ALASKA SCIENCE ASSESSMENT

Test Coordinator's Manual

Science

ALASKA DEPARTMENT OF
EDUCATION
& EARLY DEVELOPMENT

Spring 2026

A note of thanks to Alaska educators:

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

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

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

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

Sincerely,

DEED Assessments Team

Contact Information

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
Karen Melin	Standards & Assessments Administrator	karen.melin@alaska.gov	907.465.8684
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 9–May 8, July 27–August 10, 2026**, from 7:00 a.m. to 4:00 p.m. Alaska Time, Monday through Friday, excluding state and federal holidays.

- Off-peak administration coverage 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

Table of Contents

List of Tables

List of Figures

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).

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 (ak.drcedirect.com) or Appendix H: *DRC INSIGHT Portal User Guide*.

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 registrations. The DRC INSIGHT Portal is also where districts may access electronic copies of assessment reports. All student profiles reside in the DRC INSIGHT Portal.

More information about the DRC INSIGHT Online Learning System can be found in the DRC INSIGHT Portal (ak.drcedirect.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).

Assessment Test Window

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

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: 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

    o Collaborate and communicate regularly with the Technology Director.

    o Coordinate with the Technology Director to establish technology support plans for each site.

- Test Security

    o 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.

    o Ensure that all educators involved in test administration read and sign the appropriate Test Security Agreement.

    o Coordinate, communicate, and enforce a district-wide policy on the use of electronic devices during testing.

    o Implement a system for secure materials accountability (e.g., destruction of scratch paper and Test Tickets).

    o Maintain and supervise the security of all assessment materials before, during, and after testing.

    o Report and investigate potential test security violations.

- Materials Management

    o Order accommodated materials (braille, large print) via DRC INSIGHT Portal.

    o Inventory all accommodated materials upon receipt from DRC.

    o Coordinate secure distribution and collection of accommodated materials to and from schools.

- Assessment Administration Support and Monitoring

    o Monitor and coordinate student completion of assessments.

    o Support and be available for Building Test Coordinators and Test Administrators during testing to address any issues that may occur.

    o Manage and store testing documentation and forms.

- Special Circumstances

    o Communicate and coordinate process for completion of Special Circumstance Code for students who did not test.

    o 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 <u>DRC INSIGHT Portal</u> (ak.drcedirect.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 <u>DEED Assessment Policy and Test Security Handbook</u> 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 4: Student Supports

Student supports is the term used to describe any appropriate means used to support students during the administration of an assessment. Student supports are broken out into two groups, universal tools and accommodations. This section describes the universal tools available for the 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 <u>DEED Accommodations webpage</u> (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.
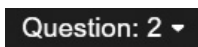
Go To Question—Allows students to jump to any item or passage set on the test by choosing the item from a drop-down list.

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.

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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.

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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.
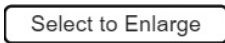
Customizable Exhibit Window—The Select to Enlarge feature allows for large graphics by using a thumbnail image of the graphic that can be enlarged for viewing. Students can interact with the test item and other tools simultaneously. A Select to Respond tool allows for placing various types of response 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 (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.

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 (education.alaska.gov/assessments/accommodations).

Entering Student Accommodations in the DRC INSIGHT Portal

Text-to-speech (TTS), print on demand (POD), and non-embedded student-provided accommodation (SPN) are accommodations that should be entered into the DRC INSIGHT Portal. TTS and POD are only available to students when indicated in the DRC INSIGHT Portal prior to administering the assessment. If these accommodations are not activated, the student will not be provided the accommodation.

For any student who requires a braille or large print test booklet, the POD accommodation needs to be assigned to the student. This will ensure the correct form spirals to the student to match the large print or braille form for transcription.

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 District Test Coordinator (DTC) and Building Test Coordinator (BTC) have permission to add/edit student record details, assessment history, and accommodations for ALL students within a site, while the Teacher role has permission to view and edit accommodations only.

Please see Figure 1 for assistance in entering student accommodations in the DRC INSIGHT Portal. Step-by-step instructions for adding accommodations in the DRC INSIGHT Portal are detailed in *Participant Management Online Help*. This can be accessed by clicking the question mark icon in the Participant Management application in the DRC INSIGHT Portal.

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 in Appendix B.

Figure 1. Entering Accommodations in the DRC INSIGHT Portal

Accommodations on Participant Test Roster

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

Figure 2. Accommodations on Participant Test Roster

Alaska Spring 2026
Participant Test Roster

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

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

SECTION 5: Paper-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. As indicated in the <u>Entering Student Accommodations in the DRC INSIGHT Portal</u> section, students requiring a braille or large print test booklet need to also be assigned the POD accommodation.

When administering the braille and large print tests, a print on demand (POD) edition can be generated from the DRC INSIGHT Portal for the Test Administrator if needed. Step-by-step instructions for generating and printing the POD edition are detailed in the *Registration Online Help*.

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 10–April 15, 2026. All District Test Coordinators have access to the Additional Materials Request. The process for ordering additional materials can be found in <u>Appendix H: *DRC INSIGHT Portal User Guide*</u>.

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 *Registration Online Help*. The POD versions of the assessment are secure test materials and should be stored as such before and after the student takes the assessment.

Transcribing Paper-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 May 1, 2026. Students using accommodated materials will need to be assigned to a registration and have their Test Tickets printed. Retain the Test Ticket rather than distributing it to the student. This Test Ticket is how the designated transcriber will input the student's answers into the DRC INSIGHT Test Engine from the accommodated versions of the test. Details and further information on transcribing paper-accommodated forms are detailed in the Transcribing Braille, Large Print and Print on Demand (POD) Tests section of 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 6: 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 30–May 1, 2026

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 120 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.

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	40 minutes
Grade 5 Part 2	40 minutes
Grade 5 Part 3	40 minutes
Grade 8 Part 1	40 minutes
Grade 8 Part 2	40 minutes
Grade 8 Part 3	40 minutes
Grade 10 Part 1	40 minutes
Grade 10 Part 2	40 minutes
Grade 10 Part 3	40 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, based on behavior history, have the potential to disrupt the assessment environment 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 May 1, 2026.

District Responsibilities in the DRC INSIGHT Portal

Adding Participants in the DRC INSIGHT Portal

Participant 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 participant data. Multiple participant records at a time may be added via the Participant and Registration Import (PRI) file. Participants may also be added manually one at a time. The entry of participant data into the DRC INSIGHT Portal occurs annually during the Test Setup Window, usually in early March; however, this process can happen at any time within this window. Districts should allow enough time to compile and validate all data entered into the DRC INSIGHT Portal.

Step-by-step instructions for adding participants in the DRC INSIGHT Portal are detailed in *Participant Management Online Help*. This can be accessed by clicking the question mark icon in the Participant Management application in the DRC INSIGHT Portal.

Assigning Participants to Registrations

To take an assessment, a participant must be assigned to a registration. Assigning a participant to a registration produces a Test Ticket that allows access to the assessment using the DRC INSIGHT Test Engine.

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

When a Participant and Registration Import (PRI) is imported, it will add participants to the DRC INSIGHT Portal, create registrations, and automatically place participants in a registration. Also, registrations can be manually created and participants added to the registration one at a time.

These processes are detailed in the *Registration Online Help*. This can be accessed by clicking the question mark icon in the Registration application in the DRC INSIGHT Portal.

Printing Participant Test Rosters and Test Tickets

Participant Test Rosters and Test Tickets are retrievable from the DRC INSIGHT Portal after registrations are assigned. Participant Test Rosters and Test Tickets are printed together along with an instruction sheet. The instruction sheet contains information about how to review the Participant Test Roster to ensure all participants scheduled to test are included, how to review that accommodations were appropriately assigned if applicable, and general directions for the DTC, BTC, and TA prior to, during, and after testing. Accommodations are also listed on the Test Tickets.

Districts may print Test Tickets for an individual participant or for all participants in a registration. Test Tickets provide participants access to assessments from 7:00 a.m. to 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 <u>Figure 3</u>.

Participant Test 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.

Figure 3. Sample Test Ticket

<div style="border:1px solid black; padding:1em">

Alaska Spring 2026 Online Test Ticket

Gr 8 - Science

First Name: Stud

Last Name: Kgdtesta

Date of Birth: 05-27-2011

Registration Name: KGD Gr 5 POD

AKSID: 203501

Accommodation(s): POD

Username: SKGDTESTA1

Password: FUND4214

</div>

The process for printing Participant Test Rosters and Test Tickets is detailed in the *Registration Online Help*. This can be accessed by clicking the question mark icon in the Registration application in the DRC INSIGHT Portal.

Adding 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. Appendix H: *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 coordinate 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. 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 System Requirements on the DRC INSIGHT Portal (ak.drcedirect.com) under General Information > Downloads > View System Requirements.

Student Readiness

The following resources are designed to prepare students and schools for the Alaska Science Assessment taken in the spring. They are not designed to inform instruction or prepare students for assessment content. They are accessible to students, educators, and the community without the need to log in to an online testing platform.

Districts are strongly encouraged to use these resources and to include dedicated time for student readiness in the testing preparation plan.

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 (education.alaska.gov/assessments/science/student-readiness) or on the DRC INSIGHT Portal (ak.drcedirect.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.

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 via the link on the DRC INSIGHT Portal (ak.drcedirect.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 (education.alaska.gov/assessments/science/student-readiness) or on the DRC INSIGHT Portal (ak.drcedirect.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.

Educator Guide to Student Readiness

The *Educator Guide to Student Readiness* gives educators more details on helping students prepare with the student tutorial and Online Tools Training. It also includes a description of the available item types on the Alaska Science assessments, and answer keys for the Online Tools Training.

Visit the Alaska Science Student Readiness webpage to download the *Educator Guide to Student Readiness*.

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

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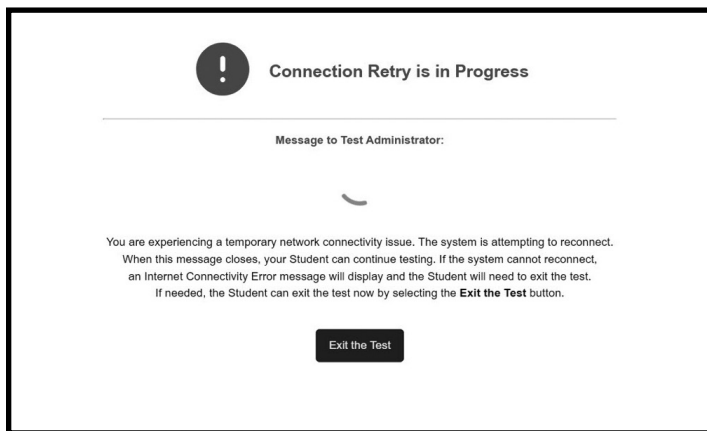
Even though this message appears, DRC INSIGHT will continue attempting to send the test response. If the student raises their hand, direct the student to sit patiently. If the connection is re-established, the test response is sent to DRC, the message closes automatically and the student continues to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

- Adding the student to the DRC INSIGHT Portal and adding the district and school codes in Participant Management where the student will test

- 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

- Documenting special circumstances if the student does not test

Detailed steps for testing correspondence school students at an alternate site are outlined in <u>Scenario #7</u> of <u>Appendix A: Alaska Science Assessment Transfer Scenarios</u>.

SECTION 7: 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 registration and by individual student. Within View Registrations in the DRC INSIGHT Portal, the Status column displays one of the following registration-level statuses: Processing, Needs Attention, In Progress, Not Started, or Completed. Status descriptions can be found in the *Registration Online Help*. These descriptions can be accessed by clicking the question mark icon in the Registration application in the DRC INSIGHT Portal. Also by selecting the registration within View Registrations, DTCs and BTCs can see when tests were started and completed by each student.

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.

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 *Registration Online Help*. This can be accessed by clicking the question mark icon in the Registration application in the DRC INSIGHT Portal.

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

SECTION 8: 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 8, 2026. Directions for entering special circumstances can be found in the *Registration Online Help*. This can be accessed by clicking the question mark icon in the Registration application in the DRC INSIGHT Portal.

If a special circumstance code is known before testing and when importing students into the DRC INSIGHT Portal, these codes can be applied through the Participant and Registration Import (PRI). However, a PRI cannot be imported again after testing is complete to update the special circumstance code.

APPENDIX A: Alaska Science Assessment Transfer Scenarios

General Guidelines

There are two permissions within DRC's INSIGHT Portal's Participant Management that aid in the transfer process: Participant - Transfer and Participant - Transfer Request.

- **Participant - Transfer:** Allows a DTC to push school-to-school transfers within a district.

- **Participant - Transfer Request:** Allows a DTC to search for and request a participant record be transferred. The search will be across **all** districts and schools, regardless of user site affiliation.

If you have questions, 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

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

Option #1 (Use PRI Import)

1. The Juneau DTC can use the Participant & Registration Import (PRI) file to move Natalie to Harborview Elementary. By making this change via the PRI, Natalie will be removed automatically from any *Not Started* registration she was assigned at Mendenhall River Community School.

2. Natalie will be automatically placed into a registration at Harborview Elementary through the PRI process.

Option #2 (Locate Participant Record and Transfer)

1. Within Participant Management, the Juneau DTC should search for Natalie's record by entering her name or AKSID in the filter panel.

2. Natalie's record will display, and the DTC will place a checkmark next to Natalie's name and click *Transfer Participants*.

3. A pop-up window will open. The DTC will select Harborview Elementary from the school dropdown menu and click *Transfer*.

4. The message "The transfer request was successful." will display at the top of the screen.

5. Natalie will be removed automatically from any *Not Started* registration she was assigned at Mendenhall River Community School. The Juneau DTC should add Natalie to a registration at Harborview Elementary School either manually in the DRC INSIGHT Portal or by using a Participant and Registration Import (PRI).

Option #3 (Search from Receiving School and Enroll)

1. Within Participant Management, the Juneau District Test Coordinator (DTC) should navigate to Harborview Elementary and select the *Enroll Participant* button.

2. A pop-up window will open. The DTC will enter the student's first name, last name, AKSID, and date of birth in Participant Search. A search will be conducted across the Alaska database for an exact match to the criteria entered.

3. Natalie's record will display, and the Juneau DTC will select the *Request Transfer* button.

4. A confirmation window will open. Click *Transfer* within the confirmation pop-up. The message "The transfer request was successful" will display at the top of the screen. Natalie's records are transferred to Harborview Elementary.

5. After the transfer is completed, Natalie will be removed automatically from any *Not Started* registration she was assigned at Mendenhall River Community School. The Juneau DTC should add Natalie to a registration at Harborview Elementary either manually in the DRC INSIGHT Portal or by using a Participant and Registration Import (PRI).

Scenario #2: District-to-District

Before the test window opened, Alyssa transferred from Hoonah City School District to Thunder Mountain Middle School in the Juneau School District.

Option #1 (DTC Conducts Transfer)

1. Within Participant Management, the Juneau District Test Coordinator (DTC) should navigate to Thunder Mountain Middle School and select the *Enroll Participant* button.

2. A pop-up window will open. The DTC will enter the student's first name, last name, AKSID, and date of birth in Participant Search. A search will be conducted across the Alaska database for an exact match to the criteria entered.

3. Alyssa's record will display, and the Juneau DTC will select the *Request Transfer* button.

4. A confirmation window will open. Click *Transfer* within the confirmation pop-up. The message "The transfer request was successful" will display at the top of the screen. Alyssa's records are transferred to Thunder Mountain Middle School.

5. After the transfer is completed, Alyssa will be removed automatically from any *Not Started* registration she was assigned at Hoonah City School District. The Juneau DTC should add Alyssa to a registration at Thunder Mountain Middle School either manually in the DRC INSIGHT Portal or by using a Participant and Registration Import (PRI).

Option #2 (DTC Contacts DRC to Conduct Transfer)

1. The Juneau DTC should contact DRC Customer Service and provide the following information about Alyssa: AKSID, first name, last name, grade level, date of birth, new district code, and new school code.

2. DRC will move Alyssa from Hoonah to Juneau and remove her from registrations at Hoonah.

3. At some point before testing, the Juneau DTC should put Alyssa into a registration at her new school in Juneau either manually in the DRC INSIGHT Portal or by using the Participant and Registration Import (PRI).

During the Test Window

Scenario #3: District-to-District, Assessment Not Started

Follow steps for Scenario #2.

Scenario #4: 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.   Contact DRC or DEED for next steps.

Scenario #5: 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 DRC or DEED for next steps.

Scenario #6: District-to-District, All Parts Completed

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

Option #1 (DTC Conducts Transfer)

1.   Within Participant Management, the Fairbanks District Test Coordinator (DTC) should navigate to West Valley High School and select the *Enroll Participant* button.

2.   A pop-up window will open. The DTC will enter the student's first name, last name, AKSID, and date of birth in Participant Search. A search will be conducted across the Alaska database for an exact match to the criteria entered.

3.   John's record will display, and the Fairbanks DTC will select the *Request Transfer* button.

4.   A confirmation window will open. Click *Transfer* within the confirmation pop-up. The message "The transfer request was successful" will display at the top of the screen.

5.   John's records will transfer to Fairbanks School District. However, his completed test will remain in its original registration at Nome School District. The Fairbanks DTC will also be able to see John's testing completeness once he is transferred.

Option #2 (DTC Contacts DRC to Conduct Transfer)

1. The Fairbanks DTC should contact DRC Customer Service and provide the following information about John: AKSID, first name, last name, grade level, date of birth, new district code, and new school code.

2. DRC will tell the Fairbanks DTC that John completed all parts of his assessment. DRC will move John from Nome to Fairbanks.

3. John's records will transfer to Fairbanks School District. However, his completed test will remain in its original registration at Nome School District. The Fairbanks DTC will also be able to see John's testing completeness once he is transferred.

Scenario #7: 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.

Steps

1. The Galena DTC will add Betty to the Portal either via the PRI import file or manually in Participant Management.

2. The Galena DTC should add the district alternate testing site code and school alternate testing site code (Hoonah) under these dropdown menus within Participant Management in the student's profile under their Details tab.

3. Since Betty is testing at Hoonah, she needs to be in a registration at Hoonah. As such, if Betty was added to a registration at Galena, the Galena DTC needs to remove her from the registration.

4. Since Betty is no longer in a registration at Galena, the Hoonah DTC can now assign Betty to a registration at Hoonah. The Hoonah DTC can print Betty's test ticket and view registration details, while the Galena DTC can view registration-level information such as testing progress within Participant Management in the student's profile under their Assessments tab.

5. After testing is complete, all of Betty's information will remain with Galena, including her score report.

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

General Guidelines

Student TTS accommodations should be uploaded via the Participant and Registration Import (PRI) or entered manually *prior to* assigning registrations. NOTE: The PRI will add participants to the DRC INSIGHT Portal, assign accommodations, and automatically register participants to a registration.

All Participant Test Rosters should be reviewed *prior to* testing to ensure all participants have been correctly assigned accommodations, if applicable. Student Test Tickets also list assigned accommodations.

- ○ If a participant has been incorrectly assigned an accommodation, edit the participant's information in the DRC INSIGHT Portal.

- ○ Once all accommodation information has been corrected, reprint the Participant Test Roster and Test Tickets.

Contact DRC Customer Service at AKHelpdesk@datarecognitioncorp.com or 1-866-339-6390.

Before the Test Window

Scenario #1: Test Tickets Have Been Printed

It is the week before testing and the Juneau District Test Coordinator (DTC) has just been notified that two students need the embedded text-to-speech accommodation. The DTC has already completed the Participant and Registration Import (PRI) and has printed Test Tickets.

Steps

1. The Juneau DTC should add TTS for each participant manually. When updating accommodations, there is a static reminder at the top of a participant's accommodation tab that reads, "If accommodations are changed, please check to see if Test Tickets need to be reprinted."

2. Since an accommodation is being added that **will** affect the online testing form, the Test Ticket will automatically regenerate, and the Juneau DTC should reprint the Test Tickets.

NOTE: The two accommodations that affect the online testing form are TTS and Print on Demand (POD). The TTS and POD accommodations require that the student be assigned to form 1. Adding the non-embedded accommodation (SPN) to a participant does **not** affect the online testing form, and the Test Ticket does **not** need to be reprinted.

Scenario #2: Student Started Testing

Norah 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. Norah should stop testing. The Test Administrator should notify the BTC immediately, and the BTC should contact the DTC.

2. Navigate to the Registration application in the DRC INSIGHT Portal, locate the registration Norah is associated with, and click into the registration. Click the action button associated with Norah's test and select Regenerate Test Ticket as shown in Figure 6. NOTE: Regenerating the test **before** adding accommodations will ensure that the student does not need to be removed/re-added to the registration.

Figure 6. Regenerate Test Ticket within Registration
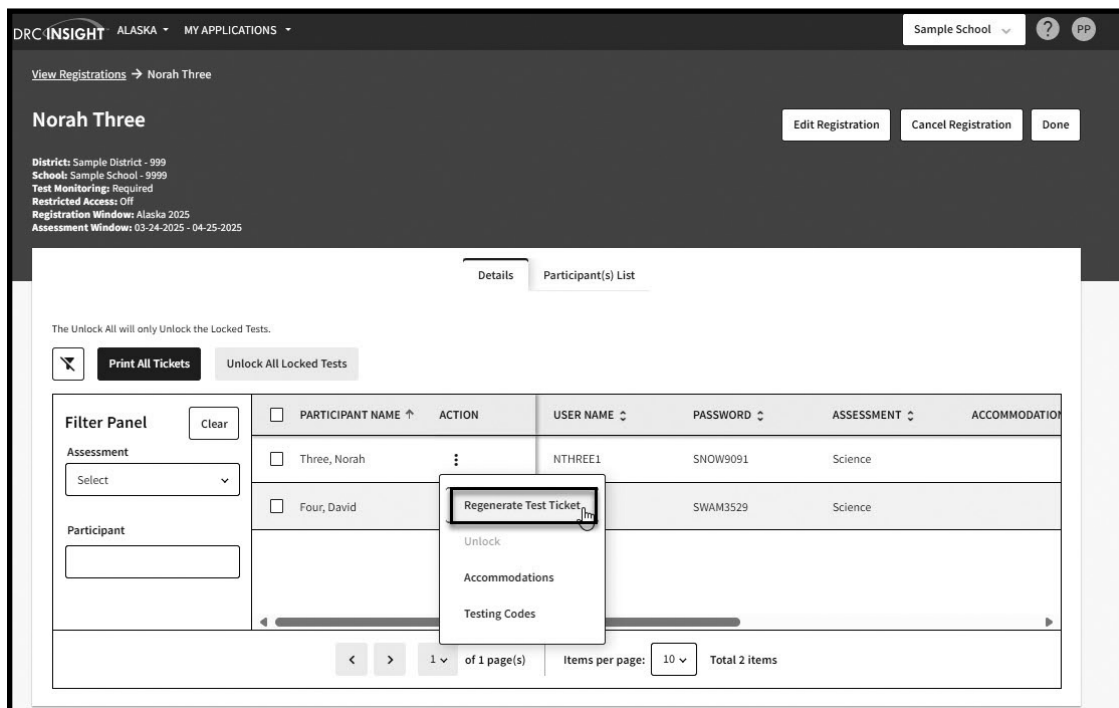
3. While still in the registration, click the same action button and select Accommodations as shown in Figure 7. This will allow the user to apply the TTS accommodation to Norah's profile.

Figure 7. Accommodations within Registration
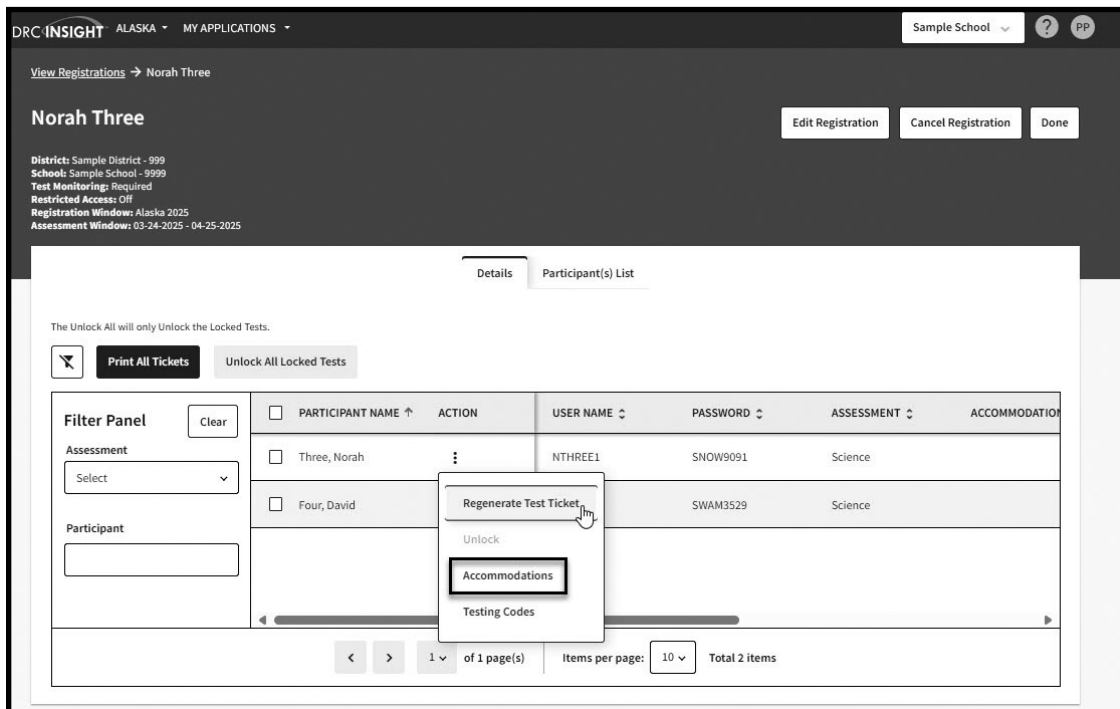
NOTE: Users can also search for Norah's Test Ticket via the Registered Participants tab as shown in Figure 8. Enter Norah's information into the Search field and click the magnifying glass. The same action button, Regenerate Test Ticket, and Accommodations options are available.

Figure 8. Registered Participants Tab
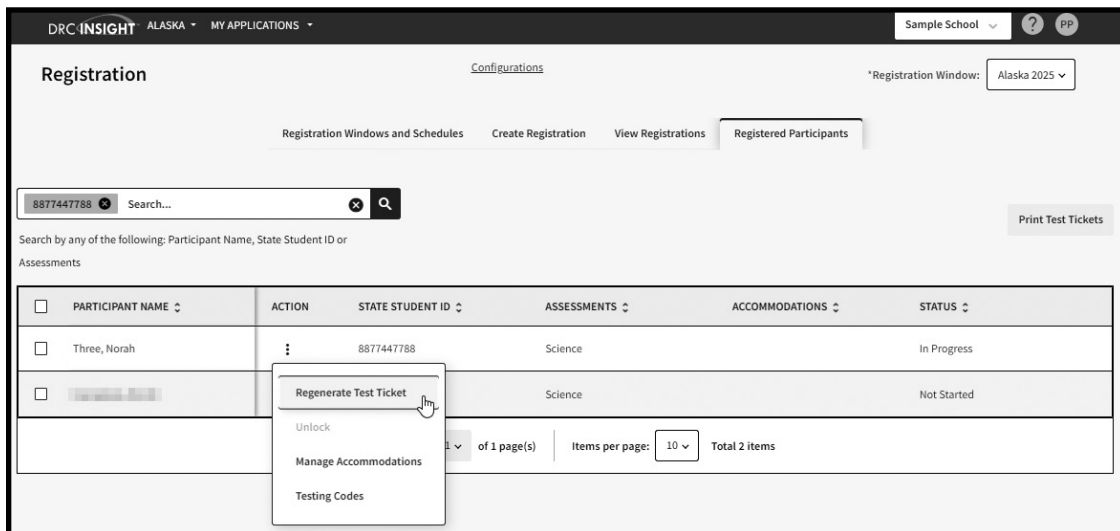
4. The BTC should print and review the Participant Test Roster to ensure TTS appears in the Accommodations column.

5. Norah'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 Participant and Registration Import (PRI) 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.

Participant: A student within the new DRC INSIGHT Portal applications.

Participant and Registration Import (PRI): The process by which participants, accommodations, and registrations are imported into the DRC INSIGHT Portal.

Participant Test 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.

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.

PSM: Participant Setup and Management is a collection of applications housed within the DRC INSIGHT Portal that supports the ability to register participants for assessments. Applications include: Participant Management, Import Management, and Registration.

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

Registration: Previously called test session, assigned to participants via the Participant and Registration Import (PRI) or individually in the DRC INSIGHT Portal that detail assessment information.

Scribe: The person who writes down student responses dictated by an assistive communication device, pointing, interpretation or transliteration (e.g., American Sign Language, signed English, cued speech), or speech. Also the process of writing down the student's dictation.

Special circumstances: Documented reasons that students were not assessed or reasons student assessments should not be scored.

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

TCM: *Test Coordinator'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 import file 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. The Test Ticket will also list a student's accommodation(s), if applicable. 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.

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

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

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

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

Does a Test Administrator have to be a certified teacher in order to administer the Alaska Science Assessment?

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

Can a substitute teacher administer the 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.

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

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

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

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

Our school has employees of an outside agency working in the building as supports for specific students. Can they be in the testing room during the Alaska Science Assessment?

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

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

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

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

Flexible scheduling (testing over multiple days) is available if the student has an IEP and the test plan has been drafted and approved prior to testing. It requires specific monitoring if the student is testing online. It also requires the DTC to unlock the test when the student resumes a day later.

Flexible scheduling means allowing the student to complete a test part over multiple days. As with all accommodations, the flexible scheduling accommodation should be documented in a student's plan (IEP, 504, EL, or Transitory Impairment). School and district staff should work together to form a plan that includes standardized test administration procedures, close monitoring to ensure that the student does not return to a previously completed portion of the test, and communication with the District Test Coordinator. In order for a student to complete a test part over multiple days, the District Test Coordinator must unlock the assessment each day the student is scheduled to test.

Can a student with Text-to-Speech (TTS) as an accommodation test in the same room as students without this accommodation?

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

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

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

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

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

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

APPENDIX 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 (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).

    o   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.

    o   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.

    o   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 (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 (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. ***Online Help***

   Online Help is available within the DRC INSIGHT Portal (ak.drcedirect.com) by clicking the question mark icon in the upper right corner of the screen. *Online Help* is available for tasks associated with Participant Management, Import Management, and Registration.

APPENDIX H: DRC INSIGHT Portal User Guide

The DRC INSIGHT Portal Permissions Matrix

For online testing, the DRC INSIGHT Portal categorizes people into various roles —DTC, BTC, Teachers, TA, District Report User (DRU), School Report User (SRU) and District Technology Coordinator. Within the DRC INSIGHT Portal, users in each role can be assigned permissions to handle the testing responsibilities associated with the role.

The matrix on this page and the following pages shows the specific permissions to be granted, by role, for the Alaska Spring 2026 Assessments; the name of the permission in DRC INSIGHT Portal; what the permission allows the user to do; and the recommended permissions for each role.

DTCs will receive applicable permissions. It is the responsibility of the DTC to assign permissions— individually or by using permission sets—to DRUs, BTCs, SRUs, Teachers, TAs, and District Technology Coordinators. To see a table explaining the relationships between User Roles and Permission Sets see .

DRC INSIGHT Portal Menu	Permission Name	Allows User To…	DTC	DRU	District Technology Coordinator	BTC	SRU	Teacher	TA
General Information	Documents View	View manuals, presentations, and other documents	X	X	X	X	X	X	X
General Information – Downloads	Online Testing – Secured Resources	View secure online testing software downloads and tutorials	X		X	X			
User Management	Administrator	Add/edit user accounts and profiles	X			X			
User Management	Administrator – Mass Assign Role	Upgrade multiple user profiles to a higher role	X			X			
Materials	Materials – Additional – Primary Window	Access additional materials during the primary window	X						

DRC INSIGHT Portal Menu	Permission Name	Allows User To…	DTC	DRU	District Technology Coordinator	BTC	SRU	Teacher	TA
Materials	Materials – Additional – view/edit	Enter, view, and modify Additional Materials via the Client Entry screen	X						
Materials	Materials – Primary Window	Access materials during the primary window	X						
Participant Management	Participant – Add/Edit	Add/edit participants and participant data	X			X			
Participant Management	Participant – Download	Download a list of participant information	X			X			
Participant Management	Participant – Search/View	Search/view participant data	X			X			
Participant Management	Participant – Transfer	Push a participant transfer to another site within a district	X						
Participant Management	Participant – Transfer Request	Search for and request a participant record be transferred	X						
Import Management	Import Management	Upload data for the purposes of testing online	X			X			
Registration	Registration – Add/Edit	Add, edit, and delete registrations	X			X			
Registration	Registration - Search/View	Search/view registrations	X			X		X	X
Registration	Registration – Edit Accommodations	Update accommodations within a registration	X			X		X	X
Registration	Registration – Edit Testing Codes	Update testing codes within a registration	X			X			

DRC INSIGHT Portal Menu	Permission Name	Allows User To...	DTC	DRU	District Technology Coordinator	BTC	SRU	Teacher	TA
Registration	Print Test/Item	Print requested tests and/or items for a student in an online test session	X						
Test Setup	Test Setup – Central Office Services	Configure a computer or other approved device to use for testing	X		X	X			
Test Setup	Test Setup – Primary Window	Access to Test Setup during the primary window	X			X		X	X
Test Setup	Test Setup – View Student Status	View test status by student	X			X		X	X
Test Setup	Test Setup – Regenerate Test Ticket	Synchronize a student's test with their current accommodations	X						
Test Setup	Test Tickets – Unlock	Unlock participant test login ticket after a status is 'completed' or 'locked'	X						
Report Delivery	Status Reports – District Reports	Access reports that display district- and school-level testing activity	X						
Report Delivery	View Reports – Download – District/School	Download all reports for a district or school for an administration	X	X			X		
Report Delivery	Reports – View District Files	View district reports	X	X					

DRC INSIGHT Portal Menu	Permission Name	Allows User To…	DTC	DRU	District Technology Coordinator	BTC	SRU	Teacher	TA
Report Delivery	Reports – View School Files	View school reports	X	X			X		

Accessing the DRC INSIGHT Portal

You access the DRC INSIGHT Portal from the Welcome to the DRC INSIGHT Portal page.

Enter the URL https://ak.drcedirect.com in a supported browser.

Ⓐ The **Welcome to DRC INSIGHT Portal** page appears containing helpful information about documentation and support resources.

Ⓑ Enter your username and password and then click **Sign In**.

Ⓒ Click **Forgot your password** to receive an email with instructions on how to reset your password.

Ⓓ Without logging in to the DRC INSIGHT Portal you can click the https://portal.te.drcedirect.com/AK link to display a link to the Online Tools Training (OTT) for current assessments.

After a successful log in, the **Welcome to DRC INSIGHT Portal** page reappears with additional information about navigating the site.

Ⓐ The Product menu displays the active DRC product. If you have more than one product, click the menu to select a different product.

Ⓑ The **My Applications** menu displays the DRC INSIGHT Portal options you have permission to use. For more information about these functions, refer to the specific section in this user guide.

Ⓒ When you select a menu option, the My Applications menu displays the name of the selected option.

Managing Your Account

This topic describes how to manage your DRC INSIGHT Portal account. Within the DRC portal you can change your email address, name, or password.

⚠ **Important:** If you are unable to change your email, name, or password, please contact DRC Customer Service at 1-866-339-6390 or email at AKHelpDesk@datarecognitioncorp.com.

To manage your account, sign in to the DRC INSIGHT Portal and click your initials (based on your first and last name in the DRC INSIGHT Portal) in the right-hand corner of any page to display a menu of options.

Managing Your Account—Editing Your Profile

This topic describes how to change your name and email address within the DRC INSIGHT Portal.

Ⓐ Select **Edit Profile** to display the **Manage my profile** page.
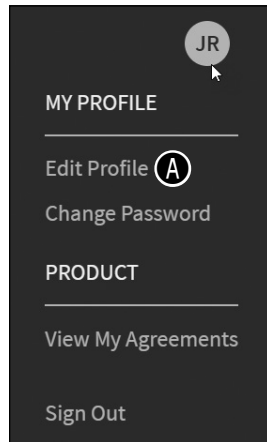
Ⓑ When the **Manage my profile** page displays, enter your new first name in the **First Name** field (required), your last name in the **Last Name** field (required), and your middle name in the **Middle Name** field (optional). Click **Save** (or **Cancel** to cancel the process).

Managing Your Account—Changing Your Password

This topic describes how to change your password within the DRC INSIGHT Portal for existing users only. New users receive an email containing a temporary password and a link. Clicking the email link displays a screen that allows you to choose your password. Then, you are prompted to read and accept the Security Agreement to activate your account.

Ⓐ Select **Change Password** to change your DRC INSIGHT Portal password. The password must meet the following conditions:

- Must contain at least eight characters

- At least one numeric character

- At least one lowercase character and at least one uppercase character

- At least one of the following special characters: !@#$%^&*

The password cannot contain your username, first name, middle, or last name.

```
                    JR

MY PROFILE
_____

Edit Profile
Change Password  Ⓐ

PRODUCT
_____

View My Agreements

Sign Out
```
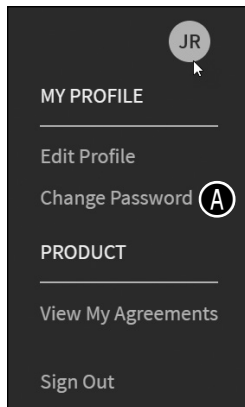
Ⓑ Enter your current password in the **Previous Password** field, your new password in the **New Password** and **Confirm New Password** fields.

Ⓒ Click **Save** (or **Cancel** to cancel the process).

Activating or Inactivating a User

You can activate or inactive the DRC INSIGHT Portal users as needed.
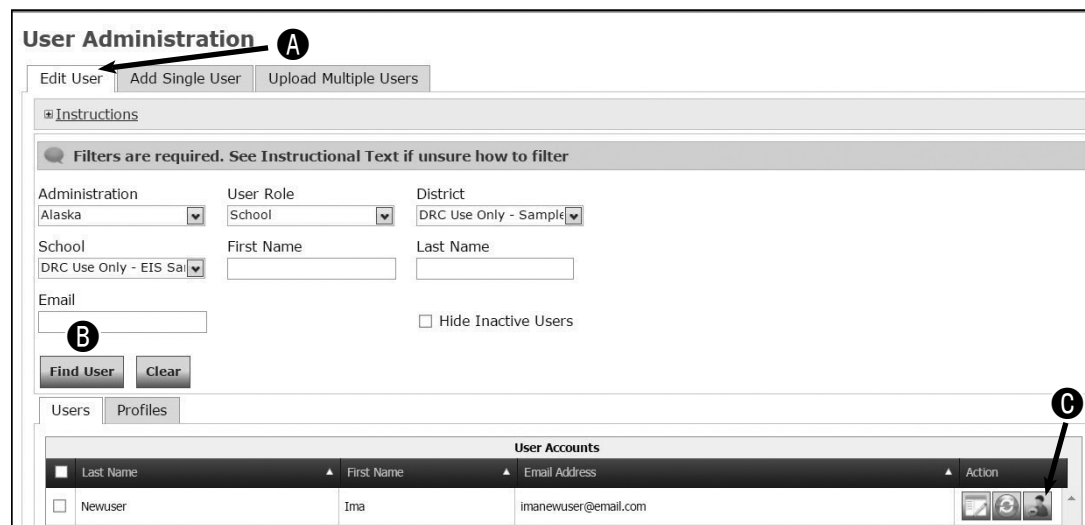
You can activate a DRC INSIGHT Portal user that is currently inactive so the user can access the DRC INSIGHT Portal again. When the user is activated, an email notification is sent to indicate that the account has been reset and to provide a new temporary password.

You can inactivate a DRC INSIGHT Portal user that is currently active. District Test Coordinators (DTCs) usually inactivate users who are no longer active in their district. When a user is inactivated, the user is unable to access the DRC INSIGHT Portal. When a user is inactivated, the user does not receive an email.

Note: When a user is inactivated, the user does not receive an email.

Ⓐ To activate or inactivate a user, click the **Edit User** tab, use the various drop-down menus and fields to enter search criteria to help locate the user.

Ⓑ Click **Find User**.

Ⓒ To activate a user you want to make active, click the **Activate** icon 🙎 in the **Action** column. When the user is activated, the following message displays: **The user has been activated.**

To inactivate a user you want to make inactive, click the **Inactivate** icon 🙎 in the **Action** column. When the Inactivate User dialog box displays, click the **Inactivate** to make the user inactive or **Cancel** to cancel the process. When a user is inactivated, the following message displays: **The user has been inactivated.**

Adding Permissions for a Single User

From the **Edit User** tab, a District Test Coordinator can add permissions to a user's account.

Ⓐ   Open the DRC INSIGHT Portal Applications menu and click **User Management** to display the User Administration page.

Ⓑ   Click on the **Edit User** tab, use the various drop-down menus and fields to enter search criteria to help locate the user.

Ⓒ   Click **Find User**.

Ⓓ   In the Action column click the **View/Edit** icon ( ) to display the Edit User dialog box.

Ⓔ   Click the **Add** button to display the Add Permissions page.

When the **Add Permissions** dialog box displays, select a User Role and select permissions from the Available Permissions list to add to the user (you also can select a Permission Set).

Ⓐ Use the **Add Selected** arrow (▶) to add the permissions (or Permission Set) or the

Ⓑ **Remove Selected** (◀) arrow to change the permissions.

- To select multiple permissions in sequence, hold down the **Shift** key while you select them.

- To select multiple permissions that are not in sequence, hold down the **Ctrl** key while you select them.

Ⓒ Use the **Add All** (▶▶) and **Remove All** (◀◀) arrows to add or remove all permissions.

Ⓓ Click the **Clone from Another User** icon (👥) to copy another user's set of permissions (see "Cloning User Permissions" on page 62).

Ⓔ Click **Save** when you are finished to save your changes or **Cancel** to cancel them.

Editing a Single User's Permissions

From the **Edit User** tab, you can add or remove permissions for any user in the system.

Ⓐ To edit a user's permissions, click the **Edit User** tab, use the various drop-down menus and fields to enter search criteria to help locate the user.

Ⓑ Click **Find User**.

Ⓒ In the Action column click the **View/Edit** icon (▨) to display the Edit User dialog box.

Ⓓ When the Edit User dialog box appears, click the **View/Edit** icon (▨) in the Action column.

When the **Edit Permissions** page displays, select permissions from the Available Permissions list to add to the user, or permissions from the Assigned Permissions list to remove from the user.

Ⓐ Use the **Add Selected** arrow (▶) to add the permissions (or Permission Set) or the

Ⓑ **Remove Selected** (◀) arrow to change the permissions.

- To select multiple permissions in sequence, hold down the **Shift** key while you select them.

- To select multiple permissions that are not in sequence, hold down the **Ctrl** key while you select them.

Ⓒ Use the **Add All** (▶▶) and **Remove All** (◀◀) arrows to add or remove all permissions.

Ⓓ Click the **Clone from Another User** icon (👥) to copy another user's set of permissions (see "Cloning User Permissions" on page 62).

Ⓔ Click **Save** when you are finished to save your changes or **Cancel** to cancel them.

Copying Users to a New Test Administration

You can copy one or more users from their current administration (called the source administration) to a new test administration (called the target administration). This is a two-step process. First, you copy the users to the target administration. Then, you assign permissions to the users in the target administration.

To copy users to a new administration:

Ⓐ   Select **User Management** from the Applications menu and select the **Edit User** tab from the User Administration page.

Ⓑ   Select an **Administration** and use the other drop-down menus to find users.

- Select the source administration (the administration to which the users are currently assigned).
- Select users with the same role to make the permissions-assignment portion of the process easier.

Ⓒ   Click **Find User**.

Ⓓ   When the list of users displays, select the **Profiles** tab.

Ⓔ   Click the checkbox next to each user you want to assign to the target administration.

Ⓕ   Click **Copy to New Administrations**.

Ⓖ   When the Copy Profiles to New Administration dialog box displays, select the target administration from the list and click **Submit**. The list of users reappears with the target administration assigned.

H Select the target administration and user role from the Administration and User Role dropdown menus.

I Click **Find User**.

J Click the checkbox next to each user to whom you want to assign permissions. Click **Assign Permissions** to assign permissions to these users in the target administration.

K When the Assign Permissions dialog box displays, select permissions from the Available Permissions list to add to the user (you also can select a Permission Set). Use the **Add Selected** arrow (▶) to add the permissions (or Permission Set).

- To select multiple permissions in sequence, hold down the **Shift** key while you select them.

- To select multiple permissions that are not in sequence, hold down the **Ctrl** key while you select them.

L Use the **Add All** arrow (▶▶) to add all permissions (including permissions that are not part of a Permission Set).

M Click the **Clone from Another User** icon (👥) to copy another user's set of permissions (see).

N Click **Save** when you are finished to save your changes or **Cancel** to cancel them.

Assign Permissions

> You can only assign permissions on this screen, not remove them. Permission(s) in the right-hand list will be added to the user profile(s) you selected on the previous screen.

Permission-set
District Test Coordinator (DTC) ▾

> Tip: When you select a permission, its description will display below the list

Available Permissions
```
Administrator
Administrator - Mass Assign Role    M 👥
Administrator - Set Password
Attribute Students - Primary Window  K ▶
Documents - Delete
Documents - Upload
Documents - View                    ◀
eDIRECT Setup - Document and Rep    L ▶▶
Maintain Administration
Maintain Administration - Edit Applic  ◀◀
Manage Shipments
```

Assigned Permissions

To see the description, select a permission

N

Save   Cancel

Cloning User Permissions

You can create a new user and "clone" the permissions of an existing user (the source user) to the new user (the target user). Be sure to select users who have the same role in the DRC INSIGHT Portal.

To add a new user and clone permissions from another user, from the User Management Menu:

Ⓐ Click **User Management** to display the User Administration page and click the **Add Single User** tab.

Ⓑ Fill out the required fields and required options from the drop-down menus.

> **Note:** A required field or menu option has a red asterisk (*) next to it.

Ⓒ Click the **Clone from Another User** icon (🖾).

D When the Clone Permissions dialog box displays, enter the name of the source user to use for the cloning operation.

E Click **Find User**.

F When the source user displays, click the **Select** icon (⬤).

Clone Permissions

Administration	First Name	**D** Last Name
Alaska	ima	

E Find User | Clear | Cancel

Clone Permissions

First Name	Last Name	Email	Role	Administration	District	School	
Ima	User	imauser@email.com	District	Alaska Spring 2018	99999	**F**	⬤

G The Add Single User tab reappears with the source user's permissions copied to the target user. You can add or remove permissions (see "Adding Permissions for a Single User" on page 55). When you are ready, click **Save**.

Adding a User

When you add a user, specify the permissions the user will have. Refer to "The DRC INSIGHT Portal Permissions Matrix" on page 47 for permissions assignments by role.

The table below shows the relationship between User Roles and Permission Sets.

User Role	Permission Set
District	District Test Coordinator (DTC)
School	Building Test Coordinator (BTC)
Test Administrator	Test Administrator (TA)
Teacher	Teacher
District Technology Coordinator	District Technology Coordinator
District Report User	District Report User (DRC)
School Report User	School Report User (SRU)

To add a new user, from the User Management menu:

Ⓐ Click **User Management** to display the User Administration page, and click the **Add Single User** tab.

Ⓑ Fill out the required fields and required options from the drop-down menus.

Note: A required field or menu option has a red asterisk (*) next to it.

Ⓒ You can use the **Permission-set** drop-down menu to select a suggested set of default permissions for different roles in the system.

Ⓓ Select a permission from the Available Permissions list and click the **Add Selected** icon (▶) to assign the permission to the user (see "Adding Permissions for a Single User" on page 55).

Note: A description of the permission selected displays beneath the list of permissions.

Ⓔ Click **Save** when you are finished assigning permissions.

Ⓐ

Edit User | Add Single User | Upload Multiple Users

* Indicates required fields

First Name   Middle Initial   Last Name

[   ] *   [   ]   [   ]   *   Ⓑ

Email Address

[   ]   *

Administration   User Role

[Alaska   ▼] *   [District   ▼] *

District   School

[DRC Use Only - Sample Distric ▼] *   [(All)   ▼]

Permission-set   Ⓒ

[District   ▼]

💬 **Tip: When you select a permission, its description will display below the list**

Available Permissions   Assigned Permissions

Available Permissions	Assigned Permissions
Administrator	
Administrator - Mass Assign Role	
Documents - Delete	
Documents - Upload	
Documents - View	
eDIRECT Setup - Document and Report	
Enrollment - Primary Window	
Enrollment - Secondary Window	
Maintain Administration	
Maintain Administration - Edit Applicati	
Manage Shipments	

Ⓓ

To see the description, select a permission

Ⓔ

Save

Adding Multiple Users

To upload multiple user records at once, you can upload a file containing user information. The file must be in comma-separated value (.csv) format and the fields in the file must be in specific columns.

1. Open the **My Applications** menu, click **User Management**, and select the **Upload Multiple Users** tab when the User Administration page displays.

   Ⓐ Use the **Administration** drop-down menu to select the correct administration.

   Ⓑ The **Upload Multiple Users** tab contains links to both a sample PDF file that contains instructions and a sample .csv file that you can use to create the actual file.

   Ⓒ Click the **File Layout** link to display the AKBatchUserUploadFileLayout.pdf.

   Ⓓ This file displays the required layout of the .csv file you will upload to DRC with rules, instructions, and examples describing how to create and format the file.

2. Display the AKSampleUser.csv file

   Ⓐ Click the **Sample File** link to download the AKSampleUsers.csv spreadsheet file. This file is a sample of the type of file you will upload to DRC.

   Note: Depending on the browser you are using, a dialog box may appear for you to use to open or download the file.

3. Use the sample spreadsheet file to create, rename, and save a user file to upload.

   Note: Be sure to keep the header column rows in the file you upload.

4. After you have created a user file:

    Ⓐ Click **Browse** to locate it, select the file, and click **Open** to display it in the File field of the Upload Multiple Users tab.

    Ⓑ Click **Upload**. A message displays indicating the file has been transferred and is being checked for errors.

    After the file has been validated, you can review its status. If the file contains errors, you must correct them and repeat Steps 3 and 4.

Ordering Additional Materials

Additional materials must be ordered through the DRC INSIGHT Portal. If additional materials are needed, the Building Test Coordinator (BTC) should request them from the District Test Coordinator (DTC). All DTCs have access to the Additional Materials option and are responsible for assigning permissions to BTCs (if appropriate).

To order additional materials:

Ⓐ   Open the **My Applications** menu and select **Materials**.

Ⓑ   Select **Additional Materials**.

Ⓒ   To place a new order, select an **Administration**, **District**, and **School**.

        Note: You must select a school because materials are assigned to specific schools for test security.

Ⓓ   Click **Add Order**.

E   In the order table on the Client Entry page, enter material counts for the additional materials the school requires in the **Request Qty** field.

F   Click **Submit**. If necessary, repeat steps A through F to order additional materials for other schools.

Note: The image below reflects a sample order table. An actual table may differ.

Searching For, Editing, or Deleting Orders for Additional Materials

If you have the proper permissions, you can search all placed orders for additional materials, as well as edit and delete orders for additional materials from the Materials section in the My Application menu.

To display all orders,

Ⓐ   Select an **Administration**. You also can select a **District** and **School**.

Ⓑ   In the **Status** field, select **All** and

Ⓒ   Click **Find Orders**. The orders that match the search criteria display in a grid.

To edit or delete an existing order, select an Administration and click **Find Orders**.

Note: You can only update orders that have a status of Submitted. If the order status is Under Review, Pending, or Completed, you must place a new order.

Ⓓ   In the Action column, click the **View/Edit** icon ( ) to display an order or,

Ⓔ   The **Delete** icon ( ) to delete an order.

Accessing the Student Status Dashboard

The Student Status Dashboard allows you to display student testing status by school and administration. You can filter student test data on the dashboard by testing status, grade, and assessment (or any combination of these three).

Dashboard data displays in read time as test scores are populated in the database. You need the Test Setup – View Student Status permission in the DRC INSIGHT Portal to use the Student Status Dashboard.

To display the Student Status Dashboard, open the **My Applications** menu:
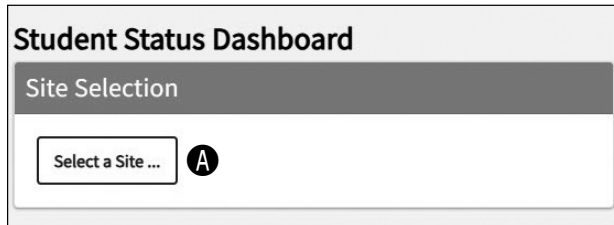
Ⓐ Click **Student Dashboard**.

Ⓑ Select **Student Status Dashboard** to display the dashboard.

Selecting a School in the Student Status Dashboard

Use the **Site Selection** search box to search for a school and display its testing status data in the Student Status Dashboard.

To select a school in the Student Status Dashboard:
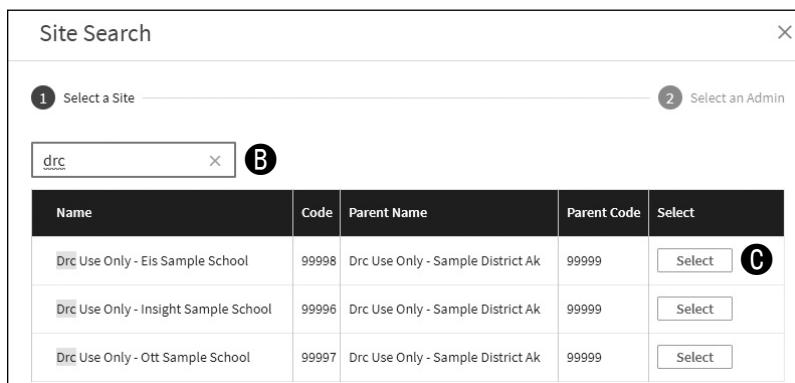
Ⓐ   Click **Select a Site ...**

Ⓑ   In the Site Search window, enter three or more letters of a school name or code.

Ⓒ   Select a school.

**Ⓓ**   Select an administration and the Student Status Dashboard displays.

Using the Student Status Dashboard

By default, the Student Status Dashboard displays graphs for the following: Status, Grade, Content Area, and Assessment. A student grid displays below the graphs.

You can click to toggle the information between graph and table format. In addition, you can hover the mouse cursor over a graph or part of a graph to display numerical values for testing status.

1. To toggle information between graph and table format:

A Click the **Table** icon (⊞) in the top right corner of the information section, or

B Click the **Graph** icon (◐) in the top right corner of the information section.
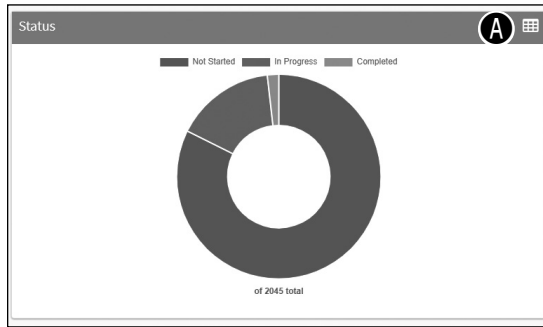
2. To display numerical values for testing status in the graph view:

A Hover the cursor over the different portions of the graph.

A grid of students for the selected school displays in the Student Search Results section below the graphs on the Student Status Dashboard page. You can sort the student grid by column heads and export the grid to a spreadsheet (.csv) file.

To sort the column data and export the student grid to a spreadsheet file:

Ⓐ Click a column head to sort the column data. An arrow displays on the selected sort column. The direction of the arrow indicates whether the data is sorted in ascending or descending order, either alphabetically or numerically.

Ⓑ Click **Export to CSV** to export the student grid to a spreadsheet file.

Last Name	First Name	Grade	Content Area	Module	Assessment	Status ▲	Start Time	End Time	Duration
jira	test4	03	ELA	N/A	G3 ELA	Completed			0 Hours 0 Minutes
Student	Training	06	Science	N/A	G5 Science	Completed			0 Hours 3 Minutes
Student	Training	06	Science	N/A	G5 Science	Completed			1 Hours 8 Minutes
Student	Training	06	Science	N/A	G5 Science	Completed			0 Hours 3 Minutes
Student	Training	06	Science	N/A	G5 Science	Completed			0 Hours 2 Minutes
Student	Training	06	Science	N/A	G5 Science	Completed			19 Hours 4 Minutes
Student	Training	06	Science	N/A	G5 Science	Completed			0 Hours 5 Minutes
Student	Training	06	Science	N/A	G5 Science	Completed			0 Hours 9 Minutes
Student	Training	06	Science	N/A	G5 Science	Completed			26 Hours 4 Minutes
Student	Training	06	Science	N/A	G5 Science	Completed			0 Hours 2 Minutes
Student	Training	06	Science	N/A	G5 Science	Completed			0 Hours 0 Minutes
Student	Training	06	Science	N/A	G5 Science	Completed			0 Hours 11 Minutes
Student	Training	06	Science	N/A	G5 Science	Completed			1 Hours 0 Minutes
Student	Training	06	Science	N/A	G5 Science	Completed			0 Hours 4 Minutes
Student	Training	06	Science	N/A	G5 Science	Completed			0 Hours 1 Minutes
Student	Training	06	Science	N/A	G5 Science	Completed			0 Hours 10 Minutes
Student	Training	06	Science	N/A	G5 Science	Completed			0 Hours 9 Minutes
Student	Training	06	Science	N/A	G5 Science	Completed			0 Hours 1 Minutes

Filtering the Student Status Dashboard

Creating Student Status Dashboard filters is dynamic: When you click a specific graph area, the dashboard automatically creates a filter and updates its data based on that filter.

Current filters, if any, display at the top of the dashboard in the Filters section. You can click to remove a filter. Each time you add or remove a filter, the dashboard display is updated based on the active filters.

To add a filter:

A   Click a specific graph area.

B   The dashboard automatically creates a filter and updates the data displayed based on that filter.

C   The filters selected display in the Filters section of the dashboard.

To remove a filter:

D   Click **X** next to a filter in the Filters section of the dashboard.

E   If all filters are closed, the dashboard returns to the default display (all statuses display in all graphs, which are unfiltered).

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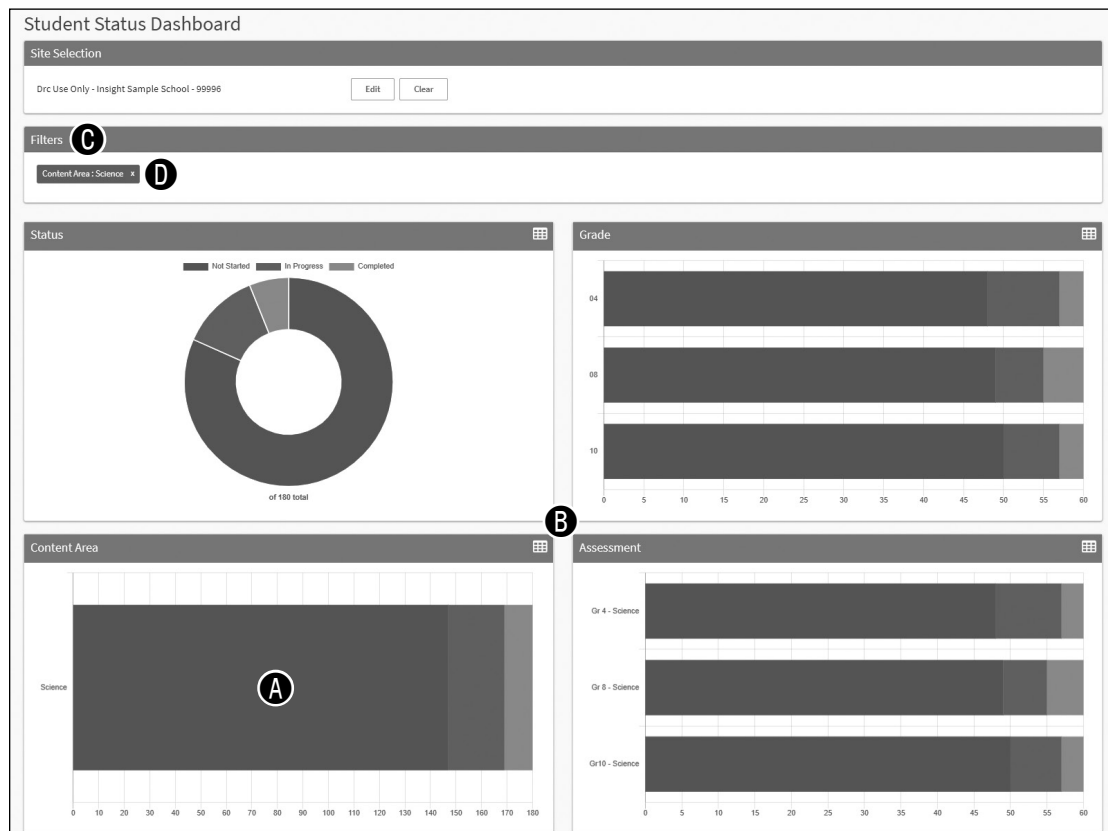
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