNE	229501	Oct 21, 2022 4:10 PM EDT	ABBOTT LOOP ELEMENTARY			

3. The **Update Test Attributes** window appears. Select the Special Circumstance from the drop-down list.
4. Select **Update Selected Supports** to apply the Special Circumstance and a confirmation window will appear.



### Assigning Special Circumstances via a File Upload

The student registration upload can be used to assign special circumstances to multiple students.

Refer to Uploading Student Registrations for instructions. When uploading the student registration file, add the desired Special Circumstance to the **Reason Not Tested Code** field. Please note, any updated student and test registration data will overwrite existing data.

## Part 10 — Paper-Accommodated Materials

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### District Test Coordinator Responsibilities

#### *Requesting Print on Demand and Braille Assessments*

For students who need a paper test as an accommodation, the student is assigned the accommodation in the **Accessibility Supports** section of the student's profile.

#### *Print on Demand: Download, Print, and Distribute Test Materials*

NWEA will contact the District Test Coordinators to provide secure download instructions and login credentials for paper-based assessment materials to be printed locally at the district or school. The secure download site is <https://download.nwea.org>.

Download the forms provided, print the test materials, and distribute them to schools. Use the Material Orders report to confirm how many students need paper-based accommodated materials and to which schools to send the materials. Refer to the Materials Order Report.

#### **Materials Provided:**

- Standard Size Test Book (Print on Demand)
- AK STAR Secure Destroy Instructions

#### *Braille Assessments: Receive, Inventory, and Distribute Test Materials*

All materials for braille AK STAR assessments will be shipped to districts from NWEA. Orders will be mailed to the District Test Coordinator at the district mailing address on file with DEED. Materials for each school will be packed separately and marked clearly.

#### **Materials Provided:**

- Braille Test Book
- Braille Reference Sheet
- Standard Size Test Book
- AK STAR Secure Destroy Instructions

Follow these steps to ensure that the district and schools have all the materials needed for testing:

1. Count all school and district packages immediately upon receipt.
2. Verify that all packages were received. Immediately report any missing packages or receipt of packages intended for other districts to NWEA Partner Support 866-384-5415.
3. Inventory the materials.
4. Open the packages and inventory the contents. If not inventoried at the district-level, distribute the school packages, and allow enough time for the Building Test Coordinator to inventory the materials.
5. Distribute materials to schools.

6. Send the test materials to the Building Test Coordinators.
7. Immediately report any shortages or the incorrect receipt of test materials.
8. After Building Test Coordinators inventory their materials and report back to you, direct any issues for reconciliation by calling NWEA Partner Support at 886-384-5415.

### **Transcribing Print on Demand and Braille Assessments**

After testing, student responses for print on demand and braille **must** be transcribed by trained district employees into the NWEA State Solutions Secure Browser as soon as possible and before the testing window closes on April 28, 2023. Further information on transcribing paper-based accommodations is detailed in the Transcribing print on demand and braille assessments section of the *Test Administration Directions*.

#### *Securely Destroy Print on Demand and Braille Materials*

Once testing is complete and scribes have entered student responses into the NWEA State Solutions Secure Browser, securely destroy all materials, including both print on demand and braille forms provided by NWEA. No materials are shipped back to NWEA. Materials should be returned to the District Test Coordinator to be securely destroyed.

### **Building Test Coordinator Responsibilities for Print on Demand and Braille assessments**

#### *Receive and Take Inventory of School Materials*

Materials should be opened immediately upon receipt to inventory the contents. Building Test Coordinators should verify the contents of their packages. The quantity of materials packed for each school will be based on data collected during the registration process.

#### *Provide Test Booklets to Test Administrators*

Building Test Coordinators will be responsible for providing secure test materials to Test Administrators. Do not distribute any test materials, except the AK STAR *Test Administration Directions*, until the day of testing.

On the day of the test, the Building Test Coordinator should distribute the correct test booklets/kits needed for that day's test to each Test Administrator.

#### *Process Materials After Testing for Transcription*

Any student provided with a print on demand or braille test form must have their responses transcribed into the online system by a designated scribe. Generally, scribes are an appointed school staff member who has signed all security agreements.

**Provide Test documents to the Scribe for Entry into the Online System**

If scribes have not already transcribed print on demand or braille assessments into the online system, provide the returned test documents to the scribe for transcription. Refer to the *AK STAR Test Administration Directions* for instructions on transcribing tests.

**Return of Secure Materials to the District Test Coordinators**

If directed by your District Test Coordinator, return all materials to the District Test Coordinator. Document the materials sent to the district office.

If directed by your District Test Coordinator, use locally established procedures to securely destroy all print on demand or braille or test materials at the school.

## **Appendices:**

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[Appendix A: Assessment Documentation Requirements for Schools](#)

[Appendix B: Assessment Log and Irregularity Report](#)

[Appendix C: Assessment Observation Form](#)

[Appendix D: Registration & Group Upload Error Codes](#)

[Appendix E: Glossary of Terms](#)

[Appendix F: Frequently Asked Questions \(FAQs\)](#)

[Appendix G: Alaska Assessment Regulations](#)

[Appendix H: Operational Reports](#)

## **Appendix A: Assessment Documentation Requirements for Schools**

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### **Testing Documentation File**

All completed assessment documentation must be kept and securely stored, at either the school or district office, for at least two years following each test administration. This documentation can be stored either physically or electronically. District Test Coordinators must ensure that all documentation used during any of the assessments are maintained in this manner. ***In addition, these documents must be available upon request by the district, DEED, or NWEA:*** (e.g., assessment monitoring, test security investigations).

- Test Security Agreements
- Documentation of attendance at training
- Assessment Log and Irregularity Report (This is also scanned and emailed to the District Test Coordinator at the end of testing administration.)
- If applicable: Student level accommodation documentation
- If applicable: Student level Special Circumstances documentation
- Documentation of test session groups
- Information for each session should indicate the names of the students, the location, the date, and the name of the Test Administrator(s)

The list above details the key components to copy and save at the school. There may be additional items required, depending on variations in circumstance for each district or school.

## Appendix B: Assessment Log and Irregularity Report

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

This document is meant to be printed and filled in by hand because electronic devices are not allowed in testing rooms. This form is also available on the [AK STAR Test Administration webpage](#).

Procedures:

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

Test Administrators must provide the following information on each form:

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

**Assessment Log & Irregularity Report**

<b>School</b>	<b>Test Administrator(s)</b>

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 C: Assessment Observation Form

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### Background

Districts will now be required to conduct observations of the following assessments:

- Content area assessment, Alaska Science Assessment
- Content area assessment, Alaska System of Academic Readiness (AK STAR)
- Content area alternate assessments (i.e., DLM)
- English language proficiency (ELP) assessment (i.e., WIDA ACCESS for ELLs)
- English language proficiency alternate assessment (i.e., ALT ACCESS)

The purpose of these observations is to see assessment administration as it happens to ensure that school personnel involved in test administration adhere to test security and test administration guidelines. Adherence to these guidelines provides a standardized administration for all students and, therefore, valid and reliable insights from assessment results.

The minimum requirement for observations is one observation per school, per assessment. For example, if a school administers the content area assessments, the ELP assessment, and the alternates for each assessment, a minimum of five observations would be required—a minimum of one observation per assessment. If a school does not administer an assessment, for instance the ELP assessment, an observation would not be required for that assessment. Only one assessment session per assessment needs to be conducted. This means only one assessment session for Alaska Science Assessment and AK STAR, one domain of ACCESS for ELLs, and only one test for DLM needs to be observed.

The observations should be conducted by another employee of the district who has been trained in test administration, such as a site administrator. The observer must remain in the testing room for the duration of the assessment session.

### Conducting an Observation

The observations can be conducted using the [Assessment Observation Form Spring 2023](#). Districts may also provide additional district-level oversight by creating their own observation form. If a district elects to create their own form, it must contain at a minimum the elements present on the [Assessment Observation Form Spring 2023](#). That is, a district may for their own purposes add to, but not subtract from or drastically modify, the [Assessment Observation Form Spring 2023](#).

In order to adhere to electronic devices policy, the [Assessment Observation Form Spring 2023](#) must be printed and completed by hand.

### *Instructions for Completing the Observation Form*

- Complete the top portion of [Assessment Observation Form Spring 2023](#), which contains general information about the assessment session.
- School Information: The district and school where the observation is occurring.
- Assessment Information: The name of the assessment, the content area or domain assessed, and whether the administration is computer-based or paper-based.
- Staff: The names of Building Test Coordinator, Test Administrator, and any other staff present in the room.

**Note:** This information is useful for tracking assessments, observations, and any irregularities or mis-administrations that may occur during assessment.

- The next portion of the [Assessment Observation Form Spring 2023](#) presents a series of categories to observe. Mark “Yes” if the category accurately describes the administration of the assessment; mark “No” if it does not. If the category is not applicable to the assessment that is being observed, mark “NA.” In the space allotted, provide additional comments to help a reader understand the administration of the assessment. A comment is required for any category marked “No” or “NA.” Categories are broken up into the following sections:
  - Preparing the Environment: Observe the testing environment to ensure it has been set up properly.
  - During/After Assessment: Observe to ensure that all policies and procedures are properly followed.
  - After the observation is complete, the observer must print their name and sign the observation form. The form must be kept on file along with other assessment materials.

### *Other Considerations*

In order to avoid distraction and disruption during testing, the observer should be present but unassuming in the test center. “Present but unassuming” includes the following:

- Observers must follow all test administration and security practices.
- Observers may not use phones, laptops, or electronic devices in testing rooms.
- Test Administrators, and therefore observers, may not work on tasks or paperwork unrelated to the assessment observation.
- Observers should stand in the back of the room.
- If moving through the room is required, be mindful not to hover over students testing.
- Observers must complete all lines of the form.
- Observers must not leave the testing area until the session is complete and all secure materials have been collected and inventoried.



### Assessment Observation Form Spring 2023

School Information:

<b>District</b>		<b>School:</b>	
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Assessment Information:

<b>Date and Time:</b>		<b>Grade Level(s):</b>	
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Assessment and Content Area Being Assessed:

<b>AK STAR</b> <input type="checkbox"/> ELA <input type="checkbox"/> Math <b>Alaska Science Assessment</b> <input type="checkbox"/> Science	<b>DLM</b> <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science	<b>ACCESS for ELLs</b> <input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Writing <input type="checkbox"/> Speaking	<b>Alternate ACCESS for ELLs</b> <input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Writing <input type="checkbox"/> Speaking
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<b>Computer- or Paper-Based Assessment:</b>	<input type="checkbox"/> Computer <input type="checkbox"/> Paper
<b>Number of Students Being Assessed in the room:</b>	

Staff:

<b>Building Test Coordinator:</b>	
<b>Test Administrator:</b>	
<b>Are there additional staff in the room?</b>	<input type="checkbox"/> No <input type="checkbox"/> Yes, please list name and role below:

Preparing The Environment	Yes	No	NA
The test administrator is a school district employee trained to administer the assessment.			
The test administrator is prepared for the session with all of the necessary materials.			
All classroom materials that may assist students in taking the test are covered or concealed.			
“TESTING: DO NOT DISTURB” and “NO ELECTRONIC DEVICES” signs are posted in an appropriate location.			
The space used for testing has adequate lighting, adequate heating, and a quiet atmosphere for students.			
Students are provided pencils, erasers, and scratch paper.			
Students are provided enough space to prevent answer sharing and an adequate writing surface to use scratch paper.			

Please provide additional comments. A comment must be provided if ‘No’ is marked in any category.

Preparing The Environment	Yes	No	NA
**Students are provided the required universal tools (calculators on allowable grade levels and parts of the assessment, highlighters, noise blocking headphones if requested, etc.).			

During/After Assessment	Yes	No	NA
The test administrator follows established procedures for eliminating the use of personal electronic devices during the assessment session.			
The test administrator does not play music or soundscapes during the assessment.			
The test administrator reads the script exactly as it is written.			
The test administrator actively monitors students testing by circulating the room.			
Restroom trips and breaks are adequately supervised.			
Students were not left unattended at any time, for any reason, during testing			
During assessment, only trained staff involved in assessment administration are present in the assessment environment.			
**The test administrator allows handheld calculators on allowed parts <u>only</u> , according to the calculator policy.			
Students were provided access to ONLY resources permitted for each specific assessment.			
The test administrator ensured standardized conditions with no coaching or prompting.			
The test administrator was aware of which students had accommodations and administered accommodations appropriately.			
The test administrator documented and reported any unexpected challenges that arose during testing.			
*The test administrator assists students with using technology to answer test questions without providing any unscripted assistance.			
As students complete the assessment, the test administrator follows local procedures for maintaining a quiet environment and for dismissal.			
After testing, test administrator inventories all secure materials and returns them to Building Test Coordinator immediately after testing has completed.			

Please provide additional comments. A comment must be provided if 'No' is marked in any category.

\*Applicable to computer-based assessments only.

\*\*Applicable to paper-based assessments only.

Observer's Printed Name \_\_\_\_\_

Observer's Signature \_\_\_\_\_

## Appendix D: Registration & Group Upload Error Codes

### Registration Upload Error Messages

Error Message	Action
The school code listed ( + row_json['TEST_ORG_CODE'] + ) must be an authorized school. Please check that the school code is correct.	Verify school code in the identified row.
There was an unknown error processing this row.	Cause of error unknown. Process the individual errored row(s) identified or add the student manually in the AK STAR Administration Portal.
There was an unknown error saving this row.	Cause of error unknown. Make sure all required information is included in the identified row or add the student manually in the AK STAR Administration Portal.
( + any required field + ) is a required field.	This is a required field and is needed to process this request.
( + field with non- allowable value + ) can contain only these allowed values.	Validate allowed values on the Registration File Format.
Warning: Because the test has been started, only changes to non-embedded supports and other test attributes are saved.	A student must Logout of a test in order to update and the change must be made manually within the student record.
The test registration window is not open.	Re-import the file when the registration window is open.
There was an unknown error saving this test registration.	Cause of error unknown. Check the AK STAR Administration Portal, it is possible the changes were applied. If changes are not applied, reload the file, or manually input changes. If the error persists, please contact Partner Support.

Error Message	Action
The supports selected cannot be combined together.	Some supports cannot be combined, such as Text to Speech and print on demand. Please validate student supports.
The school code listed ( + orgCode + ) must be for an active school. Please check that the school code is correct.	Verify school code in the identified row.
The school code listed ( + orgCode + ) must be for a school. Please check that the school code is correct.	Verify school code in the identified row.
This student record ( + studentUniqueldExt + ) is still being created. Please re-upload this record.	Verify AKSID and re-upload the record.
There was an unknown error uploading this file.	Cause of error unknown. Check the AK STAR Administration Portal, it is possible the changes were applied. If changes are not applied, reload the file, or manually input changes. If the error persists, please contact Partner Support.
There is an error in the header row. Please check Help documents for the correct header.	A Registration File needs to include the header row with the correct columns. The template can be found in the Help documents.
Upload file processing.	File is processing. Please wait.
The school code listed ( + orgCode + ) must be an authorized school. Please check that the school code is correct.	Verify school code in the identified row.
The school code listed ( + orgCode + ) must be a school. Please check that the school code is correct.	Verify school code in the identified row.
There is an error moving this student. Check that the Action flag is correct and that the student name, gender, and date of birth are correct.	Please validate the information for the student you are attempting to transfer and that you have included a "T" in the Action column of the Registration File template.

**Group Upload Error Messages**

Error Message	Action
There was an unknown error updating the student's group.	Cause of error unknown. Check the AK STAR Administration Portal, it is possible the changes were applied. If changes are not applied, reload the file, or manually input changes. If the error persists, please contact Partner Support.
The student is not currently enrolled at the school listed.	Add the student to the AK STAR Administration Portal.
The school code listed must be a school. Please check that the school code is correct.	Verify school code in the identified row.
The student is not enrolled. Please check the state student id.	Verify AKSID.
The test administration code is not correct.	The Test Administration code is AKS0323R00.
The school code listed ( + orgCode + ) must be a school. Please check that the school code is correct.	Verify school code in the identified row.

## Appendix E: Glossary of Terms

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- **504 Plan:** Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based on disability. The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. However, these students do not require specialized instruction.
- **Accommodations:** Tools and procedures in the areas of presentation, response, setting, timing, and scheduling that provide equitable access during instruction and assessment for all students. Accommodations do not reduce learning expectations; they provide access. Accommodations do not change the construct of what is being assessed.
- **Active monitoring:** Active monitoring includes walking around the room to ensure standardized assessment procedures are occurring and that the security of the assessment is maintained.
- **AK STAR Administration Portal:** A permissions-based, secure, central gateway for managing testing programs. It includes the applications necessary to administer an assessment.
- **Alternate assessment:** The state assessment for students who have significant cognitive disabilities. A student's IEP team determines whether or not a student will take the alternate assessment.
- **Assessment session:** An uninterrupted time or period set aside for assessment. AK STAR may be administered in multiple sessions.
- **Assessment window:** The time period, from the beginning date to the end date, when assessments may be administered. Also called the test window.
- **BTC:** Building Test Coordinators oversee all assessments at the site level. A BTC's duties are delegated by the DTC.
- **DEED:** Alaska Department of Education & Early Development
- **DLM:** Dynamic Learning Maps™; see alternate assessment.
- **DTC:** The District Test Coordinator oversees all assessments in a district.
- **EL:** An English Learner, previously referred to as a Limited English Proficient (LEP) student or English Language Learner (ELL), 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 [\[4 AAC 34.090\(a\)\(2\)\].](#)[\[4 AAC 34.090\(a\)\(2\)\].](#)[\[4 AAC 34.090\(a\)\(2\)\].](#) NOTE: For the purposes of this manual, the term English Learner (EL) refers to currently identified ELs, not former ELs.
- **Embedded accommodations:** Embedded accommodations are those that are within the test engine. They are selected for an individual student via the student registration or within the AK STAR Administration Portal.
- **IEP:** The Individualized Education Program is a legally binding document that spells out exactly what special education services a child receives and why.
- **Invalidated assessment:** An assessment for which a student's performance is not an accurate reflection of the student's ability or is the result of certain assessment mis-administrations. The student does not receive a score and is counted as not participating on the assessment.

- **Manipulatives:** Physical objects used as aids in understanding abstract concepts.
- **Nonembedded accommodations:** Nonembedded accommodations are those that are outside of the technology, for example, preferential seating.
- **NWEA State Solutions Secure Browser:** Software that is automatically downloaded to testing devices after the application is launched. The testing software provides the user interface to display test items as well as appropriate tools and accommodations. This software also manages the process of sending test responses to the NWEA server for secure storage.
- **Print on Demand (POD):** The Print on Demand assessment is a version of the assessment that can be printed locally and given to students who need a paper-based assessment as indicated in their IEPs/504 plan.
- **Recently Arrived English Learners (RAELs):** Students who have been identified as English Learners and who have been enrolled in a school in one of the 50 states in the United States or the District of Columbia for less than 12 months.
- **Registration Report:** Document that can be printed to include with Test Tickets. Includes a list of students in the specified test session and any accommodations entered in the AK STAR Administration Portal.
- **Scribe:** The person who writes down student responses dictated by an assistive communication device, pointing, interpretation, or transliteration (e.g., American Sign Language, signed English, cued speech), or speech. Also, the process of writing down the student's dictation.
- **Special Circumstances:** Documented reasons that students were not assessed, or reasons student assessments should not be scored.
- **Student Supports:** Any tool that assists a student in taking the assessment. Student supports include accommodations and universal tools.
- **TCM:** Test Coordinator Manual.
- **Test Administrator (TA):** District staff member who administers the test to students.
- **Test Administration Directions (TAD):** The TAD is a Test Administrator's Directions manual. The TAD contains instructions and information for TAs as well as the scripts for TAs to read on the test day.
- **Test registration:** Records submitted via file upload or individually in the AK STAR Administration Portal that detail assessment information for students.
- **Test sessions and groups:** Assigned to students via file upload or individually in the AK STAR Administration Portal that detail assessment information for students.
- **Test Ticket:** Brief summary of information containing the student's username and password for each test subject. Students will use the information on their printed Test Ticket to access the computer-based assessments.
- **Text-to-Speech (TTS):** The text-to-speech system presents students with computer synthesized audio of the text associated with the content on the screen.
- **Transcribe:** The process of moving the student's assessment response to another medium, such as from a POD form to the NWEA State Solutions Secure Browser.
- **Transitory impairment:** Students with a transitory impairment are not regarded as individuals with

disabilities if 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., broken arm, concussion). On a case-by-case basis, where appropriate documentation exists, students identified with a transitory impairment may receive assessment accommodations.

- **Universal tools:** Supports or preferences that are available to all students taking the assessment.

## Appendix F: Frequently Asked Questions (FAQs)

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- 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?
  - 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.
- May students have their mobile phones during the test?
  - 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.
- Can I use results from AK STAR in determining student course placement or student grades?
  - 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.
- Does a Test Administrator have to be a certified teacher in order to administer AK STAR?
  - 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.
- Can a substitute teacher administer the assessment?
  - Yes. The substitute teacher must sign a Test Security Agreement (TSA) and be trained in test administration policies and procedures.
- Can a student teacher or intern administer the assessment?
  - No. Student teachers or interns are not paid employees of the school district; therefore, they cannot administer any assessment.
- Who can be in or enter a room while students are testing?
  - Only school personnel who have completed the test administration training and who have signed a Test Security Agreement may be in the room while students are testing. This includes staff who are completing an assessment observation.
- 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?
  - Yes. Because the item-level adaptive design is specifically tailored to that particular student, test security is maintained and allows for this flexibility.

- A student became ill in the middle of testing and went home. Can they resume testing the next day?
  - 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.
- Can students in different grades test in the same room?
  - 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.
- Are schools required to test part-time students?
  - 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.
- What do I do if a parent requests to exclude their student from testing?
  - 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.
  - Refer to the [Documenting Special Circumstances](#) section of this manual for more information.
- How is it determined which accommodations a student should be provided during AK STAR?
  - 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.
- Can parents who are teachers or employees of the school district administer the test to their own children?
  - 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.
- What must be done in order to provide the flexible scheduling accommodation?
  - 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.
- Can a student with text-to-speech (TTS) as an accommodation test in the same room as students without this accommodation?
  - 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.
- 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?
  - Under certain circumstances, this situation could be allowable. The District Test Coordinator should contact DEED for guidance.

## **Appendix G: Alaska Assessment Regulations**

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### **4 AAC 06.710. Statewide student assessment system.**

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

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

### **4 AAC 06.737. Standards-based test.**

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

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

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

**4 AAC 06.761. Test administration**

(a) Unless an assessment is specifically exempted, or the department has approved in writing a different process, a district shall administer the statewide assessments described in [4 AAC 06.710](#) in conformance with the requirements of this section.

(b) A district shall administer an assessment under this section only in a school test center designated by each district. Each school test center must be secure, free of disruptions, have an established seating arrangement, and be well lighted. Only designated district staff may be in the test center rooms at the time of testing students.

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

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

(a) All test questions on standards-based tests provided for in [4 AAC 06.737](#), the alternate assessment taken under [4 AAC 06.775](#), and the English language proficiency assessments provided for in [4 AAC 34.055](#) are confidential and may be disclosed only as provided in this section.

(b) Test questions may be disclosed to

- (1) a student on the date and at the time specified by the commissioner, to the extent necessary to administer the test;
- (2) testing personnel in the course of fulfilling their duties;
- (3) a department official as required for the performance of that official's duties; and
- (4) a test administrator if necessary to fulfill duties under [4 AAC 06.775](#) regarding the delivery of accommodations.

(c) School and district personnel responsible for test administration shall

- (1) inventory and track secure materials from the time the materials arrive at the school or district office until the time the materials are returned to the test publisher;
- (2) securely store secure materials before distribution to school test centers and after their return;
- (3) control distribution of secure materials to and from school test centers;
- (4) control the storage, distribution, administration, and collection of secure materials; and
- (5) ensure that no test or test question is copied in any manner, whether on paper or by electronic means.

(d) School personnel at a school test center shall

- (1) label the tests according to test administration directions before testing;
- (2) inventory and track test materials from the time the materials arrive at the school until the time the materials are returned to the district;
- (3) securely store tests before and after each testing session;
- (4) control distribution of tests within the school test center;

(5) ensure that no test or test question is copied, reproduced, or paraphrased in any manner by an examinee or anyone else;

(6) ensure that examinees use only those reference materials allowed by the test publisher's testing procedures;

(7) ensure that no individual receives a copy of the test, or learns of a specific test question or item, before the test date and time set by the commissioner, under (b) of this section, unless knowledge of the question or item is necessary for delivery of accommodations under [4 AAC 06.775](#);

(8) ensure that examinees do not exchange information during a test, except when the test procedure so specifies;

(9) ensure that an examinee's answer is not altered after testing is completed;

(10) ensure that no examinee is assisted in responding to or review of specific test questions or items before, during, or after a test session.

(e) A teacher holding a certificate issued under [4 AAC 12](#) who breaches security as described in this section is subject to investigation and adjudication by the Professional Teaching Practices Commission.

(f) School and district personnel responsible for test administration shall

(1) annually execute an agreement, on a form provided by the department, affirming that they will follow the test procedures required under this section;

(2) provide training in test procedures to all district staff involved in testing as directed by the department, and ensure that staff complete the training;

(3) ensure that all district staff involved in testing read and follow all testing procedures and manuals published by the test publisher, unless instructed otherwise by the department.

(g) All school and district personnel shall maintain the security and confidentiality of electronic test data files, individual student reports, and other testing reports designated as secure.

(h) District personnel in charge of testing shall immediately report any breach of test security to the department. If a student's IEP requires a modification that violates test security under this section, the modification will be provided only if it does not affect test security for any students other than the student who requires the modification. A modification that violates test security under this section results in an invalid assessment and the assessment will not be scored.

#### [4 AAC 06.820](#). Participation

(a) The participation rate on the state standards-based assessments described in [4 AAC 06.737](#) is computed by dividing the number of students that took an assessment in each subject by the number of students enrolled in tested grades on the first day of testing. Each school and district in the state shall ensure that all students enrolled in tested grades are given the opportunity to and are expected to participate in the state assessments, and shall have a target of 95 percent participation in assessments. For purposes of this section, a student participates in a state assessment if the student receives a valid test score on the assessment.

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

(c) Students who are eligible to take the alternate assessment under [4 AAC 06.775](#)(b) will be included in calculating the participation rate under (a) of this section, even if more than one percent of the students in a district take the alternate assessment, if the students are

- (1) in a grade in which the alternate assessment is offered; and
- (2) enrolled on the first day of testing.

(d) For purposes of measures of school and district accountability under [4 AAC 06.800](#) \_ [4 AAC 06.899](#), including measurements of participation and graduation rates, attainment of a long-term goal or measure of interim progress, and inclusion in the Alaska school performance system, the score of a student who participates in a state assessment and is enrolled at more than one school at a time will be included in the performance of the school at which the student is counted under [4 AAC 09.040](#) as more than 0.5 full-time equivalent. If the student cannot be counted under [4 AAC 09.040](#) as more than 0.5 full-time equivalent at any of those schools, the student's state assessment score and participation will be included in the performance of the school at which the student receives instruction in English language arts.

(e) A district shall report to the state the enrollment of all students as of the first day of the administration of the state standards-based assessments under [4 AAC 06.737](#). The report must be on a form prepared by the department, and must include the student's student identification number, school, grade, and subgroup membership. The report shall be filed not later than 21 days following the first day of administration of the assessments. If, after reviewing the report, the department determines that a school or district has underreported the number of economically disadvantaged students in a school or district, the department will use data from other sources, including confidential public assistance data, to estimate the actual number of students in that subgroup.

(f) Notwithstanding any provision in this chapter, if a district enrolls a student who is identified as an English learner under [4 AAC 34.090](#)(2), and who has been enrolled in a school in one of the 50 states in the United States or the District of Columbia for less than 12 months, the district shall exclude

- (1) the identified English learner who is recently arrived under this subsection from one administration of the state standards-based assessment in English language arts; and
- (2) the identified English learner's results on any state standards-based assessment under [4 AAC 06.737](#) or an English language proficiency assessment under [4 AAC 34.055](#)(c) for the first year of the student's enrollment in the school for the purposes of the school and district accountability system under [4 AAC 06.800](#) \_ [4 AAC 06.899](#).

(g) Notwithstanding any provision in this chapter, a district may, on a case-by-case basis, exempt an individual student from a state standards-based assessment described in [4 AAC 06.737](#) if an unexpected severe medical condition prevents the student from participating in the administration of the assessment. The student will not be included as part of measures of school and district accountability under [4 AAC 06.800](#) \_ [4 AAC 06.899](#), including measurements of participation, attainment of a long-term

goal or measure of interim progress, and inclusion in the Alaska school performance system. The district shall retain documentation regarding the exemption, including medical records of the condition, with the student's permanent record and provide it to the department upon request.

(h) Repealed 10/9/2015.

(i) Except as provided in (f) and (g) of this section, a student who is counted as more than one-quarter full-time equivalent under [4 AAC 09.040](#) must be included in the standards-based test described in [4 AAC 06.737](#) or [4 AAC 06.775\(b\)](#). A student who is counted as one-quarter full-time equivalent under [4 AAC 09.040](#) must only be included in the English language arts, mathematics, or science content-area assessment of the standards-based test under [4 AAC 06.737](#) if the student receives instruction in a corresponding subject and grade level.

(j) A school that misses the 95 percent participation rate target for the all-students group or any subgroup defined in [4 AAC 06.830](#) in English language arts, mathematics, or both for two consecutive years must create and submit an improvement plan to the district. The district must review and approve the plan for each school. The plan must be created with stakeholders and must include documentation of the communication and other efforts the school made to inform parents of the importance of participating in the statewide assessments, while recognizing parents rights under state law regarding their child's participation in those assessments. The plan must document training that teachers have received in the importance of the assessments and how teachers may communicate with parents and students regarding the assessments. The plan must document the efforts made to encourage participation by all students in all subgroups and that no students have been systematically excluded from testing. The plan must include steps the school will take to increase the participation rate in future years. The plan must include the strategies and samples of the materials that will be used by the school and district to educate parents about the importance of assessments and their role in student learning.

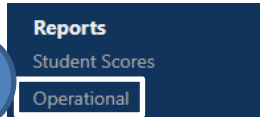
## Appendix H: Operational Reports

### About Operational Reports

These reports are designed to help District Test Coordinators and Building Test Coordinators monitor testing status and the status of materials orders. They do not include test results.

To access Operational reports:

1. In the main menu, select **Reports > Operational**.



2. Select the **Organization** and **Report Type** from the drop-down lists.
3. Select **Find**.
4. Information about the report appears below. Select the icon in the **Download** column to download the report.

AK STAR

Home / Reports / Operational Report

### Operational Report

Reports can be regenerated once a day. If the report found is more than a day old and you would like to see newer data, click the "Find" button again to regenerate the report. Most reports will be ready within an hour.

\* Denotes required field.

Find Report

Organization \*  
SAMPLE SCHOOL

Report Type \*  
Student Mobility Report

Find

Results

#	Organization	Type	Status	Date	Download
1	SAMPLE SCHOOL	Organization	GENERATED	Oct 26, 2022 9:09 PM	

## List of Available Reports

### *Materials Order Report*

This report lists each school that needs print on demand assessments, braille assessments, and how many of each kind of form were requested for each grade. It also includes the shipping contact and shipping address for each district.

Use this report to determine how many braille tests were ordered and how many print on demand forms to print. Keep track of how many braille tests you should receive from NWEA.

### *Student Mobility Report*

This report lists each student who transferred between organizations during testing, including information, such as the student's previous district and school, current district and school, the date and time the student was transferred, the user who initiated the transfer, and the reason provided for the transfer.

**Example Scenario:** A DTC is in District 1 and has students who transferred from District 2, then the report will show the student's previous district (District 2), student's current district & school (in District 1), date and time the student was transferred, who initiated the transfer and a reason provided.

What a DTC won't see – A DTC in District 1 has students who transferred to District 2 – will not see the students that have transferred out as that is now a breach of PII to see students that are no longer registered in the district.

### *Special Circumstance Report*

This report shows each test registration to which a Special Circumstance was applied. It shows information about the student, the test registration, including content area, and any assigned accommodations, the district and school of attendance and accountability, the online testing group name, and the Special Circumstance assigned.

### *Organization Report*

This report shows each organization to which you have access, including the name, type (such as school or district), code, shipping information, phone number, and the code for the organization's parent organization.

### *Registration Report*

The Registration report lists students and the tests that students are registered for, including any accommodations, assigned Special Circumstances, and group names. This report shows one line for content area. This report is in the same format as the roster file used for student registration, so users can generate this report, make changes to student registration, and upload the file. This can be useful to assign Special Circumstances or groups in bulk.

### *Summary Testing Status Report*

This report shows how many students are in each testing status (such as Registration Initiated, Ready to Test, In Progress, Inactive, or Submitted) at each school, grade, language, and content area combination. Voided will not be available to users.



# **Test Coordinator Manual**

## **2023**