



# Test Administration Directions



**Science**



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**Spring 2026**



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 Science Assessment.

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

## Contact Information

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

The Building Test Coordinator (BTC) at my school is \_\_\_\_\_

The best way to contact the BTC is \_\_\_\_\_

The District Test Coordinator (DTC) in my district is \_\_\_\_\_

The best way to contact the DTC is \_\_\_\_\_

## Alaska Department of Education & Early Development

For information regarding test administration policy and procedures, contact the assessment team as shown in Table 1, at the Alaska Department of Education & Early Development (DEED).

**Table 1. DEED Assessment Team**

| Name               | Title                                 | E-mail Address                                                                   | Phone        |
|--------------------|---------------------------------------|----------------------------------------------------------------------------------|--------------|
| Karen Melin        | Standards & Assessments Administrator | <a href="mailto:karen.melin@alaska.gov">karen.melin@alaska.gov</a>               | 907.465.8684 |
| Kari Quinto        | Summative Assessment Coordinator      | <a href="mailto:kari.quinto@alaska.gov">kari.quinto@alaska.gov</a>               | 907.465.8436 |
| Rachel Schweissing | District Test Coordinator Liaison     | <a href="mailto:rachel.schweissing@alaska.gov">rachel.schweissing@alaska.gov</a> | 907.465.8433 |

## DRC Customer Service

District staff should contact the District Test Coordinator prior to contacting DRC Customer Service for assistance.

- Peak administration coverage: **March 9–May 8, July 27–August 10, 2026**, from 7:00 a.m. to 4:00 p.m. Alaska Time, Monday through Friday, excluding state and federal holidays.
- Off-peak administration coverage from 8:00 a.m. to 1:30 p.m. Alaska Time, Monday through Friday, excluding state and federal holidays.

DRC Customer Service

Toll-free: 1.866.339.6390

[AKHelpDesk@datarecognitioncorp.com](mailto:AKHelpDesk@datarecognitioncorp.com)

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## SECTION 1: Overview

### The Alaska Science Assessment

The Alaska Science Assessment is designed to measure a student's understanding of the skills and concepts outlined in Alaska's science standards.

The *K–12 Science Standards for Alaska* support learning and understanding through sense making and investigations associated with scientific phenomena in life science, physical science, earth and space science, and engineering and technology. Crosscutting concepts, an organizational framework for connecting knowledge from the diverse science disciplines into a coherent and scientifically based view of the world, are included in the standards. Science and engineering practices, *Alaska Standards for Culturally Responsive Schools*, and evidence-based reasoning used in English language arts and mathematics are also included.

The assessment administration window for the Alaska Science Assessment is March 30–May 1, 2026.

The Alaska Science Assessment has three parts and is administered to students in grades 5, 8, and 10.

For more information about the Alaska Science Assessment, visit the [Alaska Science Assessment webpage](https://education.alaska.gov/assessments/science) (<https://education.alaska.gov/assessments/science>).

### DRC INSIGHT Portal

The DRC INSIGHT Portal is a system used to manage student and test information. Districts will regularly access the DRC INSIGHT Portal to upload and manage student information and assign students to registrations. The DRC INSIGHT Portal is also where districts may access electronic copies of assessment reports.

## SECTION 2: Student Readiness

The following resources are designed to prepare students and schools for the Alaska Science Assessment taken in the spring. They are not designed to inform instruction or to prepare students for assessment content.

The *Educator Guide to Student Readiness* is located on the [Alaska Science Assessment Student Readiness webpage](http://education.alaska.gov/assessments/science/student-readiness) (education.alaska.gov/assessments/science/student-readiness). Districts are strongly encouraged to utilize these resources and dedicate time for students to practice as part of test preparation.

### Student Tutorials

A student tutorial is a scripted, web-based video that introduces the online testing system. The tutorials use grade-level-appropriate sample test items, animation, and audio to describe the testing tools and other features of the system. Students may repeat the tutorials as often as desired and needed. Narration within each tutorial includes both spoken audio and print captioning, allowing the student to read along with the audio. Student tutorials can be viewed in sections, making it easy for students to focus on specific topics and easily navigate between them. The tutorials operate on industry-standard web browsers such as Internet Explorer, Mozilla Firefox, and Apple Safari. The link to access the Student tutorials can be found on the [Alaska Science Assessment Student Readiness webpage](http://education.alaska.gov/assessments/science/student-readiness) (education.alaska.gov/assessments/science/student-readiness) or the DRC INSIGHT Portal.

### Online Tools Training (OTT)

Online Tools Training (OTT) is designed to provide students the opportunity to practice using the features of the online assessment software and answering sample items prior to the actual assessment.

Detailed instructions are provided throughout the OTT to guide students on how to use the online tools and how to navigate the test. In addition, onscreen training hints are provided to direct students to practice using specific tools and features of the online test. (Note: These hints do not appear in a live test administration.)

The OTT may be accessed via the link on the DRC INSIGHT Portal and requires the Google Chrome web browser. Quick Guides for accessing both the OTT and Student tutorials are available on the [Alaska Science Assessment Student Readiness webpage](http://education.alaska.gov/assessments/science/student-readiness) (education.alaska.gov/assessments/science/student-readiness). If installed, the OTT may also be accessed directly through the DRC INSIGHT Test Engine. There is no need for a student to log in to access the OTT via DRC INSIGHT Portal.

## SECTION 3: Test Administrator Responsibilities

Test Administrators are trained district employees who administer the Alaska Science Assessment to students. Test Administrator training must be provided using either local materials or the training materials available from DEED. Adequate time must be provided for Test Administrators to ask questions and receive further clarification. Test Administrators, like all testing personnel, must read and sign a Test Security Agreement to indicate their understanding and agreement.

It is the Test Administrator's responsibility to:

- Review this entire manual *prior* to test administration, with special attention given to the script for each assessment session they will administer.
- Collect and return applicable test materials (Test Tickets, scratch paper and accommodated paper materials), maintaining test security throughout.
- Read and sign the appropriate Test Security Agreement.
- Prepare the testing room for assessment.
- Provide students with the required universal tools, if applicable (scratch paper, pencils, erasers, etc.).
- Ensure standardized assessment conditions in which no coaching or prompting occurs.
- Report and document any issues that arise during testing.
- Remind students to complete all three parts of the assessment. Students will need to login again to complete parts 2 and 3.
- Administer make-up assessments for students absent from scheduled assessment sessions, as directed.
- Uphold a positive testing environment for all students throughout the testing process.

### Testing Schedules

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

Assessments are not timed. While students should have as much time as needed to complete the assessment, it is estimated that most students can complete each assessment part in 40 minutes for a total of 120 minutes. This is outlined in Table 2. The estimated student test time does not include Test Ticket distribution, launching the DRC INSIGHT Secure Browser, or student login time.

Students must be allowed to progress through assessments at their own pace. It is important to allow students a reasonable time frame to complete the assessment.

**Students must complete a part within one assessment session.** In certain situations, if a student cannot complete an assessment part within the scheduled assessment session, it is permissible to allow this student to continue testing beyond the scheduled assessment session.

**Table 2. Science Grades 5, 8, and 10 Timing Estimates**

| Assessment      | Estimated Time per Part | Total Estimated Time |
|-----------------|-------------------------|----------------------|
| Grade 5 Part 1  | 40 minutes              | 120 minutes          |
| Grade 5 Part 2  | 40 minutes              | 120 minutes          |
| Grade 5 Part 3  | 40 minutes              | 120 minutes          |
| Grade 8 Part 1  | 40 minutes              | 120 minutes          |
| Grade 8 Part 2  | 40 minutes              | 120 minutes          |
| Grade 8 Part 3  | 40 minutes              | 120 minutes          |
| Grade 10 Part 1 | 40 minutes              | 120 minutes          |
| Grade 10 Part 2 | 40 minutes              | 120 minutes          |
| Grade 10 Part 3 | 40 minutes              | 120 minutes          |

## Assessment Administration

In order to ensure that all students are assessed under the standardized conditions, Test Administrators must adhere strictly to the guidelines and directions in this manual and in the Alaska Assessment Regulations located in the Alaska Assessment Policy and Test Security Handbook.

### Monitoring Students

- Do not leave students unattended in a room with access to assessment materials.
- Continuously circulate through the assessment room to ensure that students do not access unauthorized electronic devices, such as cell phones, or other unauthorized resources or tools at any time during the assessment.
- Do not engage in activities that interfere with active monitoring, such as using a computer or other device, preparing lesson plans, or grading papers.
- If students need a break or restroom trip during the assessment session, these should be adequately supervised by hall monitors or additional staff.

### Maintaining Security of Materials and the Testing Room

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

### Problem Item Reporting

As a reminder, it is never permitted to take pictures or videos of items, or to discuss items on the assessment outside of the assessment session.

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:
  - Student's state ID
  - Assessment grade and subject
  - Item number (located on the student's test screen as shown in [Figure 1](#))

**Figure 1. Item Number Location in INSIGHT**



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

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

### **Reporting Events that Threaten Test Security**

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

### **Providing Appropriate Assistance to Students**

- Do not read test questions or answer choices to any student for any assessment unless specified as an accommodation.
- If a student asks for assistance in answering an assessment question, appears to be answering randomly, or has concerns about a test question, follow the procedures provided in the Scripts section of this manual.
- Prior to administering the assessment, confirm with the Building Test Coordinator which students will receive accommodations and receive training in the appropriate use of the accommodation.

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

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

### **Logging Students Out, Pausing, and Resuming Tests**

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

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

## **Instructions for Returning Assessment Materials to the Building Test Coordinator**

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

- All Test Tickets
- All scratch paper and graph paper
- Accommodated paper materials
- Participant Test Rosters
- Irregularity reports

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

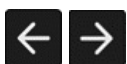
## SECTION 4: Student Supports

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. 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](http://education.alaska.gov/assessments/accommodations) ([education.alaska.gov/assessments/accommodations](http://education.alaska.gov/assessments/accommodations)).

### Universal Tools

Universal tools are supports or preferences that are available to **all** students taking the Alaska Science Assessment. The use of universal tools is based on student choice, need, and preference.

The universal tools in the following list are embedded within the DRC INSIGHT Test Engine and available to all students.



**Back and Next**—Navigation tools for moving to the next question or a previous question.



**Go To Question**—Allows students to jump to any item or passage set on the test by choosing the item from a drop-down list.



**Pause**—Pause the test for a short period of time (e.g., restroom break) and resume upon return. Allows students to leave their machine for a break without logging out of their test, while still providing test security by not showing their items onscreen. The pause function is limited to 20 minutes.



**Flag Question**—Mark a question for review at a later point.



**Review or End Test**—Allows students to see which items have been answered, are unanswered, or were flagged for review and to return to questions and change answers. Indicates if a test is ready to be scored.

No Image

**Keyboard Navigation**—Move through the test, access tools, and answer questions using the desktop keyboard rather than the mouse.



**Pointer**—Select, change, or unselect an answer option; select other user tools; and navigate through the test. When moved over an answer choice, the pointer converts to a pencil image.



**Cross-Off**—Cross out/eliminate a multiple-choice answer selection(s) (distractors) believed to be incorrect. Select again to remove cross-off.





**Highlighter**—Highlight a portion of text or a graphic and remove highlights. The highlighter can be used virtually anywhere within the item to highlight passage text, item text, answer options, portions of graphics and images, and text within images.



**Magnifier**—Magnify/enlarge the entire screen, including all text, images, and objects, for better viewing. The tool magnifies the screen by 150%, 200%, 300%, or 400%.



**Line Guide**—Movable straightedge line used to follow along with each line of text. Students can drag the guide up or down on the screen as an aid in reading an item or passage.



**Help**—The Help Library provides information on tool usage, test directions, helpful hints, and other topics. Also includes a “What’s This?” feature that allows students to access contextual help for a specific tool or button.

No Image

**Tooltips**—Pop-up labels that identify each tool/function within the testing interface. Tooltips appear when students hover over a tool with the mouse pointer. For students who use the Text-to-Speech accommodation, the tool name will be read aloud to students.



**Notepad**—Creates and places a note on the screen in which students can type a short message for later reference. Notes can be moved around the screen and re-opened. For a passage or scenario that contains multiple parts (for example, one passage that has several questions associated with it), students can use the Notepad tool to take notes that are retained for all questions associated with that passage or scenario (i.e., a Global Note).



**Calculators**—Basic four-function and scientific calculators are available, either individually or used together.



**Periodic Table**—Includes a Periodic Table, in grade 10, to aid students in answering a question.

Select to Enlarge

**Customizable Exhibit Window**—The Select to Enlarge feature allows for large graphics by using a thumbnail image of the graphic that can be enlarged for viewing. Students can interact with the test item and other tools simultaneously. A Select to Respond tool allows for placing various types of response areas in a snapshot view that students expand in order to respond to the question. For example, a large graphing item can be placed in an item where it might not normally fit.

Select to Respond

No Image

**Reverse Contrast**—A variety of background and text color combinations that are in opposite positions on the color wheel.

No Image

**Color Preferences**—Changes both the background color and font color for all text and graphics.



**Masking**—Allows students to cover up (mask) content that may be distracting, enabling the student to more easily focus attention on a specific part of the screen.

### Non-Embedded Universal Tools

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

**Headphones**—If requested, students may wear noise-blocking headphones to screen out extraneous sounds. **This does not include music devices.**

**Graph Paper or Scratch Paper**—Scratch or graph paper must be securely destroyed after the registration.

### Calculator Use for the Alaska Science Assessment

According to the *K–12 Science Standards for Alaska*, students are expected to use mathematics to represent physical variables and their relationships, and to make quantitative predictions. Mathematics is a tool that is key to understanding science, and classroom instruction should enhance all of science through the use of quality mathematical and computational thinking. Therefore, specific types of calculators are allowable on the Alaska Science Assessment according to [Table 3](#) below.

**Table 3. Calculator Use by Grade Level for the Alaska Science Assessment**

| Grades                   | Basic (Four-Function) | Scientific    |
|--------------------------|-----------------------|---------------|
| Grades 5 & 8 (all parts) | Available             | Not available |
| Grade 10 (all parts)     | Available             | Available     |

Please see the [Alaska Science Assessment Test Administration webpage](http://education.alaska.gov/assessments/science/test-administration) (education.alaska.gov/assessments/science/test-administration) for the *Assessment Calculator Policy*.

### Overview of Accommodations

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

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 aloud the reading passages) 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.

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 Students in State Assessments* and the *Handbook for the Participation Guidelines*. Both resources can be found on the DEED Accommodations webpage ([education.alaska.gov/assessments/accommodations](http://education.alaska.gov/assessments/accommodations)).

### Accommodations on Participant Test Roster

Once student accommodations have been assigned in the DRC INSIGHT Portal, they will appear on the Participant Test Roster as shown in Figure 2. Students assigned the Text-to-Speech accommodation will appear on the Participant Test Roster with “TTS” next to their name. Students assigned the print on demand accommodation will appear on the Participant Test Roster with “POD” next to their name. Note: Students requiring a braille or large print booklet will have the “POD” accommodation next to their name. Students who should receive non-embedded accommodations will appear on the Participant Test Roster with “SPN” next to their name. Students who should not receive any accommodations will have “N/A” next to their name.

Figure 2. Participant Test Roster

| Form | Completed                | Participant Name   | Date of Birth | Accommodation(s) | AKSID | Username     | Password |
|------|--------------------------|--------------------|---------------|------------------|-------|--------------|----------|
| 8    | <input type="checkbox"/> | None BlazeTest29   | 10-10-2010    | N/A              | 7029  | NBLAZETEST34 | HALL9737 |
| 3    | <input type="checkbox"/> | None BlazeTest30   | 11-11-2009    | N/A              | 7030  | NBLAZETEST33 | YARD3784 |
| 6    | <input type="checkbox"/> | None BlazeTest31   | 12-12-2008    | N/A              | 7031  | NBLAZETEST35 | GOLD2692 |
| 2    | <input type="checkbox"/> | SPN BlazeTest32    | 01-01-2007    | SPN              | 7032  | SBLAZETEST8  | WILL8029 |
| 1    | <input type="checkbox"/> | SPNTTS BlazeTest33 | 02-02-2006    | SPN, TTS         | 7033  | SBLAZETEST10 | SIZE3047 |
| 1    | <input type="checkbox"/> | TTS BlazeTest34    | 03-03-2005    | TTS              | 7034  | TBLAZETEST5  | GAIN2874 |
| 1    | <input type="checkbox"/> | TTS BlazeTest35    | 04-04-2004    | TTS              | 7035  | TBLAZETEST6  | NEXT2709 |
| 1    | <input type="checkbox"/> | SPNPOD BlazeTest36 | 05-05-2003    | POD, SPN         | 7036  | SBLAZETEST9  | HANG8641 |
| 1    | <input type="checkbox"/> | POD BlazeTest37    | 06-06-2004    | POD              | 7037  | PBLAZETEST5  | SUCH8246 |
| 1    | <input type="checkbox"/> | POD BlazeTest38    | 07-07-2005    | POD              | 7038  | PBLAZETEST6  | RIDE4213 |

District: Drc Use Only - Sample District Ak  
 School: Drc Use Only - Eis Sample School  
 Content Area: Science  
 Assessment: Gr 8 - Science  
 Registration Name: Grade 08 Science  
 Registration Window:

## SECTION 5: Paper-Accommodated Forms

### Braille and Large Print Accommodations

Braille and large print test booklets are available for any students who require this format.

Students will mark their answer choices in the large print test booklet. Students needing a braille test booklet should provide responses according to their IEP or 504 plan. This is individualized and should be specific to the student. Students requiring a braille or large print test booklet need to also be assigned the POD accommodation.

When administering the braille and large print tests, a print on demand (POD) edition can be generated from the DRC INSIGHT Portal for the Test Administrator if needed. Contact your Building Test Coordinator to obtain a POD edition of the assessment.

After testing, student responses for braille and large print editions **must** be transcribed by trained district employees into the DRC INSIGHT Test Engine as soon as possible and before the testing window closes on May 1, 2026. Students using the braille and large print accommodations will need to be assigned to a registration and have their Test Tickets printed. Retain the Test Ticket rather than distributing it to the student, as it will be necessary to login for online transcription. This Test Ticket is how the designated transcriber will input the student's answers into the DRC INSIGHT Test Engine from the braille and large print versions of the test. Details and further information on transcribing paper-accommodated forms are detailed in the Transcribing Braille, Large Print and Print on Demand (POD) Tests section of this manual.

### Print on Demand Accommodation (POD)

A print on demand (POD) edition of the Alaska Science Assessment is available for students with the documented accommodation of needing a paper test. District Test Coordinators can generate the POD version of the assessment from the DRC INSIGHT Portal (after students are assigned this accommodation). This permission can also be given to the Building Test Coordinator to print the student's test at the school site. Step-by-step instructions for generating and printing the POD edition are detailed in the Registration Online Help. The POD versions of the assessment are secure test materials and should be stored as such before and after the student takes the assessment.

After testing, student responses for the POD edition must be transcribed by trained district employees into the DRC INSIGHT Test Engine as soon as possible and before the testing window closes on April 25, 2026. Students using the POD accommodation will need to be assigned to a registration and have their Test Tickets printed. Retain the Test Ticket rather than distributing it to the student. This Test Ticket is how the designated transcriber will input the student's answers into the DRC INSIGHT Test Engine from the POD version of the test. Details and further information on transcribing paper-accommodated forms are detailed in the Transcribing Braille, Large Print and Print on Demand (POD) Tests section of this manual.

## Transcribing Braille, Large Print, and Print on Demand (POD) Tests

After testing, student responses for braille, large print and POD editions **must** be transcribed into the DRC INSIGHT Test Engine before the testing window closes on May 1, 2026. It is recommended that transcription occur as soon after testing as possible. Transcription requires the Test Administrator or other designated district or school personnel to log in to the DRC INSIGHT Test Engine using the student's Test Ticket.

Follow these steps to transcribe student answers:

1. Obtain the Test Ticket from the Building Test Coordinator.
2. After the student has completed the test on paper, use a device that has the DRC INSIGHT Test Engine software installed and use the student's Test Ticket to log in to the student's test.
3. Begin transcribing student responses. Once you have finished, select End Test and Submit. The Test Administrator should then return all printed test materials to the Building Test Coordinator.

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

- The transcriber must be a current employee of the school district.
- The transcriber must be trained in test administration and sign a Test Security Agreement.
- Transcription must take place in a secure location.
- The assessment is transcribed exactly as the student answered the assessment items.
- If a transcriber is uncertain of the intent of a student's answer or if the format in which the student provided their answer does not match the acceptable format in the test engine, they should consult their Building Test Coordinator.
- For security reasons, DEED recommends a second trained staff member be present to verify all transcriptions, when feasible.

## SECTION 6: Scripts

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

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

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

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

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

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

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

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

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

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

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

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

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

If a student would like to review the test directions but cannot find them, say the following.

**SAY: To access the test directions, you can click on the question mark at any time. Then click on the Test Directions tab.**

If a student is confused about how to use the technology to respond to an assessment item, the Test Administrator should provide assistance in increasingly helpful steps.

**SAY: Remember that the technology directions are found behind the question mark icon.**

If the student still needs assistance, read the technology directions to the student. If the student is still confused, the Test Administrator may clarify the technology directions. The Test Administrator should not touch the mouse, keyboard, or screen.

## Technology Challenges During the Assessment

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

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

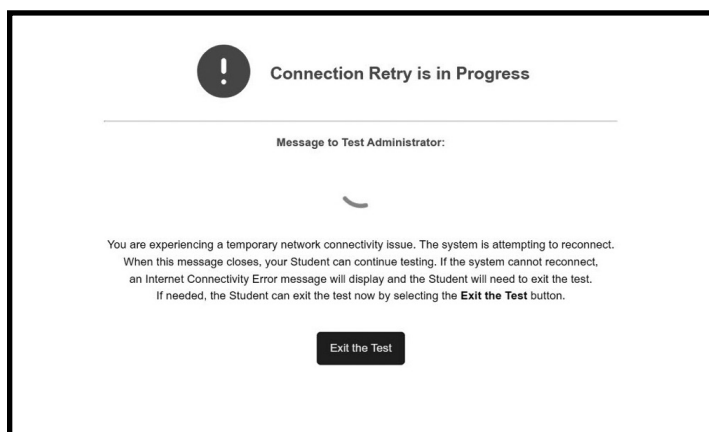
As a general rule, students should sit no more than 10–15 minutes at a non-working device. If the technology issue is affecting the entire group in the assessment session, the students should return to an instructional activity after 10–15 minutes, and the assessment session should be rescheduled. If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

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

### Students Receiving a Communication Error

Occasionally, the connection necessary to transmit a test response is lost during testing. If this occurs, DRC INSIGHT Test Engine will display the message shown in [Figure 3](#) to the student.

**Figure 3. Trying to Reconnect Message**

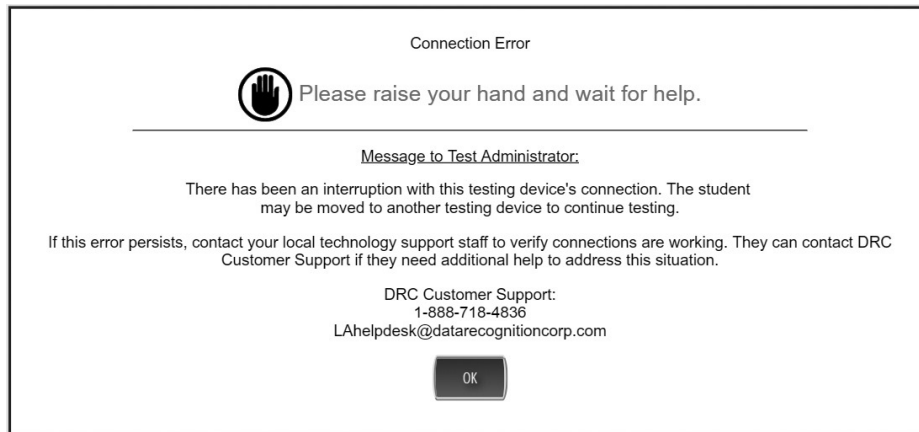




Even though this message appears, DRC INSIGHT Test Engine will continue attempting to send the test response. If the student raises their hand, direct the student to sit patiently. If the connection is re-established, the test response is sent to DRC, the message closes automatically and the student continues to test.

If, after five minutes, the connection is not re-established, the message closes and an Internet Connection Error message displays (see [Figure 4](#)). In this case, the student should exit the test by pressing the OK button.

**Figure 4. Internet Connection Error**



The student can move to a different device, log in using the same Test Ticket, and continue to test. All test responses prior to the interruption are saved and the student will resume testing at the same point they were at prior to the interruption.

## How to Read Scripts for Alaska Science Assessment

The following scripts are split into three sections:

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

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

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

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

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

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

### Scenario 1—Multiple Parts in One Session

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

### Scenario 2—Breaks Between Assessment Parts

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

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

**Example: Grade 5 Science**

|             |                                              |
|-------------|----------------------------------------------|
| 9:00–10:00  | Part 1 (Login Instructions, Test Directions) |
| 10:00–10:30 | Recess                                       |
| 10:30–11:30 | Part 2 (Login Instructions, Test Directions) |
| 11:30–12:00 | Lunch                                        |
| 12:00–1:00  | Part 3 (Login Instructions, Test Directions) |

**Scenario 3—Assessment Parts on Separate Days**

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

## ***Script to Students: Science—Grades 5, 8, and 10***

### **Before You Begin**

Before you begin testing, make sure you have:

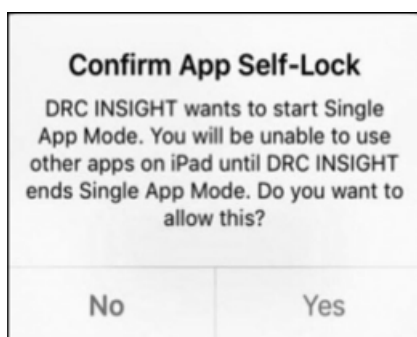
- completed all test administration training and have signed a Test Security Agreement;
- the Participant Test Roster and Test Tickets;
- provided each student with a pencil, eraser, and scratch paper;
- ensured no student is in possession of an electronic device other than their testing device;
- familiarized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

### ***General Information for Using Tablet Devices***

#### **Administering the test using an iPad**

When online testing using an iPad, DRC INSIGHT is automatically placed in Single App Mode which prevents access to other apps during testing. When the DRC INSIGHT app is launched from an iPad, students may be prompted to turn on Single App Mode, depending on how the software was configured. If prompted, have students select **Yes** to allow Single App Mode, as shown in Figure 5. Single App Mode will be turned off automatically when students exit their tests.

**Figure 5. Confirm App Self-Lock**



#### **Administering the test using a Chromebook**

Students testing with Chromebooks should **not** be logged in to a Google account. If the DRC INSIGHT app is launched while signed in to a Google account, students will receive an error. As a guest, students should launch DRC INSIGHT by selecting “apps” from the taskbar. The DRC INSIGHT App runs in Single App Mode, which means the student cannot access any other application until they exit the online testing engine.

## Login Instructions

**SAY:** You are not allowed to have access to your phone or other electronic devices during the test. Please power them off and put them away or turn them in to me now. Please sit quietly as I hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.

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

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

**SAY:** Select the DRC INSIGHT Online Assessments icon that appears on your screen.

If students are presented with a choice between 'WIDA' and 'Alaska,' have them select 'Alaska.'

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

**SAY:** You should see a screen that says Online Tools Training and Test Sign In. Is there anyone who does not see these words on the screen?

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

When all students are ready,

**SAY:** Select Test Sign In. You should see the Sign-In screen appear. Is there anyone who does not see the Sign-In screen?

Pause to assist students as necessary. Check to make sure that the Sign-In screen includes the Alaska Department of Education & Early Development logo. If a student receives an error message, note the content of the error message and contact the Building Test Coordinator.

When all students are ready,

**SAY:** You may now enter your Username and Password in the spaces provided on the screen. Your individual Username and Password are found on your Test Ticket. When you have finished entering your Username and Password, select the Sign In button in the middle of the screen.

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

When all students are ready,

**SAY: When you have selected the Sign-In button, a Welcome screen opens with your name at the top. Is there anyone who does not see the Welcome screen with your name at the top?**

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

When all students are ready,

**SAY: Please select the Continue button to move to the next screen.**

**After you have selected the Continue button, the Test Selection screen will open. Is there anyone who does not see the Test Selection screen?**

Pause to assist students as necessary.

**SAY: Select the test part labeled Science Part** (say the appropriate part number: 1, 2, or 3).

**Once you have selected the correct test part, the Test Directions screen will open. Is there anyone who does not see the Test Directions screen?**

Assist students as needed to select the correct test part. If a student accidentally selects the incorrect test part, direct the student to do the following:

1. End the test part. To do so, select the “Exit” button, and then select the “Yes, Exit” button.
2. Direct the student to log into the correct part using the information on the Test Ticket.

When all students have selected the correct test part, begin reading the test directions aloud.

## Test Directions

**SAY:** This screen shows an image to check whether your device is set up correctly. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.

Once you have confirmed that all students have three circles, continue.

**SAY:** Please select the Next button to move forward to the next screen.

Pause as students move to the next screen.

**SAY:** You are about to take the Alaska Science Assessment. This test is one way for you to show what you know about science. You will answers all questions on the device in front of you. Follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help button and choose the Test Directions tab.

### Answering Questions.

This test includes questions that will ask you to provide your answer in a variety of ways.

- Most questions have four answer choices and only one correct answer.
- Some questions may have more than four answer choices and more than one correct answer. You will be asked to identify all the correct answers.
- Some questions may have two or more parts and require that you choose an answer or answers to each part.

Please select the Next button to move forward to the next screen.

Pause as students move to the next screen.

**SAY:** For questions with answer bubbles, use the Pointer tool to select the correct answer or answers. For questions in which you have to type your answer or use online tools to provide a response, you will need to follow the specific directions for those questions.

Be sure to read the instructions for each question very carefully before answering the question.

Select the Flag button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.

Please select the Next button to move forward to the next screen.

Pause as students move to the next screen.

**SAY: Helpful Hints**

- There is no time limit to finish the test.
- Only one question at a time will appear on the screen.
- If you need to go away from your device, select the Pause button. Select the Resume button to continue. If you are away from your device for more than 20 minutes, you will need to log back in.
- There are 3 parts of the Alaska Science Assessment. Be sure to complete all 3 parts of the assessment. You will need to login again to complete parts 2 and 3.
- (GRADES 5 AND 8 ONLY) Use tools such as the Highlighter, Notepad, Magnifier, Line Guide, and Calculator to assist you.
- (GRADE 10 ONLY) Use tools such as the Highlighter, Notepad, Magnifier, Line Guide, Calculator, and the Periodic Table to assist you.
- Select the Help button to find more information.

CONTINUE READING FOR ALL GRADES

**SAY: Please select the Next button to move forward to the next screen.**

Pause as students move to the next screen.

**SAY: The Review page will appear after the last question on the test. On this screen, check that you have answered each question including all flagged questions.**

Then, select the End Test button. The system will indicate if you have answered all questions. Select the Submit button when you are ready to complete the test.

**At (the time agreed upon with the Building Test Coordinator), I will stop the session. Most of you will be finished, but some of you may need more time. Raise your hand if you have any questions before you begin the test.**

Pause to address any questions.

**SAY: When you are ready, select Begin the Test.**

After students select “Begin the Test” Test Administrators may no longer assist students by touching the keyboard, mouse, or device.

When it is the designated time to stop,

**SAY: This is the end of the Alaska Science Assessment. Raise your hand if you need more time.**

After reaching the last item in a part, the student is presented with a screen prompting them to return to review answers (marked and unmarked) for all items prior to submitting the test. It is acceptable for a Test Administrator to say, **“I see that you left some questions unanswered. Do you want to go back and answer them?”** The student can select the Return to Questions button



to review their answers or can select the End Test button to end the test. The onscreen directions should be followed for submitting answers.

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

If students are continuing on to another part of the assessment, a short break can be provided. As a reminder, students need to login again to complete parts 2 and 3.

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

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

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

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

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

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

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

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

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

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

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

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

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

If a student would like to review the test directions but cannot find them, say the following.

**SAY:** To access the test directions, you can click on the question mark at any time. Then click on the Test Directions tab.

If a student is confused about how to use the technology to respond to an assessment item, the Test Administrator should provide assistance in increasingly helpful steps.

**SAY:** Remember that the technology directions are found behind the question mark icon.

If the student still needs assistance, read the technology directions to the student. If the student is still confused, the Test Administrator may clarify the technology directions. The Test Administrator should not touch the mouse, keyboard, or screen.

## How to Read POD/Large Print Scripts for Alaska Science Assessment

The following scripts are split into three sections:

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

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

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

**Scenario 1:** The assessment is administered in one assessment session (e.g., students move at their own pace)

**Scenario 2:** The assessment is administered over multiple assessment sessions over one or more days

### Scenario 1—One Assessment Session

When administering the entirety of the assessment in a single assessment session, students are allowed to move at their own pace without being instructed to stop until their assessment is submitted. As always, students may or may not take a short, supervised break at any time during the session. In this scenario, Test Administrators will read the Welcome Instructions and Test Directions one time to students at the beginning of the session. Test Directions do not need to be read again during the session.

Please note, this method is not recommended for younger students due to the length of a full assessment (120 minutes).

### Scenario 2—Breaks Between Assessment Sessions

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

When the assessment is administered over the course of multiple assessment sessions, Test Administrators must read the Welcome Instructions and Test Directions before beginning the first assessment session. For all subsequent assessment sessions, Test Administrators must read the Welcome Instructions.

**Script to Students: Science – Print on Demand/Large Print – Grades 5, 8, and 10****Before You Begin**

Before you begin testing, make sure you have:

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

(GRADE 10 ONLY) Students taking the grade 10 Alaska Science Assessment must have the Periodic Table of Elements reference sheet provided by the test vendor.

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

**Welcome Instructions**

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

You are about to take the Alaska Science Assessment. This test is one way for you to show what you know about science. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You can also use a highlighter to mark parts of the questions in the test booklet.

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

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

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

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

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

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

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

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

### Test Directions

**SAY:** Now you will be taking the Alaska Science Assessment. This test has three parts that contain different types of questions. Record all your answers in your test booklet.

Calculators are allowed on all parts of the science assessment.

This test includes questions that will ask you to provide your answer in a variety of ways.

- Most questions have four answer choices and only one correct answer.
- Some questions may have more than four answer choices and more than one correct answer. You will be asked to identify all the correct answers.
- Some questions may have two or more parts and require that you choose an answer or answers to each part.
- (GRADE 10 ONLY) You may also use your Periodic Table of Elements to assist you during the test.

All questions will be answered in your test booklet ONLY. When you come to the word STOP at the end of a part, you may go back and review to check your answers. You may only review the part you just completed. You may not look at any other part in the test booklet.

Make sure you have marked all your answers clearly and that you have completely erased any marks you do not want. When you are finished, close your test booklet. Then raise your hand.

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

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

Pause.

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

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

When it is the designated time to stop,

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

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

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

As soon as possible after administering the test, transcribe student responses into the DRC INSIGHT Test Engine. Test Administrators will need the Test Ticket to complete the transcription. Further information on transcribing paper-accommodated forms is detailed in the [Transcribing Braille, Large Print and Print on Demand \(POD\) Tests](#) section of this manual.

Follow your Building Test Coordinator's instructions on returning all secure test materials.

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

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

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

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

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

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

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

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

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

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

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

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

If a student would like to review the test directions but cannot find them, say the following.

**SAY:** To access the test directions, you can click on the question mark at any time. Then click on the Test Directions tab.

If a student is confused about how to use the technology to respond to an assessment item, the Test Administrator should provide assistance in increasingly helpful steps.

**SAY:** Remember that the technology directions are found behind the question mark icon.

If the student still needs assistance, read the technology directions to the student. If the student is still confused, the Test Administrator may clarify the technology directions. The Test Administrator should not touch the mouse, keyboard, or screen.

## APPENDIX A: Frequently Asked Questions (FAQs)

### **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. 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 their peers to test in a separate location, this is permissible.

### **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.

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

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

### **Can I use results from the Alaska Science Assessment in determining student course placement or student grades?**

The Alaska Science Assessment 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 the Alaska Science Assessment?**

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 assessments?**

Yes. If the substitute teacher has a signed Test Security Agreement (TSA) and has been trained in test administration policies and procedures, they may administer the assessments.

### **Can a student teacher or intern administer the assessments?**

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



**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.

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

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

**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 Alaska Science Assessment?**

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

**A student did not complete an assessment part before the end of the school day. Can they pick up where they left off and complete the part another day?**

No. Students cannot complete an assessment part another day unless they have the appropriate accommodation to do so. Assessment parts must be completed within one school day. Schools must schedule assessment sessions with ample time for students to complete the assessment part within one day.

**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 Building Test Coordinator should contact the District Test Coordinator for guidance.

**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 together students 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 science assessment if they are enrolled in science 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.

**How is it determined which accommodations a student should be provided during the Alaska Science Assessment?**

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) in order to be provided on the assessment.

**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. It also requires the DTC to unlock the test when the student resumes a day later.

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 District Test Coordinator must unlock the assessment each day the student is scheduled to test.

**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.

**What should be done if a student accidentally begins the wrong test part?**

If the student is still within the test directions and has not selected the green "Begin the Test" button, the Test Administrator should direct the student to select the black "Exit" button, followed by the black "Yes, Exit" button. If the student has already selected the "Begin the Test" button, refer to instructions in the following FAQ (What steps should be taken if a student accidentally submits a test part?).

As long as the student will be taking the incorrectly selected test part that same day, the test part will not need to be unlocked. If that test part will be administered on a different day, the Building Test Coordinator should contact the District Test Coordinator. The District Test Coordinator will need to unlock the incorrectly started test part before the student can continue. This must be done on the same day the student will continue.

**What steps should be taken if a student accidentally submits a test part?**

The Test Administrator should contact the Building Test Coordinator, who should then contact the District Test Coordinator. The District Test Coordinator will need to unlock the incorrectly started test part before the student can continue. This must be done on the same day the student will continue.

## APPENDIX B: The Scribe Accommodation

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

### Qualifications for the Scribe

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

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

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

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

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

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

### Process for Scribe Accommodation

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

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

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

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

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

## Additional Parameters

The following are a list of **acceptable** parameters:

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

The following are **unacceptable** parameters:

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

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

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

## APPENDIX C: Assessment Log and Irregularity Report

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.

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 practicable. The District Test Coordinator may provide specific guidelines for when and how to submit these forms.
3. Copies of these forms must be securely maintained at the district or school for two years after the administration as part of the assessment documentation requirements.

Test Administrators must provide the following information on each form:

- Any reason why a student did not test during that session, whether it is a whole content area or a test part (e.g., student is suspended, home sick, dental appointment, student refused to take the test, parent submitted a refusal).
  - 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-up testing 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 the following: 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.

An electronic version of this form is available on the [Alaska Science Assessment Test Administration webpage](http://education.alaska.gov/assessments/science/test-administration) ([education.alaska.gov/assessments/science/test-administration](http://education.alaska.gov/assessments/science/test-administration)).

## Assessment Log and Irregularity Report

| School        |                 | Test Administrator(s) |       |              |      |                                                |
|---------------|-----------------|-----------------------|-------|--------------|------|------------------------------------------------|
|               |                 |                       |       |              |      |                                                |
| Date and Time | Name of Student | Grade                 | AKSID | Content Area | Part | Reason a student did not test, or irregularity |
| Notes         |                 |                       |       |              |      |                                                |
| Date and Time | Name of Student | Grade                 | AKSID | Content Area | Part | Reason a student did not test, or irregularity |
| Notes         |                 |                       |       |              |      |                                                |
| Date and Time | Name of Student | Grade                 | AKSID | Content Area | Part | Reason a student did not test, or irregularity |
| Notes         |                 |                       |       |              |      |                                                |
| Date and Time | Name of Student | Grade                 | AKSID | Content Area | Part | Reason a student did not test, or irregularity |
| Notes         |                 |                       |       |              |      |                                                |

## APPENDIX D: A Student's DRC INSIGHT Experience


The following pages contain example screenshots of what a student sees while viewing the test directions during the assessments. Some Test Administrators may find it helpful to know what students are seeing while the scripts are being read aloud. These screenshots do not replace the test administration scripts in Section 6.

### Science: Grades 5 and 8

This screen shows an image to check whether your device is set up correctly. You should see three shaded circles below. **Please raise your hand if you do not clearly see three circles.**



#### Test Directions

To look at these directions again while you are taking the test, select the  Help button and choose the Test Directions Test Directions tab.

#### Answering Questions


This test includes questions that will ask you to provide your answer in a variety of ways.

- Most questions have four answer choices and only one correct answer.
- Some questions may have more than four answer choices and more than one correct answer. You will be asked to identify all the correct answers.
- Some questions may have two or more parts and require that you choose an answer or answers to each part.









For questions with answer bubbles, use the  Pointer tool to select the correct answer(s).

For questions in which you have to type your answer or use online tools to provide a response, you will need to follow the specific directions for those questions.

Be sure to read the instructions for each question very carefully before answering the question.


Select the  Flag button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.

### Helpful Hints

- There is no time limit to finish the test.
- Only one question at a time will appear on the screen.
- If you need to go away from your device, select the  Pause button. Select the  Resume button to continue. If you are away from your device for more than 20 minutes, you will need to log back in.
- Use tools such as the  Highlighter,  Notepad,  Magnifier,  Line Guide, and  Calculator to assist you.
- Select the  Help button to find more information.



The Review page will appear after the last question on the test. On this screen, check that you have answered each question including all flagged questions.

Then, select the  End Test button. The system will indicate if you have answered all questions.

Select the  Submit button when you are ready to complete the test.

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


When you are ready, select  Begin the Test.

## Science: Grade 10

This screen shows an image to check whether your device is set up correctly. You should see three shaded circles below. **Please raise your hand if you do not clearly see three circles.**



### Test Directions

To look at these directions again while you are taking the test, select the  Help button and choose the Test Directions Test Directions tab.

### Answering Questions


This test includes questions that will ask you to provide your answer in a variety of ways.

- Most questions have four answer choices and only one correct answer.
- Some questions may have more than four answer choices and more than one correct answer. You will be asked to identify all the correct answers.
- Some questions may have two or more parts and require that you choose an answer or answers to each part.









For questions with answer bubbles, use the  Pointer tool to select the correct answer(s).

For questions in which you have to type your answer or use online tools to provide a response, you will need to follow the specific directions for those questions.


Be sure to read the instructions for each question very carefully before answering the question.


Select the  Flag button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.

### Helpful Hints

- There is no time limit to finish the test.
- Only one question at a time will appear on the screen.
- If you need to go away from your device, select the  Pause button. Select the  Resume button to continue. If you are away from your device for more than 20 minutes, you will need to log back in.
- There are 3 parts of the Alaska Science Assessment. Be sure to complete all 3 parts of the assessment. You will need to login again to complete parts 2 and 3.
- Use tools such as the  Highlighter,  Notepad,  Magnifier,  Line Guide, and  **Calculator** to assist you.
- Select the  Help button to find more information.

The Review page will appear after the last question on the test. On this screen, check that you have answered each question including all flagged questions.

Then, select the  End Test button. The system will indicate if you have answered all questions.

Select the  Submit button when you are ready to complete the test.

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

When you are ready, select  Begin the Test.

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*Test Administration Directions*  
Spring 2026

