



Test Coordinator's Manual



Science



Spring 2024



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

Topics

Table 1 below lists common topics that districts and schools may need assistance with and whom to contact regarding each topic.

Table 1. Guidance for Common Topics

Topic	Whom to Contact for Guidance
DRC INSIGHT Portal	DRC Customer Service
Student Readiness	DEED
Technology Setup and Troubleshooting	DRC Customer Service
Test Administration Policy	DEED
Test Security	DEED
Testing Irregularities	DEED

Alaska Department of Education & Early Development

For information regarding test administration policy and procedures, contact the assessment team as shown in Table 2, at the Alaska Department of Education & Early Development (DEED).

Table 2. DEED Assessment Team

Name	Title	E-mail Address	Phone
Elizabeth Greninger	Assessments Administrator	elizabeth.greninger@alaska.gov	907.465.8428
Kari Quinto	Summative Assessment Coordinator	kari.quinto@alaska.gov	907.465.8436
Rachel Schweissing	District Test Coordinator Liaison	rachel.schweissing@alaska.gov	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 4–May 3, June 24–July 12, 2024**, from 7:00 a.m. to 4:00 p.m. Alaska Time, Monday through Friday, excluding state and federal holidays.
- Off-peak administration coverage is 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

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SECTION 1: Introduction

Purpose of This Manual

This manual provides guidelines and procedures for District and Building Test Coordinators related to the administration of the Alaska Science Assessment. Following the instructions in this manual is not only required, but will ensure standardized assessment conditions in all schools. Consistent procedures ensure test-score validity and reliability.

This document is not an assessment administration manual. Instructions for Test Administrators can be found in the *Test Administration Directions*.

Additional instructions not available at the time of publishing will be available on the [Alaska Science Assessment webpage](https://education.alaska.gov/assessments/science) (<https://education.alaska.gov/assessments/science>).

This document is not meant to be a step-by-step manual for using the DRC INSIGHT Portal. For detailed instructions about processes within the DRC INSIGHT Portal and the DRC INSIGHT Test Engine, please refer to the resources available on the [DRC INSIGHT Portal](http://ak.drccdirect.com) (ak.drccdirect.com).

DRC INSIGHT Online Learning System

The DRC INSIGHT Online Learning System comprises two components: the DRC INSIGHT Test Engine and the DRC INSIGHT Portal. The purpose of this section is to provide a high-level overview of the DRC INSIGHT Online Learning System and the role of the District Test Coordinator in using the system.

The DRC INSIGHT Test Engine is the secure software that students access when completing an assessment. The DRC INSIGHT Test Engine must be installed on each student device used for testing. Additionally, the DRC INSIGHT Test Engine is one of the ways to access the Online Tools Training (OTT).

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

More information about the DRC INSIGHT Online Learning System can be found in the [DRC INSIGHT Portal](http://ak.drccdirect.com) (ak.drccdirect.com).

SECTION 2: 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.

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>).

Assessment Test Window

The assessment administration window for the Alaska Science Assessment is March 25–April 26, 2024.

Assessment Structure

The Alaska Science Assessment has three parts and is administered to students in grades 5, 8, and 10. Students taking the Alaska Science Assessment may use a calculator throughout the assessment.

SECTION 3: Student Transiency

As a state, Alaska has a high rate of student transiency, meaning that students commonly move around from place to place across Alaska. In order to decrease duplicate students in the DRC INSIGHT Portal and avoid students repeating parts of the test, District Test Coordinators must follow appropriate procedures in handling these students. It is important to note that the following considerations need only be applied **after** the Test Setup Window (March 4–8, 2024) for the Alaska Science Assessment when students are added to the DRC INSIGHT Portal.

Student Transfers from Another District

If a student transfers from another district, **do not add this student to the DRC INSIGHT Portal**. The student could already be in the DRC INSIGHT Portal in another district and adding the student would create a duplicate record. If a new student transfers into your district, please contact DRC Customer Service (AKHelpDesk@datarecognitioncorp.com or 1.866.339.6390) and request to have the student transferred into your district. Provide DRC Customer Service with the student's AKSID, district code, school code, name, and grade level. DRC Customer Service will only complete the transfer if the student still needs to test.

Student Transfers within the Same District

If a student transfers to another school but is still in the same district, **do not add this student to the DRC INSIGHT Portal**. A District Test Coordinator should either edit the student's school manually in the DRC INSIGHT Portal or use the Multiple Student Upload (MSU) to transfer the student to the new school. If a student is transferred using an MSU, they will be removed from any incomplete test sessions. The student will need to be added to test sessions at the new school. District Test Coordinators do not need to call DRC Customer Service to transfer a student from one school to another within their district.

Verifying Student Completion in a Prior District

If a student transfers within a district or from out of district during the test window, the District Test Coordinator must ensure that the student has not already completed parts of the assessment at their previous site. If a student has completed parts of the test before transferring to a new district or school, the student should **not** retake any parts of the assessment they have already completed. This can be verified in the DRC INSIGHT Portal after the student is transferred. Please contact DEED for details on students transferring during the test window.

If a student was assigned to test sessions at the previous school or district, the student will be removed from test sessions during the transfer process. After the transfer is complete, the student will need to be added to test sessions at the new school or district. If a student completed the science assessment at the previous school or district, that test session will be retained during the transfer process, ensuring the student's completed test session is not lost.

SECTION 4: 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 at each site.

The lists below highlight some of the main responsibilities of each district personnel role. They are not exhaustive and are not designed to be a complete list of all responsibilities.

In addition to the responsibilities assigned to each role, all district personnel **must**

- read and follow all testing procedures outlined in documents and manuals published by DRC 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, and
- sign a Test Security Agreement.

District Test Coordinator (DTC)

District Test Coordinators play a critical role in delivering the assessments. The responsibilities of a District Test Coordinator 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; disseminate correspondence and information to relevant district staff.
 - Lead staff training in assessment and test security policies and procedures, ensuring each district staff member involved in testing is trained prior to the administration of assessments.
 - Distribute the *Test Administration Directions* and ensure Test Administrators read the directions prior to administration of assessments.
 - Distribute information about the educator and student preparation resources.
 - Manage the DRC INSIGHT Portal access and permissions for district staff.
 - Coordinate the input of student information into the DRC INSIGHT Portal and 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
 - Implement procedures to ensure test security and work with Building Test Coordinators to write and implement procedures to ensure test security at the building level.
 - Ensure that all educators involved in test administration read and sign the appropriate Test Security Agreement.
 - Coordinate, communicate, and enforce a district-wide policy on the use of electronic devices during testing.
 - Implement a system for secure materials accountability (e.g., 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
 - Order accommodated materials (braille, large print) via DRC INSIGHT Portal.
 - Inventory all accommodated materials upon receipt from DRC.
 - Coordinate secure distribution and collection of accommodated materials to and from schools.
- 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 Code 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 assessment.

The responsibilities of a Technology Director include, but are not limited to, the following:

- Ensure each device that students will use is able to support assessments.
- Ensure each device that students will use has the most recent version of the DRC INSIGHT Test Engine installed.
- Ensure that each school has the appropriate bandwidth to support computer-based testing.
- Ensure all headphones and keyboards that students will use are functioning.
- Install Central Office Service Device (COS).
- 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 DRC Customer Service 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 on the [DRC INSIGHT Portal](http://ak.drcdirect.com) (ak.drcdirect.com).

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 any accommodated 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 (TAD)*.
- Disseminate *Test Administration Directions (TAD)* to Test Administrators.

- Collect all assessment and irregularity logs.
- Ensure at least one observation of the Alaska Science Assessment is completed. See the [DEED Assessment Policy and Test Security Handbook](#) 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 DRC INSIGHT Portal.
- 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 Tickets to students.
- Provide students with appropriate accommodations, as necessary.
- Provide students with the required universal tools, if applicable (scratch paper, pencils, etc.).
- Collect and securely destroy Test Tickets.
- Report and document any issues that arise during testing.

SECTION 5: 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 Alaska Science Assessment and a brief overview of accommodations. Specific 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](http://education.alaska.gov/assessments/accommodations) (education.alaska.gov/assessments/accommodations).

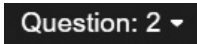
Universal Tools

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. 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.

Universal Tools



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. Includes an eraser to remove the cross-off if students change their minds.



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.



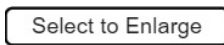
Notepad—Creates and places a note on the screen in which students can type a short message for later reference. Notes can be moved around the screen and re-opened. For a passage or scenario that contains multiple parts (for example, one passage that has several questions associated with it), students can use the Sticky Note 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 Respond

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.

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 computer-based 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 test session.

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 scores, score interpretation, reliability, or the security of the assessment. Accommodations must be made available to students with disabilities on an Individualized Education Program (IEP) or Section 504 Plan, students with transitory impairments, and English learners as documented in student files.

All accommodations must be documented in the student’s IEP, 504, EL, or Transitory Impairment plan. This includes accommodations that are universal tools. Documenting the student’s need ensures the accommodations will be provided in both instruction and assessments. Providing accommodations not in the student’s IEP, 504, EL, or Transitory Impairment plan or mis-administering accommodations (e.g., reading 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.

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 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.

SECTION 5: Student Supports

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

Entering Student Accommodations in the DRC INSIGHT Portal

The DRC INSIGHT Test Engine offers embedded Text-to-Speech (TTS) for students who have a read aloud accommodation. TTS, unlike universal tools, is only available to students when indicated via the Multiple Student Upload (MSU) or via the accommodations tab in the DRC INSIGHT Portal before administering the assessment. If TTS is not activated, the student will not be provided this accommodation.

It is a local decision to determine who (general education teacher, special education teacher, Building Test Coordinator, etc.) will indicate TTS for students in the DRC INSIGHT Portal. The Teacher role has permission to make student-level changes in the DRC INSIGHT Portal. The Test Administrator role allows an educator to view student-level data but does not allow the educator to add or edit. Please see [Figure 1](#) below for assistance in entering student accommodations in the DRC INSIGHT Portal.

The print on demand (POD) accommodation is available for students with the documented accommodation of needing a paper test. Similar to the Text-to-Speech accommodation, POD is only available to students when indicated via the MSU or via the accommodations tab in the DRC INSIGHT Portal prior to administering the assessment.

TTS and POD are linked to the student's assessment record, based on the Alaska Student Identifier (AKSID), and follow a student if the student transfers schools or districts. Educators at the new school can access the accommodations tab once that student is enrolled.

If at any point a student started a part of the assessment and it is discovered TTS or POD were not set correctly, the student should stop testing and the Test Administrator should contact the Building Test Coordinator immediately. The Building Test Coordinator or District Test Coordinator should then follow procedures outlined by DEED.

Figure 1. Entering Accommodations in the DRC INSIGHT Portal

Type	Accommodation	ELA	Math	Science
Online	Text-To-Speech (Not Including ELA Reading Passages)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Non-Embedded Accommodations

If a student should receive any other accommodations (not including TTS and POD), this should be documented via the Multiple Student Upload or via the accommodations tab in the DRC INSIGHT Portal.

Accommodations on Student Roster

Once student accommodations have been assigned in the DRC INSIGHT Portal, they will appear on the Student Roster as shown in [Figure 2](#). Students assigned the Text-to-Speech accommodation will appear on the Student Roster with “TTS” next to their name. Students assigned with the print on demand accommodation will appear on the Student Roster with “POD” next to their name. Students who should receive non-embedded accommodations will appear on the Student Roster with “Other” next to their name. Students who should not receive any accommodations will have “N/A” next to their name.

Figure 2. Accommodations on Student Roster

Alaska Spring 2024
Student Rosters and Student Test Tickets are **SECURE materials** and must be treated appropriately.

Below is a list of duties that should be performed to securely handle, distribute, and collect the Student Roster and Student Test Tickets.

The Student Roster (begins on page 2) provides a list of students who are assigned to this test session, District, School, Content Area, and Test Session Name are displayed in the upper right hand corner. Also listed are student name, form number, assigned accommodations, date of birth, Alaska Student ID, and the student's username and password. The checkbox on the left can be used to track student completion by either the Test Administrator or the Building Test Coordinator.

Student Test Tickets are printed four (4) students to a page. A student will use the same test ticket for all parts of each content area. Student test tickets are secure and must not be distributed to Test Administrators until the day of testing.

PRIOR TO TESTING

District or Building Test Coordinator:

- Print the Student Test Tickets for each test session; one set for each content area. Each set will include: this instruction page, the Student Roster, and Student Test Tickets.
- Review the Student Roster to ensure all students scheduled to test are included and that each student has been correctly assigned accommodations, if applicable.
 - If a student has been incorrectly assigned an accommodation, edit the student's information in eDIRECT.
 - If a student is missing from the Student Roster, enter the student in eDIRECT if necessary, then add the student to the existing test session.
 - Once all accommodation information has been corrected and missing students have been added to the test session, reprint Student Roster and any missing Student Test Tickets.
- Cut/separate Student Test Tickets and store in a secure location until the test is administered.

DAY OF TEST

Building Test Coordinator:

- Distribute this instruction page, the Student Roster, and the Student Test Tickets to the appropriate Test Administrator prior to testing.

Test Administrator:

- Distribute the Student Test Tickets to students.
- Ensure each student with accommodations noted on the Student Roster is seated at a device that have been set up to handle those accommodations
- Ask students to verify that their test ticket contains the correct student name.
- Instruct students to login to the assessment using the Username and Password on their Student Test Ticket. When this information is correctly entered students can begin testing.
- Once students have logged in successfully, collect all Student Test Tickets. Verify with the Student Roster that all Student Test Tickets have been retrieved.

WHEN STUDENTS ARE FINISHED TESTING

Test Administrator: Return Student Roster and all Student Test Tickets to Building Test Coordinator.

Building Test Coordinator:

- Use the Student Roster to verify all Student Test Tickets have been returned.
- Once testing is complete for the content area, Student Rosters and Student Test Tickets must be securely destroyed.

Alaska Spring 2024
Student Test Roster

District: DRC Use Only - Sample District AK
School: DRC Use Only - INSIGHT Sample School
Content Area: ELA
Assessment: Gr 4 - ELA
Test Session: DEED Sample Test Tickets

Form	Completed	Accommodation(s)	Student Name	Date of Birth	AKSID	User Name	Password
1	<input type="checkbox"/>	POD	HOWELL, BRENDA	12/26/2003	499775	BHOWELL1	FEET5400
2	<input type="checkbox"/>	N/A	Johnson, Angela	3/3/2005	499758	AJOHNSON1	ROCK2042
2	<input type="checkbox"/>	N/A	LAWRENCE, KEITH	12/11/2003	499780	KLAWRENCE1	GROW2458
1	<input type="checkbox"/>	POD	NGUYEN, MICHELLE	10/1/2003	499773	MNGUYEN1	HOLD3787
1	<input type="checkbox"/>	N/A	RUIZ, BRUCE	12/5/2003	499782	BRUIZ1	BAKE7865
1	<input type="checkbox"/>	N/A	VASQUEZ, DOUGLAS	12/20/2003	499777	DVASQUEZ1	LIKE9306

Alaska Spring 2024
Student Test Roster

District: DRC Use Only - Sample District AK
School: DRC Use Only - INSIGHT Sample School
Content Area: ELA
Assessment: Gr 4 - ELA
Test Session: DEED Sample Test Tickets

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2	<input type="checkbox"/>	N/A	LAWRENCE, KEITH	12/11/2003	499780	KLAWRENCE1	GROW2458
1	<input type="checkbox"/>	TTS	NGUYEN, MICHELLE	10/1/2003	499773	MNGUYEN1	HOLD3787
1	<input type="checkbox"/>	N/A	RUIZ, BRUCE	12/5/2003	499782	BRUIZ1	BAKE7865
1	<input type="checkbox"/>	Other	VASQUEZ, DOUGLAS	12/20/2003	499777	DVASQUEZ1	LIKE9306

SECTION 6: Paper-Based Accommodated Forms

Braille and Large Print Accommodations

Braille and large print test booklets of the Alaska Science Assessment are available for any students who require them. 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. This is individualized and should be specific to the student.

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. Step-by-step instructions for generating and printing the POD edition are detailed in the Test Management section of the *DRC INSIGHT Portal User Guide*.

Ordering Braille and Large Print Materials

If braille and large print test booklets are needed, they must be requested through the DRC INSIGHT Portal during the additional materials ordering window between March 5–April 10, 2024. All District Test Coordinators have access to the Additional Materials Request. The process for ordering additional materials can be found in the *DRC INSIGHT Portal User Guide*.

When a braille or large print test booklet is ordered, sites will receive a braille or large print kit respectively. For grades 5 and 8, the kit includes the braille or large print test booklet. For grade 10, the kit includes the braille or large print test booklet and a braille or large print periodic table.

Materials are shipped to the District Test Coordinator via UPS. District Test Coordinators must inventory and verify the contents of the boxes, comparing the security numbers on the packing list to the security numbers on the materials. District Test Coordinators should then arrange for secure distribution of test materials to the necessary schools.

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 Test Management section of the *DRC INSIGHT Portal User Guide*. The POD versions of the assessment are secure test materials and should be stored as such before and after the student takes the assessment.

Transcribing Paper-Based Accommodated Materials

After testing, student responses for accommodated versions **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 26, 2024. Students using accommodated materials will need to be assigned to a test session 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 accommodated versions of the test. Details and further information on transcribing paper-based accommodations are detailed in the Transcribing Braille, Large Print and Print on Demand (POD) Tests section of the *Test Administration Directions*.

Once responses have been transcribed into the DRC INSIGHT Test Engine, the braille, large print, and POD assessments should be securely destroyed immediately. A district test coordinator may delegate locally established procedures for securely destroying to the Building Test Coordinator.

SECTION 7: Before Assessment

Scheduling

The District Test Coordinator is 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.

- Assessment Window—March 25–April 26, 2024

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 length of testing each day.
- The parts of 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.

Scheduling Considerations

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. The science assessment will take most students 105 minutes. See [Table 4](#) that follows for time estimates for each grade level and part. The estimated student test times do not include time needed to start computers, log in students, hand out test materials, and read test directions.

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

Students must complete a part within one assessment session. In certain situations, if a student cannot complete an assessment part within the scheduled assessment session, it is permissible to allow this student to continue testing beyond the scheduled assessment session. However, this student must finish the assessment part within the same school day in which it was started.

SECTION 7: Before Assessment

The district or school should have a plan in place in the event that a student does not complete a part in one assessment session. This could include moving the student to a different location or scheduling time for them to finish later in the day. Test Administrators, with the approval of their Building Test Coordinator, should use their best judgment on whether a student should continue testing or not.

Table 4. Science Grades 5, 8, and 10 Timing Estimates

Assessment	Estimated Time per Part
Grade 5 Part 1	35 minutes
Grade 5 Part 2	35 minutes
Grade 5 Part 3	35 minutes
Grade 8 Part 1	35 minutes
Grade 8 Part 2	35 minutes
Grade 8 Part 3	35 minutes
Grade 10 Part 1	35 minutes
Grade 10 Part 2	35 minutes
Grade 10 Part 3	35 minutes

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 so as to not disturb other testers. 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 not able 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 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 26, 2024.

District Responsibilities in the DRC INSIGHT Portal

Adding Students in the DRC INSIGHT Portal

Student records for the Alaska Science Assessment must be added to the DRC INSIGHT Portal. Districts are responsible for the initial entry and ongoing maintenance of student data. Multiple student records at a time may be added via the Multiple Student Upload (MSU). Students may also be added manually one at a time. The entry of student data into the DRC INSIGHT Portal occurs each year during the Test Setup Window in early March. Districts should allow enough time to compile and validate all data entered into the DRC INSIGHT Portal.

Step-by-step instructions for adding students in the DRC INSIGHT Portal are detailed in the Student Management section of the *DRC INSIGHT Portal User Guide*.

Assigning Students to Test Sessions

In order for a student to take the assessment, the student must be assigned to a test session. Assigning a test to a student produces a Test Ticket that allows the student access to the assessment using the DRC INSIGHT Test Engine.

Students using a paper-based accommodation (braille, large print and print on demand) **must** also be assigned to a test session. Once assigned, the Test Ticket should be retained, instead of given to the student, for transcription by a trained district employee.

If a district chooses to organize their students in test sessions by grade level, this makes the dissemination of printed Test Tickets more difficult. If a district chooses to organize their students in test sessions based on other factors (by teacher, Test Administrator, classroom, test location, etc.), this requires a little more work in the DRC INSIGHT Portal but makes the dissemination of printed Test Tickets easier. Districts may group students into test sessions in any way that works best for the students and school.

The processes for assigning students to test sessions is detailed in the Test Management section of the *DRC INSIGHT Portal User Guide*.

Print Student Rosters and Test Tickets

Student Rosters and Test Tickets are retrievable from the DRC INSIGHT Portal after test sessions are assigned. Student Rosters and Test Tickets are printed together along with an instruction sheet. The instruction sheet contains information about how to review the Student Roster to ensure all students scheduled to test are included and that the Text-to-Speech and Print on Demand accommodations have been appropriately assigned, if applicable.

Districts may print Test Tickets for an individual student or for all students in a test session. The tickets will provide students access to assessments from 7:00 a.m.–5:00 p.m. Alaska Time. Test Tickets do not expire—they can be used at any point during the test window and within the times described above. A sample Test Ticket is shown in [Figure 3](#).

Figure 3. Sample Test Ticket

Alaska Spring Test Ticket Gr 5 - Science	
BRENDA HOWELL	
Test Session Name:	DEED Sample Test Tickets
AKSID:	499775
Username:	BHOWELL1
Password:	FEET5400

The process for printing Student Rosters and Test Tickets are detailed in the *DRC INSIGHT Portal User Guide*.

Student Rosters and Test Tickets are secure materials and should be stored securely before testing. Test Tickets must be collected each day and securely destroyed after testing has been completed.

User Accounts in the DRC INSIGHT Portal

District Test Coordinators have control over who does or does not have a DRC INSIGHT Portal user account in their district. DTCs should decide for whom accounts should be created based on their roles and what tasks they will complete in the district. DRC INSIGHT Portal user accounts must be maintained and inactivated as district staff no longer have an educational need to access the DRC INSIGHT Portal.

Multiple user accounts can be added at one time using the Batch User File Upload. User accounts may also be added individually. User roles and permissions are assigned based on the tasks they will complete in the DRC INSIGHT Portal. The Introduction section of the *DRC INSIGHT Portal User Guide* provides a matrix of all user roles and corresponding permissions.

After new users are entered, the system will automatically send an activation email. New users will follow a link in that email to set up their passwords. Usernames are the users' professional email addresses.

If a user serves more than one school within a district, the district will also be able to add that school to the user's account. If a user serves more than one district, the District Test Coordinator should contact the DEED Summative Assessment Coordinator, Kari Quinto, at 907.465.8436 or kari.quinto@alaska.gov.

DRC INSIGHT Test Engine

It is the responsibility of the District Test Coordinator to collaborate with the Technology Director to ensure that the DRC INSIGHT Test Engine is installed on all testing devices. District Test Coordinators may delegate or collaborate with others to complete the installation. The DRC INSIGHT Test Engine should be downloaded and installed on school computers and tablets as soon as possible. Access installation links and instructions are located on the DRC INSIGHT Portal>General Information>Downloads. The DRC INSIGHT Test Engine is designed to work on a variety of devices. The complete list of allowable devices is available on the [DRC INSIGHT Portal](http://ak.drccdirect.com) (ak.drccdirect.com).

Student Readiness

The following is an overview of the student readiness resources available to students. These resources allow students to become familiar with the testing platform they will experience in the spring. They are not designed to inform instruction or to prepare students for assessment content.

To aid Alaska students and educators in preparing for testing, DRC created a student tutorial and an online training environment for the DRC INSIGHT Online Learning System. A DRC INSIGHT Portal user account is not required to access the following resources. They are accessible to students, educators, and community without the need to log in to the DRC INSIGHT Portal.

There are resources for student readiness on the [Alaska Science Assessment Student Readiness webpage](http://education.alaska.gov/assessments/science/student-readiness) (education.alaska.gov/assessments/science/student-readiness). The resources include the comprehensive *Educator Guide to Student Readiness*, Student Tutorials and Online Tools Training (OTT). Districts are strongly encouraged to utilize these resources. Dedicated time for student readiness should be included in each district's plan as they prepare for testing.

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. Student tutorials are available for review by administrators, teachers, students, parents, and community. 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 on the [DRC INSIGHT Portal](http://ak.drccdirect.com) (ak.drccdirect.com).

Online Tools Training (OTT)

Online Tools Training (OTT) is designed to provide an introductory experience with using the online assessment software in preparation for taking an online test. The purpose of the OTT is for students to practice using the features of the online assessment software and answering sample items prior to the actual assessment.

The OTT allows students to try out system features and tools, practice navigating through the test, and become familiar with the look and feel of the system.

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, on-screen 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 through the [DRC INSIGHT Portal](http://ak.drctdirect.com) (ak.drctdirect.com) and requires the Google Chrome web browser. Quick Guides for accessing both the OTT and 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 on the [DRC INSIGHT Portal](http://ak.drctdirect.com) (ak.drctdirect.com). 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.

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 non-secure materials (e.g., pencils, scratch paper) are distributed and collected. Secure materials must not be distributed until directly before assessment sessions and must be collected immediately upon completion of the assessment session.

- The assessment schedule with the length of time for each part
- A list of students to be assessed
- A list of students receiving accommodations, the accommodations to be provided, and any special materials needed
- Pencils and erasers for each student to work out problems on scratch or graph paper
- Blank scratch paper or graph paper
- A copy of the *Assessment Log and Irregularity Report* or something similar
- A copy of the *Test Administration Directions* for each Test Administrator
- “TESTING: DO NOT DISTURB” and “NO ELECTRONIC DEVICES” signs to place outside the testing rooms
- A computer or device for each student to be tested
- Student Roster and Test Tickets
- Headphones for students needing the Text-to-Speech accommodation

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.

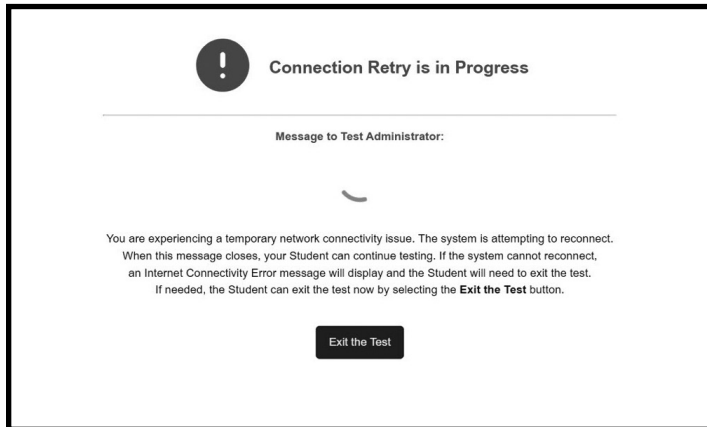
As a general rule, students should sit no more than 10–15 minutes at a non-working device. If the technology issue is affecting the entire group in the assessment session, the students should return to an instructional activity after 10–15 minutes, and the assessment session should be rescheduled. If 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 will display the message shown in [Figure 4](#) to the student.

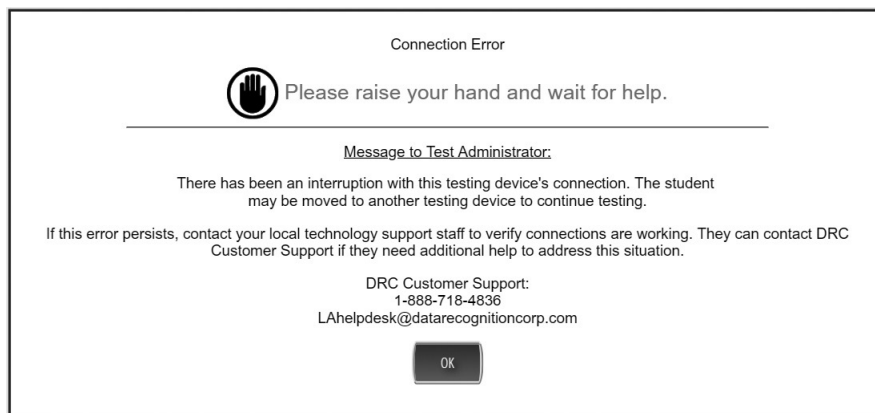
Figure 4. Trying to Reconnect



Even though this message appears, DRC INSIGHT 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 5](#)). In this case, the student should exit the test by pressing the OK button.

Figure 5. 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.

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 place and time of testing
- If the student does not test, documenting special circumstances

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. A short video outlining this process is available via the [DRC INSIGHT Portal](https://www.drcdirect.com) (ak.drcdirect.com).

SECTION 8: During Assessment

Tracking Assessment Completion

Once the administration of the Alaska Science Assessment 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 Test Management tab in the DRC INSIGHT Portal. Status is indicated as Not Started, In Progress, Completed, or Locked. Status descriptions can be found in the *DRC INSIGHT Portal User Guide*. The test session status also includes the beginning and end date and time stamp for each session.

Authorized users can also view summary/aggregate information about testing that is occurring within their district, school, or class using the Student Status Dashboard in the DRC INSIGHT Portal.

Reference the *DRC INSIGHT Portal User Guide* for more information on tracking assessment sessions.

Second Day Testing

A student must finish the entirety of a test **part** in one school day. In rare cases, assessment parts are interrupted and students are unable to resume testing within the same school day. The decision on whether or not to allow a student to continue to test the next day lies solely with the District Test Coordinator, with input from DEED. All occurrences of second day testing must be documented.

Second day testing should only be allowed in rare instances, such as severe illness, severe behavior, or extenuating and unusual circumstances.

The following are **not** acceptable reasons for a student to continue testing the next day.

- Starting an assessment late in the school day. Schools should plan accordingly to allow students enough time to finish a test part in a day. Refer to the section on [Scheduling](#) for more information on how to plan the schedule.
- Student leaving school for an appointment (e.g., dental, medical)

For questions or guidance on if a situation warrants a student continuing to test the next day, District Test Coordinators should contact Kari Quinto, Summative Assessment Coordinator (kari.quinto@alaska.gov or 907-465-8436).

Unnecessary unlocking may result in invalidation and an investigation by DEED and/or the Professional Teaching Practices Commission.

If the District Test Coordinator decides to allow a student to continue the test the next day, the student may use the same Test Ticket to sign in to the test. However, the Test Ticket must be unlocked before the student will have access to the test. The process for unlocking a Test Ticket is detailed in the *DRC INSIGHT Portal User Guide*.

Students completing the test the next day must be monitored closely to ensure that no previous answers are changed.

SECTION 9: After Assessment

Documenting Special Circumstances

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. A list of available special circumstances and their definition can be found in [Table 5](#) below. 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 the student will not receive a score report.

Table 5. Definitions of Special Circumstances

Special Circumstances	Definition
Absent	Student was absent during the scheduled testing days and during scheduled makeup days.
Invalidation	A student's assessment was determined invalid.
Medical Waiver	An unexpected and severe medical condition outlined in Alaska regulation 4 AAC 06.820 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 Alaska Science Assessment Test Administration webpage (education.alaska.gov/assessments/science/test-administration).
Parent Refusal	Parent refused to allow student to participate in an assessment. Local policy governs how parent refusal is handled.
Student Refusal	Student refused to participate in an assessment.
Transferred	Student transferred during the test window and was not tested prior to leaving.

A special circumstance does not need to be documented in the following instances:

- 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 Medical Waiver, special circumstances do not exclude students from being calculated in a school's assessment participation rate or school designation.

If District Test Coordinators ever need guidance or assistance regarding special circumstances, please contact Kari Quinto, Summative Assessment Coordinator (kari.quinto@alaska.gov or 907-465-8436).

How to Document Special Circumstances

Special circumstances are documented within the DRC INSIGHT Portal. The special circumstances must be entered no later than Friday, May 3, 2024. More information about entering special circumstances can be found in the *DRC INSIGHT Portal User Guide*.

APPENDIX A: Alaska Science Assessment Transfer Scenarios

General Guidelines

- Whenever you get a new student from outside of your district, contact DRC.
- When a student transfers out of your district without completing any testing, record the TRN special circumstance code in the DRC INSIGHT Portal.
- Contact DRC Customer Service at AKHelpdesk@datarecognitioncorp.com or 1-866-339-6390.

Before the Test Window

Scenario #1: School to School in Same District, Test Sessions Created

Before the test window opened, Natalie transferred from Mendenhall River Community School to Harborview Elementary within the Juneau School District. Natalie had been assigned test sessions at Mendenhall River.

Steps

1. The Juneau District Test Coordinator (DTC) can use the Multiple Student Upload (MSU) file to move Natalie to Harborview Elementary. By making this change via the MSU, Natalie will be removed from the test sessions she was assigned at Mendenhall River.
2. The Juneau DTC should put Natalie in new test sessions at Harborview Elementary either manually in DRC INSIGHT Portal or using the Multiple Test Sessions Upload.

Scenario #2: School to School in Same District, No Test Sessions

Before the test window opened, Michael transferred from Mendenhall River Community School to Harborview Elementary within the Juneau School District. Test sessions had not been assigned to Michael at Mendenhall River.

Steps

1. The Juneau DTC can use the MSU or move Michael manually in DRC INSIGHT Portal to Harborview Elementary.
2. At some point before testing, the Juneau DTC should put Michael into test sessions at Harborview either manually in DRC INSIGHT Portal or using the Multiple Test Sessions Upload.

Scenario #3: District to District, Test Sessions Created

Before the test window opened, Alyssa transferred from Hoonah City School District to Juneau School District. Test sessions had been assigned to Alyssa in Hoonah.

Steps

1. The Juneau DTC should contact DRC Customer Service. Provide DRC Customer Service with the following information about Alyssa: her AKSID, her new district code, her new school code, last name, first name, and grade level.
2. DRC will move Alyssa from Hoonah to Juneau and remove her from her test sessions at Hoonah.
3. At some point before testing, the Juneau DTC should put Alyssa into test sessions at her new school in Juneau either manually in DRC INSIGHT Portal or using the Multiple Test Sessions Upload.

Scenario #4: District to District, No Test Session

Before the test window opened, Cody transferred from Hoonah City School District to Juneau School District. A test session had NOT been set up for Cody in Hoonah.

Steps

1. The Juneau DTC should contact DRC Customer Service. Provide DRC Customer Service with the following information about Cody: his AKSID, his new district code, his new school code, last name, first name, and grade level.
2. DRC will move Cody from Hoonah to Juneau.
3. At some point before testing, the Juneau DTC should put Cody into test sessions at his new school in Juneau either manually in DRC INSIGHT Portal or using the Multiple Test Sessions Upload.

During the Test Window

Scenario #5: District to District, Test Sessions, Assessment Not Completed

Follow steps for Scenario #3 above.

Scenario #6: School to School in Same District, Completed One or More Parts

During the test window, Sally transferred from Mendenhall River Community School to Harborview Elementary within the Juneau School District. Sally completed part 1 of her science assessment but still needs to complete parts 2 and 3.

Steps

1. The Juneau DTC cannot use the MSU to move Sally to Harborview Elementary because Sally has an In Progress test session. The Juneau DTC should provide Harborview Elementary with Sally's test ticket from Mendenhall River.
2. Using her test ticket from Mendenhall River, Sally can log in and finish her science test.
3. Sally's score report for science will be included with Mendenhall River's reports.

Scenario #7: District to District, Completed One or More Parts

During the test window, Jill transferred from the Skagway School District to the Anchorage School District. Jill completed part 1 of her science test. Jill still needs to take parts 2 and 3 of the science test.

Steps

1. Contact DEED for next steps.

Scenario #8: District to District, All Parts Completed

During the test window, John transferred from the Nome School District to the Fairbanks School District. John completed all parts of the science assessment while still in the Nome School District.

Steps

1. Fairbanks DTC should contact DRC Customer Service. Provide DRC Customer Service with the following information about John: AKSID, last name, first name, and grade level.
2. DRC will tell the Fairbanks DTC that John has completed the science assessment and no more testing is needed. RC will transfer the student to Fairbanks.

Scenario #9: Correspondence School Student Testing at Another School/Site

Betty lives in Hoonah but is enrolled in the Galena City School District's IDEA correspondence school full time. IDEA would like Betty to test at Hoonah's brick-and-mortar school. The Galena DTC has confirmed with the DTC in Hoonah that there is space for Betty to test with their students. Hoonah plans to administer the computer-based assessment.

Steps

1. The Galena DTC should provide the Hoonah DTC with Betty's AKSID.
2. The Hoonah DTC can add Betty to a test session in Hoonah. This must be done manually in DRC INSIGHT Portal using Betty's AKSID.
3. Betty stays enrolled at Galena, and Galena would see Betty show up on the Alternate Testing Sites tab in the test session at Hoonah.
4. Hoonah won't be able to edit Betty's student information and likewise, Galena won't be able to edit the test session info.
5. Betty's score report will be sent to Galena.

APPENDIX B: Alaska Science Assessment Text-to-Speech (TTS) Scenarios

General Guidelines

- Student TTS accommodations should be uploaded via the Multiple Student Upload or entered manually *prior* to assigning test sessions.
- All Student Rosters should be reviewed prior to testing to ensure all students have been correctly assigned accommodations, if applicable.
 - If a student has been incorrectly assigned an accommodation, edit the student’s information in the DRC INSIGHT Portal.
 - Once all accommodation information has been corrected, reprint Student Roster and Student Test Tickets.
- Contact DRC Customer Service at AKHelpdesk@datarecognitioncorp.com or 1-866-339-6390.

Before the Test Window

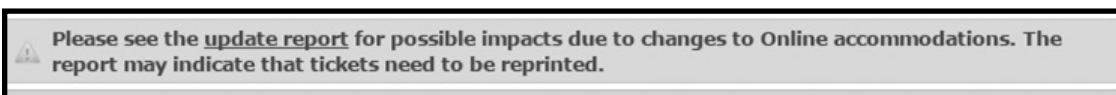
Scenario #1: Student Test Tickets Have Been Printed

It is the week before testing and the Juneau District Test Coordinator (DTC) has just been notified two students need the embedded text-to-speech accommodation. The DTC has already completed the multiple student upload (MSU) and multiple test session upload (TSU) and has printed student test tickets.

Steps

1. The Juneau DTC should add TTS for each student manually. Anytime the TTS accommodation is added or removed manually, the message below will display, and the Juneau DTC should click on the Update Report link. The Update Report, as seen in [Figure 6](#), will tell the Juneau DTC if the student’s test ticket needs to be reprinted. There will be a record in the report for each test session the student is in with a message on if a new ticket should be reprinted or not.

Figure 6. DRC INSIGHT Portal Update Report



2. Within the Update Report, the Juneau DTC will see two possible messages.
 - a. If a new ticket is needed, the following message will appear: *The student’s accommodation changes have been applied, and the test ticket(s) were automatically regenerated. Please reprint the student ticket(s).*
 - b. If a new ticket is NOT needed, the following message will appear: *The student’s test ticket(s) already support the student’s accommodations. The updated accommodation will be applied the next time the student logs in.*
3. The DTC should print new test tickets for students who receive the message detailed in (a.).

During the Test Window

Scenario #2: Student Started Testing

Natalie has TTS for ELA as a documented accommodation in her IEP. She doesn’t notice she wasn’t provided TTS until Part 2 of her science test. She raises her hand to notify the Test Administrator.

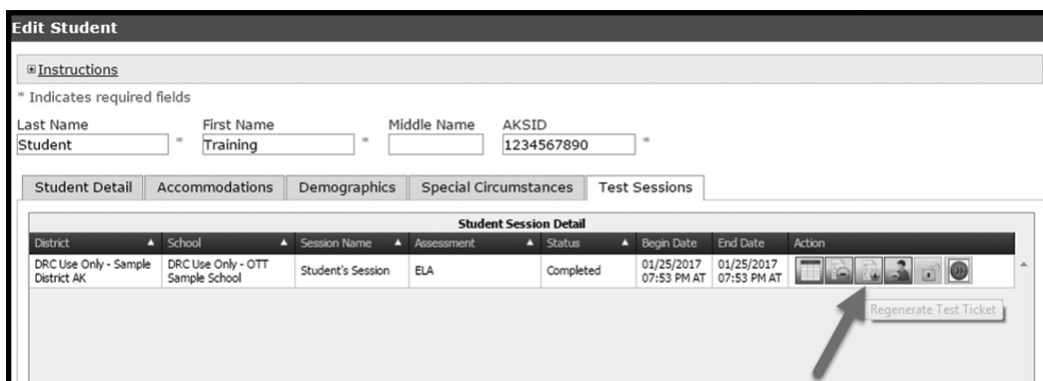
NOTE: The following procedure is *optional* and should be followed only if the district determines taking the test a second time is in the best interest of the student.

Steps

1. Natalie should not continue testing and the Test Administrator should notify the BTC right away who will contact the DTC.
2. The DTC should manually add the TTS accommodation to Natalie’s student record in the portal and press Save.
3. While still on the Edit Student screen, click on the Test Sessions tab and select the Regenerate Test Ticket icon, as seen in [Figure 7](#).

NOTE: Regenerating is a permission limited to District users.

Figure 7. DRC INSIGHT Portal Regenerate Test Ticket Icon



4. The BTC should print and review the student roster to ensure TTS appears in the Accommodations column.
5. Natalie’s test ticket should be reprinted.

APPENDIX C: Glossary of Terms

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.

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.

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.

DRC: Data Recognition Corporation

DRC INSIGHT Online Learning System: DRC's system to deliver assessments and related resources online for all content areas and grade levels by incorporating computerized testing, related resources, dynamic reporting, and a suite of educator tools. The DRC INSIGHT Online Learning System consists of a secure web-based testing interface, a central administration portal, and local test content management and hosting to help manage network traffic, connectivity, and bandwidth during online testing.

DRC INSIGHT Portal: A permissions-based, secure, central gateway for managing testing programs. It includes the applications necessary to administer an assessment.

DRC INSIGHT Test Engine: Software that is automatically downloaded to testing devices after DRC INSIGHT is launched. The test engine 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 DRC INSIGHT server for secure storage.

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)].
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 Multiple Student Upload or within the DRC INSIGHT 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.

Non-embedded accommodations: Non-embedded accommodations are those that are outside of the technology, for example, preferential seating.

Parts: Content area assessments may be divided into parts. Between parts, students must review and submit answers. However, once students have submitted answers for a part, they may not return to that section of the assessment.

POD: The print on demand assessment is available for students with this need designated in their IEPs/504 plans.

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.

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 Roster: Document that prints in front of Test Tickets. Includes an alphabetical list of students in the specified test session and any accommodations entered in the DRC INSIGHT Portal.

Student supports: Any tool that assists a student in taking the assessment. Student supports include accommodations and universal tools.

TCM: *Test Coordinator's Manual*

Test Administrator (TA): District staff member who administers the test to students.

Test Administration Directions (TAD): The TAD is a Test Administrator's manual. The TAD contains instructions and information for TAs as well as the scripts for TAs to read on the test day.

Test records: Records submitted via file upload or individually in the DRC INSIGHT Portal that detail assessment information for students.

Test sessions: Assigned to students via file upload or individually in the DRC INSIGHT Portal that detail assessment information for students.

Test Ticket: A piece of paper containing the student's username and password for each test subject. Students will use the information on their 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 large print form to the online test engine.

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 D: 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 his/her 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.

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 assessment?

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 assessment.

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.

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. For more information on recommended scheduling practices and considerations, please review the [Scheduling](#) and [Second Day Testing](#) sections of this manual.

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. See the [Second Day Testing](#) section of this manual for more information.

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.

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 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 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. 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.

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.

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 E: Assessment Documentation Requirements for Schools

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 DRC:** (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 F: 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. This document is meant to be printed and filled in by hand because electronic devices are not allowed in the testing rooms. This form is also available on the [Alaska Science Assessment Test Administration webpage](http://education.alaska.gov/assessments/science/test-administration) (education.alaska.gov/assessments/science/test-administration).

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 (see [Appendix E](#)).

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.

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 G: Resources

1. ***Participation Guidelines for Inclusion of Alaska Students in State Assessments***

Lists allowable accommodations for all statewide assessments. Located on the [DEED Accommodations webpage](http://education.alaska.gov/assessments/accommodations) (education.alaska.gov/assessments/accommodations).

2. ***Handbook for the Participation Guidelines***

Meant to be used in tandem with the *Participation Guidelines for Inclusion of Alaska Students in State Assessments* and contains important information not detailed in the *Participation Guidelines for Inclusion of Alaska Students in State Assessments*. Provides guidance for the selection, administration, and evaluation of accommodations and other student supports. Located on the [DEED Accommodations webpage](http://education.alaska.gov/assessments/accommodations) (education.alaska.gov/assessments/accommodations).

3. **DTC Corner Smartsheet**

The DTC Corner Smartsheet is a restricted-access resource meant only for District Test Coordinators. It contains information and resources for DTCs when administering statewide assessments. Access to the DT Corner Smartsheet requires a username and password. For assistance or to gain access to the Smartsheet, please contact Rachel Schweissing (rachel.schweissing@alaska.gov, 907.465.8433) at DEED.

4. ***Test Administration Directions (TAD)***

The TAD is the manual for Test Administrators. The TAD covers topics such as test security and student supports, goes over Test Administrator responsibilities, and contains the scripts that Test Administrators are required to read to students on test day. All District Test Coordinators, Building Test Coordinators, and Test Administrators must read and become familiar with the TAD. Districts are provided with printed copies of the TADs, but electronic copies can be found on the DTC Corner Smartsheet, the Alaska Science Assessment webpage, and the DRC INSIGHT Portal.

5. **District Planning Checklist for District Test Coordinators, Building Test Coordinators, and Test Administrators**

This checklist is meant to be used in conjunction with the test administration manuals (*Test Coordinator's Manual* and *Test Administration Directions*). The checklist is in Excel so that districts and sites may customize it to fit the needs of their site. The checklist may also be filtered to meet a specific need. The checklist can be found on the DTC Corner Smartsheet, or staff may request a copy from their District Test Coordinator.

6. ***The DRC INSIGHT Portal User Guide***

The *DRC INSIGHT Portal User Guide* is the manual for district staff who complete tasks within the DRC INSIGHT Portal. The *DRC INSIGHT Portal User Guide* can be found on the [DRC INSIGHT Portal](http://ak.drccdirect.com) (ak.drccdirect.com). For more information about the DRC INSIGHT Portal and DRC's other software, please refer to the [DRC INSIGHT Online Learning System](#) section of this manual.

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Test Coordinator's Manual
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