



Computer-Based Test Administration Directions



Spring 2021

English Language Arts • Mathematics • Science

Alaska Department of Education & Early Development

Tel 907.465.2800

TTY/TTD 907.465.2815

801 West 10th Street, Suite 200

PO Box 110500

Juneau, AK 99811-0500

<https://education.alaska.gov/>



A note of thanks to Alaska educators:

The Department of Education and Early Development 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 of the hard work they will put in to implement a successful spring administration of the PEAKS Assessments.

Leading up to and during the assessment window, educators are required to complete training, become familiar with assessment processes and procedures, and make sure that all of these procedures are followed while administering tests, often with altered schedules and on top of many other duties within Alaska's schools. With the constant evolving COVID-19, we understand how difficult circumstances are for educators given the many roles you perform daily. Here at DEED, we appreciate the time and effort that go into performing all of 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 administration of all statewide assessments. It is only through their hard work and dedication that we are able to obtain 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 of Alaska's educators, and wish to extend our continued support and gratitude.

Sincerely,

DEED Assessments Team

Contact Information

Test Administrators should contact the Building Test Coordinator for assistance with the preparation and administration of the English language arts, mathematics, and science assessments. The District Test Coordinator is the primary contact at the district level for the Building Test Coordinator.

The Building Test Coordinator (BTC) at my school is _____

The best way to contact the BTC is _____

The District Test Coordinator (DTC) in my district is _____

The best way to contact the DTC is _____

Alaska Department of Education & Early Development

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

NAME	TITLE	E-MAIL ADDRESS	PHONE
Deborah Riddle	Division Operations Manager	deborah.riddle@alaska.gov	907.465.2892
Kari Quinto	PEAKS Program 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: **January 25–February 5, March 1–May 10, July 16–August 11, 2021**, from 7:00 a.m. to 4:00 p.m. Alaska Time, Monday through Friday, excluding state and federal holidays.
- Off-peak administration coverage from 8:00 a.m. to 1:30 p.m. Alaska Time, Monday through Friday, excluding state and federal holidays.

DRC Customer Service

Toll-free: 1.866.339.6390

AKHelpDesk@datarecognitioncorp.com

Table of Contents

Contact Information	iii
Alaska Department of Education & Early Development.	iii
DRC Customer Service	iv
SECTION 1: Overview	1
The Performance Evaluation for Alaska’s Schools (PEAKS).....	1
Assessment Test Windows	1
Assessment Structure in 2021	2
English Language Arts	2
Mathematics	2
Science	2
SECTION 2: Student Preparation	3
Student Tutorials	3
Online Tools Training (OTT)	3
SECTION 3: Student Supports	5
Universal Tools	5
Non-Embedded Universal Tools for Computer-Based Test Administration	8
Providing Assistance with Technology Directions	8
Assisting Students with Technology Directions	12
Calculator Use for the PEAKS Assessments	13
Mathematics	13
Science	14
Overview of Accommodations	14
Accommodations on Student Roster	15
SECTION 4: Test Security	17
Irregularity	17
Violation	17
Breach	18
Documentation	18
Consequences	19
Invalidations	19
Consequences for District Staff	20
SECTION 5: Test Administrator Responsibilities	21
Preparing the Environment	21
Assessment Environment	21
Posted Material Guidance	22
Assessment Materials Necessary for Administration	23
Electronic Communication Devices in the Testing Room	23
Requirements	23
Prevention	24

Discovery During Assessment Sessions	24
Assessment Administration	24
Monitoring Students	24
Maintaining Security of Materials and the Testing Room	25
Reporting Events that Threaten Test Security	25
Providing Appropriate Assistance to Students	25
Procedures for Maintaining the Assessment Environment as Individual Students Finish	26
Instructions for Returning Assessment Materials to the Building Test Coordinator	26
Technology Challenges During the Assessment	26
Students Receiving a Communication Error	27
SECTION 6: Scripts	28
Script to Students: Providing Assistance During the Assessment	29
How to Read Test Directions for Computer-Based Assessments	31
Scenario 1—Multiple Parts in One Session	31
Scenario 2—Breaks Between Assessment Parts	32
Scenario 3—Assessment Parts on Separate Days	32
Script to Students: English Language Arts—Grade 3	33
Before You Begin	33
Welcome Instructions	33
Login Instructions	33
Test Directions	36
Script to Students: English Language Arts—Grades 4 and 5	39
Before You Begin	39
Welcome Instructions	39
Login Instructions	39
Test Directions	42
Script to Students: English Language Arts—Grades 6–9	45
Before You Begin	45
Welcome Instructions	45
Login Instructions	45
Test Directions	48
Script to Students: Mathematics—Grades 3–5	51
Before You Begin	51
Welcome Instructions	51
Login Instructions	51
Test Directions	54
Script to Students: Mathematics—Grades 6–8	57
Before You Begin	57
Welcome Instructions	57
Login Instructions	57
Test Directions	60

Script to Students: Mathematics—Grade 9	63
Before You Begin	63
Welcome Instructions	63
Login Instructions	63
Test Directions	66
Script to Students: Science—Grades 5 and 8	69
Before You Begin	69
Welcome Instructions	69
Login Instructions	69
Test Directions	72
Script to Students: Science—Grade 10	74
Before You Begin	74
Welcome Instructions	74
Login Instructions	74
Test Directions	77
APPENDIX A: Frequently Asked Questions (FAQs)	79
APPENDIX B: The Scribe Accommodation	83
Qualifications for the Scribe	83
Process for Scribe Accommodation	83
Additional Parameters	85
APPENDIX C: Alaska Assessment Regulations	86
APPENDIX D: Assessment Log and Irregularity Report	92
APPENDIX E: A Student’s DRC INSIGHT Experience	96
English Language Arts: Grade 3	96
English Language Arts: Grades 4–9	99
Mathematics: Grades 3–5	102
Mathematics: Grades 6–9	105
Science: Grades 5 and 8	108
Science: Grade 10	111

List of Tables

Table 1. Calculator Use by Grade Level for the PEAKS Mathematics Assessments.	13
Table 2. Calculator Use by Grade Level for the PEAKS Science Assessments	14

List of Figures

Figure 1. Placement of Question Mark Icon.	9
Figure 2. How to Tab	10
Figure 3. Scroll Bar	11
Figure 4. Student Roster	16

SECTION 1: Overview

The Performance Evaluation for Alaska’s Schools (PEAKS)

PEAKS is designed to measure a student’s understanding of the skills and concepts outlined in Alaska’s standards. The *Alaska English Language Arts and Mathematics Standards* and the *K–12 Science Standards for Alaska* are specific rigorous expectations for growth in students’ skills across grades.

The Alaska English language arts (ELA) standards demonstrate the expectation that students’ skills will build across grades in reading and analyzing a variety of complex texts, writing with clarity for different purposes, and presenting and evaluating ideas and evidence. The ELA standards are designed to help students develop a logical progression of fluency, analysis, and application, moving toward college and career readiness.

The Alaska mathematics standards have the expectation that students’ skills will grow across grades in mathematics content as well as mathematical practices. The mathematics standards are designed to help students develop a logical progression of mathematical fluency, conceptual understanding, and real-world application.

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 PEAKS, visit the [PEAKS webpage](http://education.alaska.gov/assessments/peaks) (education.alaska.gov/assessments/peaks).

Assessment Test Windows

Computer-Based Assessments: The assessment administration window for the computer-based PEAKS is March 29–April 30, 2021.

Paper-Based Assessments: The assessment administration window for the paper-based PEAKS is April 5–16, 2021.

Assessment Structure in 2021

English Language Arts

The PEAKS ELA assessment has two parts for grade 3 and grades 6 through 9. The PEAKS ELA assessment has three parts for grades 4 and 5.

Mathematics

The PEAKS mathematics assessment has two parts for all grade levels. Students in grades 3 through 5 do not use a calculator. Students in grades 6 through 8 may use a calculator in the second part of the assessment only. Students in grade 9 may use a calculator throughout the assessment.

Science

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

SECTION 2: Student Preparation

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

There are resources for student preparation on the [PEAKS webpage](http://education.alaska.gov/assessments/peaks) (education.alaska.gov/assessments/peaks). Look for the heading 'Student Preparation'. The resources include the comprehensive *Educator Guide to Student Preparation*, Quick Guides, standards alignment, and answer keys. Districts are strongly encouraged to utilize these resources. Dedicated time for student preparation should be included in each district's plan as they prepare for testing.

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

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 the 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 [PEAKS webpage](http://education.alaska.gov/assessments/peaks) (education.alaska.gov/assessments/peaks). Look for the heading 'Student Preparation' or on the DRC INSIGHT Portal.

Online Tools Training (OTT)

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

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

SECTION 2: Student Preparation

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

The OTT may be accessed through the DRC INSIGHT Portal and requires the Google Chrome web browser. Quick Guides for accessing both the OTT and Student tutorials are available on the [PEAKS webpage](http://education.alaska.gov/assessments/peaks) (education.alaska.gov/assessments/peaks).

If installed, the OTT may also be accessed directly through the DRC INSIGHT Test Engine. There is no need for a student to log in to access the OTT via DRC INSIGHT Portal.

SECTION 3: 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 computer-based assessment and a brief overview of accommodations. Specific accommodations are not included in this section of the manual. For more information about accommodations, please refer to the *Participation Guidelines for Inclusion of Alaska Students in State Assessments* and the *Handbook for the Participation Guidelines*. All District Test Coordinators, Building Test Coordinators, special education staff, and any Test Administrators providing accommodations are required to read these documents. Both resources can be found on the [DEED Accommodations webpage](http://education.alaska.gov/assessments/accommodations) (education.alaska.gov/assessments/accommodations).

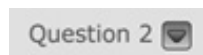
Universal Tools

Universal tools are supports or preferences that are available to **all** students taking the computer-based PEAKS. Universal tools are available to all students and their use 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 for the computer-based assessment do not need to be activated or added to the student’s record; they are automatically available to the student.

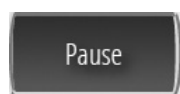
The universal tools in the following list are embedded within the computer-based test engine and available to all students.



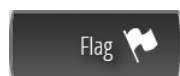
Back and Next—Navigation tools for moving to the next question or a previous question.



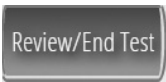
Go To Question—Allows students to jump to any item or passage set on the test by choosing the item from a drop-down list (unless restrictions are in place that would preclude skipping items, such as computer-adaptive testing or sectioning of the test across multiple sessions/days).



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 (Bookmark)—Mark a question for review at a later point.



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

No Image

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



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



Cross-Off Tool—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.



Undo—Allows students to undo deleting, typing, and formatting.



Redo—Allows students to redo typing and formatting.



Cut—Allows students to cut out selected text from within student's response or sticky notes.



Copy—Allows students to copy selected text from within student's response or sticky notes.



Paste—If text has been cut or copied this will allow the students to paste the selected text within the student response area.



Bold—Allows students to add boldface to selected text.



Italics—Allows students to italicize selected text.



Underline—Allows students to underline selected text.



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% or 200%.



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



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

No Image

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



Sticky Notes (Scratch Paper)—Creates and places a note on the screen in which students can type a short message for later reference. Multiple notes can be created for each item or passage, and the notes can be moved around the screen, minimized or completely hidden, 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. The calculator is set to appear only when allowed on specific item(s) or test sections.



Reference Materials—Includes a Formula Sheet that provides patterns or rules to aid students in answering a question. Also includes a Periodic Table.



Graphing Tool—Used to graph one or several functions. Includes zoom and trace features.



Customizable Exhibit Window—The Click-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 Click-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.



The English language arts tests in grades 4–9 contain a Text-Dependent Analysis item, which is answered using a Click to Respond tool. A Writer’s Checklist is provided for these items, and the thumbnail image of the checklist is accessed using the Click-to-Enlarge feature.

No Image

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

- No Image** **Color Overlay**—Changes the background color behind text, graphics, and response areas based on students needs.
- No Image** **Masking**—Allows students to cover up (mask) content that may be distracting, enabling the student to more easily focus his or her attention on a specific part of the screen.

Non-Embedded Universal Tools for Computer-Based Test Administration

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.

Clarification of Technology Directions—Students may request clarification of technology directions.

Providing Assistance with Technology Directions

Technology directions guide students in how to provide an answer within the DRC INSIGHT Test Engine on PEAKS. Test Administrators may read, paraphrase, or define technology directions for students who request assistance with how to show their answers. This section provides guidance for Test Administrators on how to provide assistance and still maintain the validity of the assessment.

Students need multiple opportunities to practice using the Online Tools Training (OTT), so they are familiar with using the tools and answering questions. Students should become familiar with technology directions and answering different item types during their practice with the OTT. Encourage students to select the **How To** tab and read the technology directions while practicing with the OTT.

CAUTION: The screenshots that follow in this section are non-secure items from the OTT provided by DEED for training purposes. Please remember that taking or retaining screenshots of spring assessments by district personnel is not allowed for any purpose.

Students access the technology directions by selecting the gray question mark icon (?) in the response area of a test item. Test Administrators may assist students in locating this icon.

Figure 1. Placement of Question Mark Icon

The screenshot displays a digital test interface for ELA - Grade 3. At the top left, it says "ELA - Grade 3" and "Question 1". At the top right, it says "Training Student". Below the title bar, there are several icons: a mouse cursor, an eraser, a highlighter, a magnifying glass, and a "Line Guide" button. A gray question mark icon (?) is located in the top right corner of the response area, circled in red, with an arrow pointing to it from the text above. The main content area is divided into two columns. The left column contains the title "The Legend of the Black Fish" and the text of the passage. The right column contains a practice hint and the question text. Below the question text is a response area with a toolbar containing icons for erasing, undo, redo, and a question mark icon. At the bottom of the interface, there are buttons for "Review/End Test", "Pause", "Flag", "Options", and "Next".

ELA - Grade 3 Training Student

Question 1 ?

The Legend of the Black Fish

based on a Native American Legend

Long ago, a young man named Natsilane lived on the Pacific Northwest Coast. Natsilane had many talents, including woodcarving. Some people were jealous of Natsilane's talents because they thought he would be chosen as the next chief.

Natsilane could carve just about anything out of any type of material including rock and wood. His favorite material to work with was wood, and his wood carvings were of people, plants, and animals. Animals were his favorite to carve. He often went into the forest to observe animals so his carvings would be as realistic and lifelike as possible.

One day, Natsilane decided he wanted to observe water animals more closely than from just standing on the shore. He took a canoe and traveled out into the water. Soon he saw some fish swimming next to his canoe. Then he saw a turtle, which he followed until he was close to an island. Natsilane decided to stop at the island and explore it. When the canoe was close enough to the shore, Natsilane leaped out of the canoe and swam to the island's shore.

Natsilane started to explore the island. He was amazed by the many different plants and birds that lived there. Natsilane lost track of the time

Page 1 / 4

(Practice Hint: When you choose a sentence in the paragraph below, the sentence will become highlighted. If you want to remove the highlighting from only one answer, choose it again. Use the Eraser button to remove the highlighting from all of your answers.)

Read the paragraphs from "The Legend of the Black Fish." Then, choose **two** sentences that show a central message of the passage.

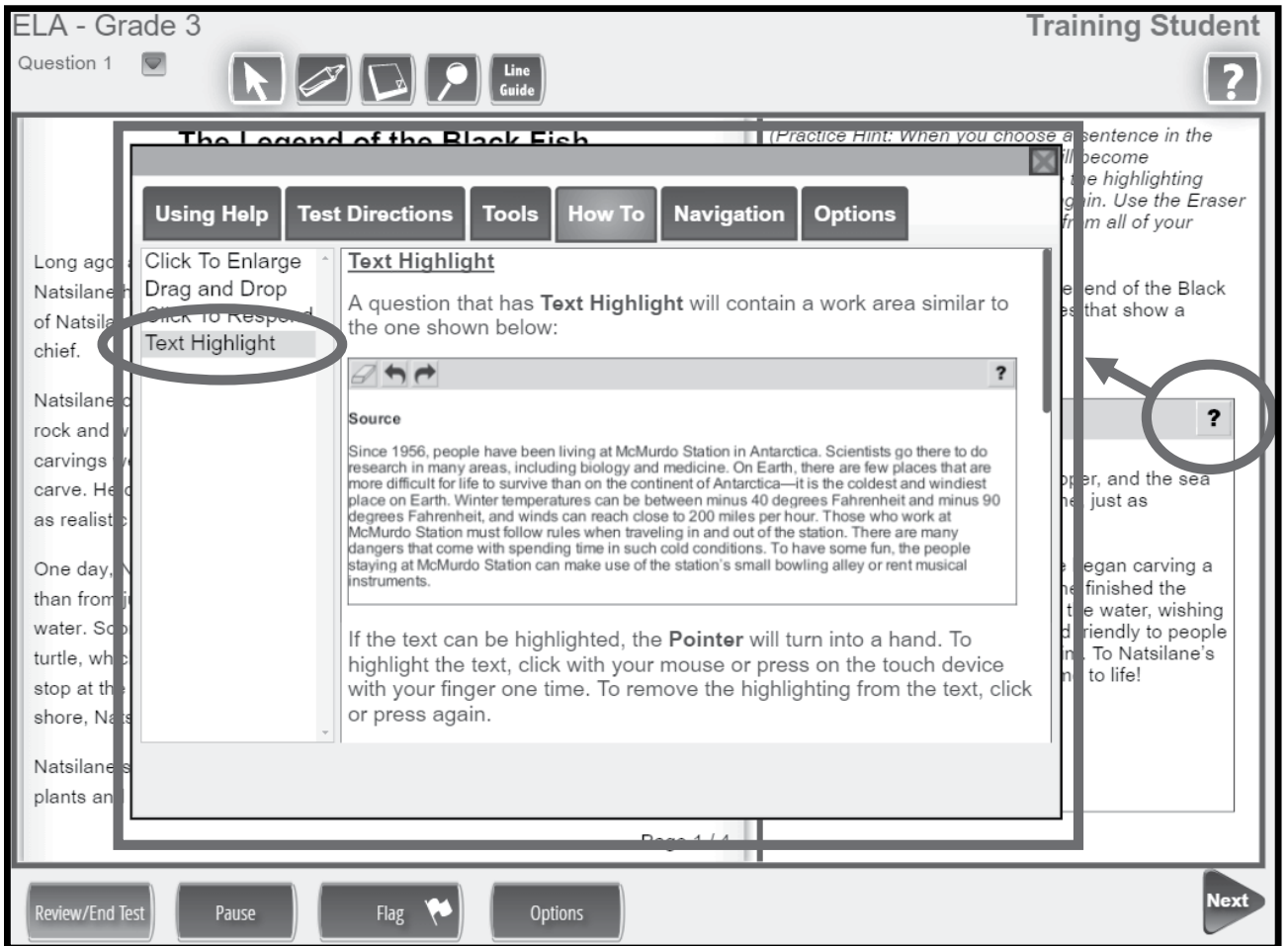
Natsilane healed the sea lion's flipper, and the sea lion safely returned Natsilane home, just as promised.

After he returned home, Natsilane began carving a large black fish from wood. After he finished the carving, Natsilane released it into the water, wishing that it would always be helpful and friendly to people just as the sea lion had been to him. To Natsilane's surprise, his carved black fish came to life!

Review/End Test Pause Flag Options Next

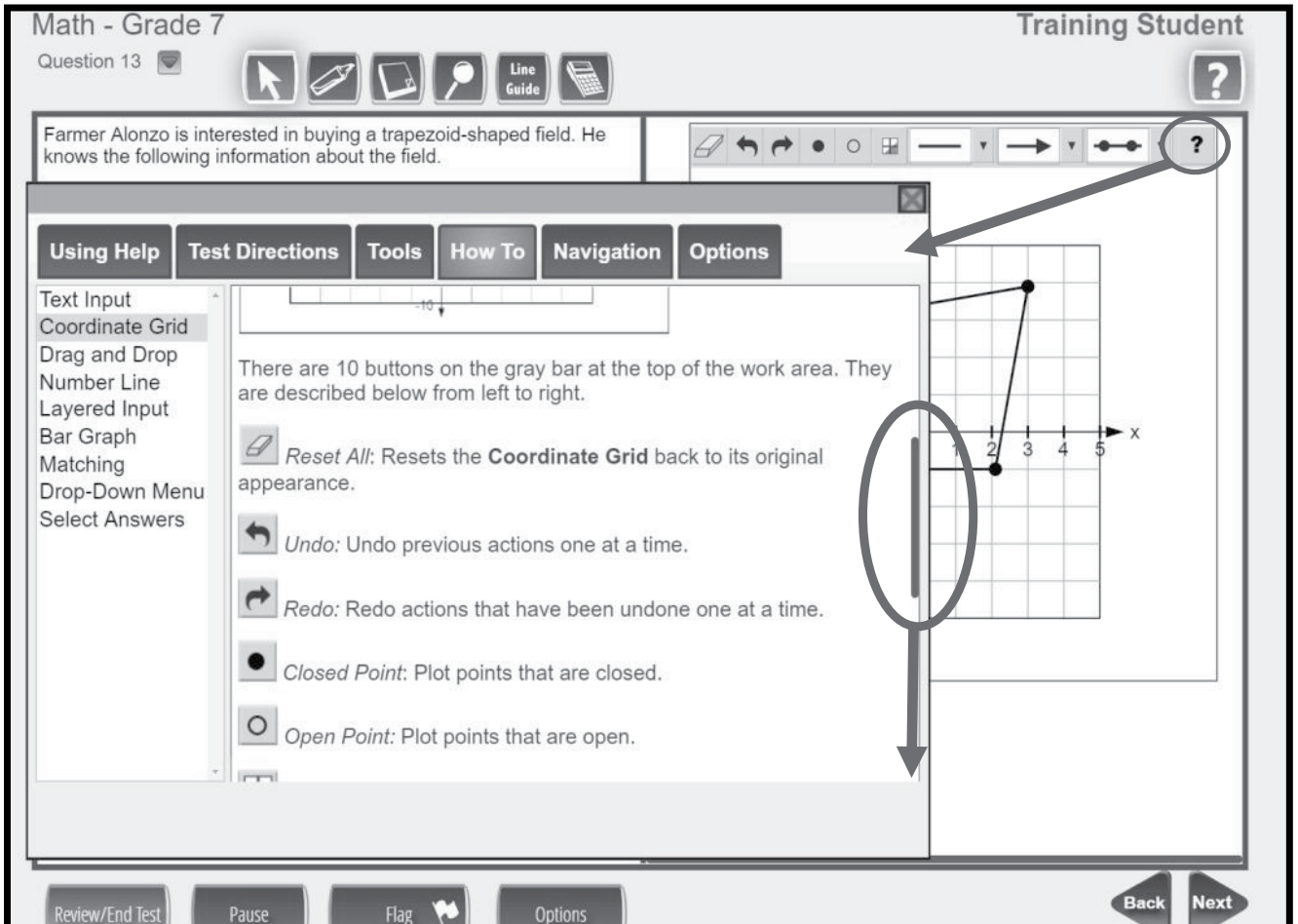
When a student selects the (?), the **How To** tab opens and displays a dialogue with directions on how to respond to that specific item type.

Figure 2. How to Tab



Students can scroll down to read all technology directions provided, if available. A Test Administrator may remind students to use the scroll bar.

Figure 3. Scroll Bar



Assisting Students with Technology Directions

Test Administrators providing assistance with technology directions will likely glance at test items as they scan students' screens. This is unavoidable and not cause for concern. However, Test Administrators are expected to maintain professional integrity and not use assessment item information in an unethical manner.

All technology directions are provided via the **How To** tab as pictured on the previous pages. Before providing assistance with technology directions, ensure students have questions about the technology directions and how to show their answer, not about the test question itself. Students should be redirected to read the content in the **How To** tab. If they still have questions, Test Administrators may clarify based on the guidance below.

Test Administrators must follow these steps when a student requests assistance:

1. Screen the question by asking the student, "Are you having trouble understanding the question, or do you need help with how to show your answer?" If the student needs help with how to show their answer, proceed to step 2. If the student needs assistance with the content of a question, please refer to the *Test Administration Directions* scripts.
2. Remind the student to select the **How To (?)** tab and read the technology directions.
3. If the student is still unsure, read the technology directions on the **How To** tab exactly as written to the student.
4. If the student needs further clarification, you may paraphrase or define the technology directions.

If a student requests assistance, Test Administrators may NOT:

- read the test question or answer choices to the student.
- use any part of the test question or answer choices as part of your explanation.
- provide hints or clues towards the correct answer.
- point to any part of the test question or answer choices.
- touch the student's screen, keyboard, or mouse.

Calculator Use for the PEAKS Assessments

Mathematics

The Alaska mathematics standards were developed with a strong focus on building foundational skills and fluency in arithmetic, specifically in kindergarten through grade 5. Arithmetic is a foundational skill that requires fluency as well as the building of conceptual richness, which is a precursor for algebraic concepts. The standards were developed to help students gain a deeper understanding of mathematics and to use a variety of strategies to come to mathematical solutions. Thus, working with numbers by hand was emphasized in the design of the standards in the formative grades. Based on this information, calculators are **NOT** allowed for grades 3, 4, and 5 on the PEAKS mathematics assessment, *even if the student has an accommodation to use a calculator on other assessments or in their daily work.*

Calculators are allowed for Part 2 of the mathematics assessment in grades 6 through 8. Calculators are allowed for both parts of the mathematics assessment in grade 9. Students taking the computer-based assessment have access to the calculators within the DRC INSIGHT Test Engine. Students taking the computer-based assessment cannot use handheld calculators in lieu of the calculators within the test engine; only the calculators within the test engine are allowed during the computer-based assessment.

The specific type of calculator depends on the grade level, as shown in Table 1. Calculator and non-calculator items are separated by test parts to prevent students from using the tool inappropriately. Use of a calculator during a part of the assessment where calculators are not allowed will result in an invalidation.

Table 1. Calculator Use by Grade Level for the PEAKS Mathematics Assessments

GRADES	BASIC (FOUR-FUNCTION)	SCIENTIFIC	GRAPHING
Grades 3, 4, and 5	Not available	Not available	Not available
Grade 6 (Part 2 only)	Available	Not available	Not available
Grades 7 and 8 (Part 2 only)	Available	Available	Not available
Grade 9 (all parts)	Available	Available	Available

Science

According to the *K–12 Science Standards for Alaska*, adopted in 2019, 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 PEAKS Science Assessment according to the grade-level chart below.

Table 2. Calculator Use by Grade Level for the PEAKS Science Assessments

GRADES	BASIC (FOUR-FUNCTION)	SCIENTIFIC	GRAPHING
Grades 5 & 8 (all parts)	Available	Not available	Not available
Grade 10 (all parts)	Available	Available	Available

Please see the [PEAKS webpage](http://education.alaska.gov/assessments/peaks) (education.alaska.gov/assessments/peaks) 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. For example, providing a spell checker for classroom assignments is appropriate; providing a spell checker on an ELA standardized assessment would change what the assessment items are measuring and would compromise the validity of the assessment scores.

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

Accommodations on Student Roster

Once student accommodations have been assigned in the DRC INSIGHT Portal, they will appear on the Student Roster as shown below. Students assigned the Text-to-Speech accommodation will appear on the Student Roster with "TTS" next to their name. Students who should receive non-embedded accommodations will appear on the Student Roster with "Other" next to their name. Students who should not receive any accommodations will have "N/A" next to their name.

Figure 4. Student Roster

Alaska Spring 2021 Student Rosters and Student Test Tickets are SECURE materials and must be treated appropriately.

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

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

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

PRIOR TO TESTING

District or Building Test Coordinator:

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

DAY OF TEST

Building Test Coordinator:

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

Test Administrator:

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

WHEN STUDENTS ARE FINISHED TESTING

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

Building Test Coordinator:

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

Alaska Spring 2021 Student Test Roster

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

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

Alaska Spring 2021 Student Test Roster

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

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

SECTION 4: Test Security

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

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

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

All district staff involved with administering the assessment must agree to follow all regulations by reading and signing a Test Security Agreement, and the complete list of test security regulations that must be adhered to appears in Appendix C of this manual.

Irregularity

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

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

Violation

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

Breach

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

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

Documentation

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

DEED may request a copy of the investigation report and supporting documents and, upon review, advise or require the district to alter its process to avoid a repeated occurrence. When conducting an investigation, answer the following questions:

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

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

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

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

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

Consequences

Invalidations

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

Examples of incidents that will invalidate an assessment include the following:

The student

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

The Test Administrator

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

Consequences for District Staff

Certified teachers who violate test security regulations are subject to investigation and adjudication by the Professional Teaching Practices Commission per regulation [4 AAC 06.765\(e\)](#).

To see the complete test security regulations, please refer to Appendix C of this manual.

SECTION 5: Test Administrator Responsibilities

Test Administrators are trained district employees who administer PEAKS to students. Test Administrator training must be provided using either local materials or the training materials available via the DRC INSIGHT Portal or from DEED. Adequate time must be provided for Test Administrators to ask questions and receive further clarification. Test Administrators do not need a teaching certificate to administer the assessment. Test Administrators, like all testing personnel, must read and sign a Test Security Agreement to indicate their understanding and agreement.

It is the Test Administrator's responsibility to:

- Review this entire manual *prior* to test administration, with special attention given to the script for each assessment session they will administer.
- Collect and return applicable test materials (Test Tickets and scratch paper), maintaining test security throughout.
- Read and sign the appropriate Test Security Agreement.
- Prepare the room for assessment.
- Provide students with the required universal tools, if applicable (scratch paper, pencils, erasers, etc.).
- Ensure standardized assessment conditions in which no coaching or prompting occurs.
- Follow the instructions in this manual when administering the assessment to students.
- Report and document any issues that arise during testing.
- Administer make-up assessments for students absent from scheduled assessment sessions, as directed.

Preparing the Environment

Assessment Environment

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

To prepare for testing:

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

During testing:

- Allow only trained staff involved in the assessment administration to be in the assessment environment.

- Do not play music or soundscapes during the assessment.

When seating students:

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

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

Posted Material Guidance

Any and all reference materials posted or visible that could offer students in that room an unfair advantage by hinting or directing students to the correct answer must be covered or removed. These materials could include wall charts, visual aids, posters, graphic organizers, and instructional materials specifically related to the content being assessed.

No exhaustive list can be created due to limitless possibilities. Test Administrators should discuss the appropriateness of any specific displays with their Building Test Coordinator.

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

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

Assessment Materials Necessary for Administration

In preparation for testing, the following materials must be ready for distribution before the assessment session. Districts decide how and when 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 right away upon completion of the assessment session.

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

Electronic Communication Devices in the Testing Room

Requirements

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

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

Prevention

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

On days leading up to scheduled assessment sessions

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

On days of scheduled assessment sessions

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

Discovery During Assessment Sessions

The District Test Coordinator is responsible for establishing and implementing a set of policies and procedures for district staff to follow if electronics are discovered in the testing room or during assessment sessions. These policies and procedures should be clearly communicated and used consistently throughout the district.

Any district staff who discovers an electronic device in the testing room must immediately take action according to the pre-established policy. All incidents of electronic devices must be documented appropriately.

Assessment Administration

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

Monitoring Students

- Ensure each student is taking the correct assessment.
- Do not leave students unattended in a room with access to assessment materials.
- Continuously circulate through the assessment room to ensure that students do not access unauthorized electronic devices, such as cell phones, or other unauthorized resources or tools at any time during the assessment.
- Do not engage in activities that interfere with active monitoring, such as using a computer or other device, preparing lesson plans, or grading papers.
- Ensure that restroom trips and breaks are adequately supervised by hall monitors or additional staff to ensure that students are not discussing the assessment.

Maintaining Security of Materials and the Testing Room

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

Reporting Events that Threaten Test Security

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

Providing Appropriate Assistance to Students

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

Procedures for Maintaining the Assessment Environment as Individual Students Finish

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

Instructions for Returning Assessment Materials to the Building Test Coordinator

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

- All Test Tickets
- All scratch paper and graph paper

Other assessment materials that are not secure should also be returned to the Building Test Coordinator. Refer to the Assessment Materials Necessary for Administration section of this manual for more information.

Technology Challenges During the Assessment

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

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

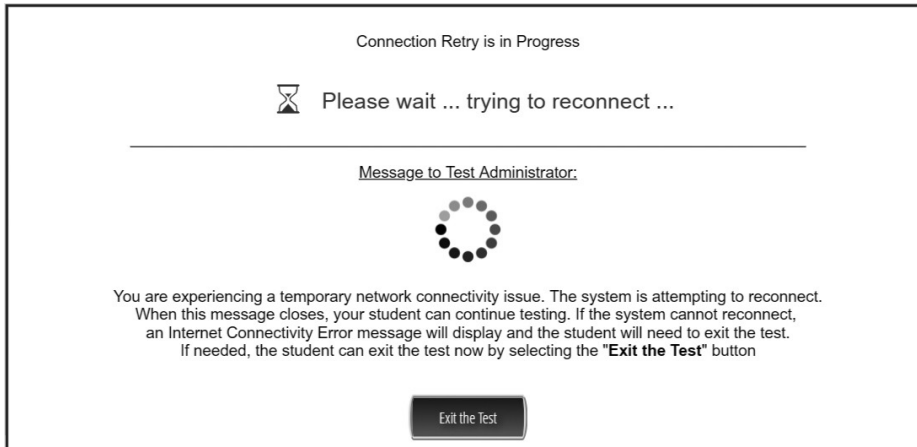
As a general rule, students should sit no more than 10–15 minutes at a non-working device. If the technology issue is affecting the entire group in the assessment session, the students should return to an instructional activity after 10–15 minutes, and the assessment session should be rescheduled. If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

When significant technology issues occur, such as a large number of students unable to log in, the DRC INSIGHT Test Engine not responding, or other issues that cannot

be resolved by site-based technology staff, District Test Coordinators should call DRC Customer Service immediately. In the case of unresolvable technology failures, District Test Coordinators should also call DEED to determine the next steps.

Students Receiving a Communication Error

Occasionally, the connection necessary to transmit a test response is lost during testing. If this occurs, DRC INSIGHT Test Engine will display this message to the student.



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

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



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.

SECTION 6: Scripts

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

Each student should have a properly functioning testing device (i.e., laptop, tablet, desktop computer, or Chromebook) in order to take the assessment. Devices must have DRC INSIGHT Test Engine properly installed and configured. Make sure that each student is sitting at a separate testing device and that each device is turned on and the desktop/home screen is visible. Make sure all other programs are closed on the testing device.

Script to Students: Providing Assistance During the Assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

If the student still needs assistance, read the directions to the student. If the student is still confused, the Test Administrator may clarify the directions. The Test Administrator should not touch the mouse, keyboard, or screen. See the Student Supports section of this manual for further details on providing assistance with technology directions.

How to Read Test Directions for Computer-Based Assessments

The following scripts for computer-based assessment are split into four sections:

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

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

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

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

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

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

Scenario 1—Multiple Parts in One Session

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

Scenario 2—Breaks Between Assessment Parts

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

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

Example 1: Grade 4 ELA

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

Example 2: Grade 9 Math

10:30–12:00	Part 1 (Welcome Instructions, Login Instructions, Test Directions)
12:00–12:50	Lunch
1:00–2:00	Part 2 (Welcome Instructions, Test Directions)

Scenario 3—Assessment Parts on Separate Days

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

Script to Students: English Language Arts—Grade 3

Before You Begin

Before you begin testing, make sure you have:

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

Welcome Instructions

SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.

You are about to take the PEAKS English language arts assessment. This test is one way for you to show what you know about English language arts. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the test to help you answer the questions.

Login Instructions

SAY: Please sit quietly as I hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.

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

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

SECTION 6: Scripts

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

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

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

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

When all students are ready,

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

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

When all students are ready,

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

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

When all students are ready,

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

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

When all students are ready,

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

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

Pause to assist students as necessary.

SAY: Select the test part labeled ELA Part 1 Reading,

OR

SAY: ELA Part 2 Writing.

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

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

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

When all students have selected the correct test part,

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

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

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

Pause as students move to the next screen.

Test Directions

SAY: Follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help button and choose the Test Directions tab.

Answering Questions.

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

- Most questions have four answer choices and only one correct answer.
- Some questions may have more than four answer choices and more than one correct answer. You will be asked to identify all the correct answers.
- Some questions may have two or more parts and require that you choose an answer or answers to each part.
- Some questions will ask you to move information or use online tools to answer the question.
- Some questions will ask you to highlight information and some questions will require you to move information into a specific area.

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

Pause as students move to the next screen.

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

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

Select the Flag button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later. Please select the Next button to move forward to the next screen.

Pause as students move to the next screen.

SAY: Some questions are associated with passage(s). The passage(s) may be more than one page in length. To move to the next page of passage text, click anywhere on the right side of the page. To move to the previous page of passage text, click anywhere on the left side of the page. Use the page numbers at the bottom to help keep track of the pages within the passage(s).

Use the Next and Back buttons to move from question to question or page to page.

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

Pause as students move to the next screen.

SAY: Helpful Hints

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

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

Pause as students move to the next screen.

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

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

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

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

When you are ready, select Begin the Test.

SECTION 6: Scripts

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

When it is the designated time to stop,

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

After reaching the last item in a part, the student is presented with a screen prompting him or her to return to review answers (marked and unmarked) for all items prior to submitting the test. It is acceptable for a Test Administrator to say, **"I see that you left some questions unanswered. Do you want to go back and answer them?"** The student can press the Return to Questions button to review his or her answers or can press the End Test button to end the test. The onscreen directions should be followed for submitting answers.

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

If students are continuing on to another part of the assessment, a short break can be provided.

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

Script to Students: English Language Arts—Grades 4 and 5

Before You Begin

Before you begin testing, make sure you have:

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

Welcome Instructions

SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.

You are about to take the PEAKS English language arts assessment. This test is one way for you to show what you know about English language arts. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the test to help you answer the questions.

Login Instructions

SAY: Please sit quietly as I hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.

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

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

SECTION 6: Scripts

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

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

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

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

When all students are ready,

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

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

When all students are ready,

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

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

When all students are ready,

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

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

When all students are ready,

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

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

Pause to assist students as necessary.

SAY: Select the test part labeled ELA Part 1 Reading,

OR

SAY: ELA Part 2 Reading and TDA,

OR

SAY: ELA Part 3 Writing.

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

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

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

When all students have selected the correct test part,

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

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

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

Pause as students move to the next screen.

Test Directions

SAY: Follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help button and choose the Test Directions tab.

Answering Questions.

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

- Most questions have four answer choices and only one correct answer.
- Some questions may have more than four answer choices and more than one correct answer. You will be asked to identify all the correct answers.
- Some questions may have two or more parts and require that you choose an answer or answers to each part.
- Some questions will ask you to move information or use online tools to answer the question.
- Some questions will ask you to highlight information and some questions will require you to move information into a specific area.
- Some questions will ask you to type your answer or use online tools to provide your response.

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

Pause as students move to the next screen.

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

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

Select the Flag button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later. Please select the Next button to move forward to the next screen.

Pause as students move to the next screen.

SAY: Some questions are associated with passage(s). The passage(s) may be more than one page in length. To move to the next page of passage text, click anywhere on the right side of the page. To move to the previous page of passage text, click anywhere on the left side of the page. Use the page numbers at the bottom to help keep track of the pages within the passage(s).

Use the Next and Back buttons to move from question to question or page to page.

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

Pause as students move to the next screen.

SAY: Text-Dependent Analysis (TDA) Directions

One of the questions will be a text-dependent analysis (TDA) question. The TDA question will ask you to analyze the passage(s) and use evidence from the passage(s) to support your response. The passage(s) may be more than one page in length. You may need to read two passages. Be sure to read all of the passage pages and the TDA question carefully.

- Use the Writer’s Checklist to help you plan, write, and proofread your response.
- You may look back at the passage(s) to help you type your response.
- If you use scratch paper to plan your response or write a rough draft, be sure to type your final response in the space provided.

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

Pause as students move to the next screen.

SAY: Helpful Hints

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

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

SECTION 6: Scripts

Pause as students move to the next screen.

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

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

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

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

When you are ready, select Begin the Test.

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

When it is the designated time to stop,

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

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

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

If students are continuing on to another part of the assessment, a short break can be provided.

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

Script to Students: English Language Arts—Grades 6–9

Before You Begin

Before you begin testing, make sure you have:

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

Welcome Instructions

SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.

You are about to take the PEAKS English language arts assessment. This test is one way for you to show what you know about English language arts. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the test to help you answer the questions.

Login Instructions

SAY: Please sit quietly as I hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.

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

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

SECTION 6: Scripts

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

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

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

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

When all students are ready,

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

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

When all students are ready,

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

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

When all students are ready,

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

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

When all students are ready,

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

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

Pause to assist students as necessary.

SAY: Select the test part labeled ELA Part 1 Reading and TDA,

OR

SAY: ELA Part 2 Writing.

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

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

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

When all students have selected the correct test part,

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

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

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

Pause as students move to the next screen.

Test Directions

SAY: Follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help button and choose the Test Directions tab.

Answering Questions.

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

- Most questions have four answer choices and only one correct answer.
- Some questions may have more than four answer choices and more than one correct answer. You will be asked to identify all the correct answers.
- Some questions may have two or more parts and require that you choose an answer or answers to each part.
- Some questions will ask you to move information or use online tools to answer the question.
- Some questions will ask you to highlight information and some questions will require you to move information into a specific area.
- Some questions will ask you to type your answer or use online tools to provide your response.

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

Pause as students move to the next screen.

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

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

Select the Flag button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later. Please select the Next button to move forward to the next screen.

Pause as students move to the next screen.

SAY: Some questions are associated with passage(s). The passage(s) may be more than one page in length. To move to the next page of passage text, click anywhere on the right side of the page. To move to the previous page of passage text, click anywhere on the left side of the page. Use the page numbers at the bottom to help keep track of the pages within the passage(s).

Use the Next and Back buttons to move from question to question or page to page.

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

Pause as students move to the next screen.

SAY: Text-Dependent Analysis (TDA) Directions

One of the questions will be a text-dependent analysis (TDA) question. The TDA question will ask you to analyze the passage(s) and use evidence from the passage(s) to support your response. The passage(s) may be more than one page in length. You may need to read two passages. Be sure to read all of the passage pages and the TDA question carefully.

- Use the Writer’s Checklist to help you plan, write, and proofread your response.
- You may look back at the passage(s) to help you type your response.
- If you use scratch paper to plan your response or write a rough draft, be sure to type your final response in the space provided.

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

Pause as students move to the next screen.

SAY: Helpful Hints

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

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

Pause as students move to the next screen.

SECTION 6: Scripts

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

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

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

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

When you are ready, select Begin the Test.

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

When it is the designated time to stop,

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

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

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

If students are continuing on to another part of the assessment, a short break can be provided.

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

Script to Students: Mathematics—Grades 3–5

Before You Begin

Before you begin testing, make sure you have:

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

Calculators are **NOT** allowed for grades 3–5 mathematics assessments.

Providing calculators to students for the grades 3–5 mathematics assessment may result in an invalidation.

Welcome Instructions

SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.

You are about to take the PEAKS mathematics assessment. This test is one way for you to show what you know about mathematics. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the test to help you answer the questions.

Login Instructions

SAY: Please sit quietly as I hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.

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

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

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

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

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

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

When all students are ready,

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

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

When all students are ready,

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

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

When all students are ready,

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

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

When all students are ready,

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

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

Pause to assist students as necessary.

SAY: Select the test part labeled Mathematics Part 1,

OR

SAY: Mathematics Part 2.

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

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

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

When all students have selected the correct test part,

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

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

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

Pause as students move to the next screen.

Test Directions

SAY: Follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help button and choose the Test Directions tab.

Answering Questions.

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

- Most questions have four answer choices and only one correct answer.
- Some questions may have more than four answer choices and more than one correct answer. You will be asked to identify all the correct answers.
- Some questions may ask you to type your answer or use online tools to provide your response.

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

Pause as students move to the next screen.

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

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

Select the Flag button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later. Please select the Next button to move forward to the next screen.

Pause as students move to the next screen.

SAY: Helpful Hints

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

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

Pause as students move to the next screen.

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

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

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

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

When you are ready, select Begin the Test.

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

When it is the designated time to stop,

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

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

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

If students are continuing on to another part of the assessment, a short break can be provided.

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

Script to Students: Mathematics—Grades 6–8

Before You Begin

Before you begin testing, make sure you have:

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

Welcome Instructions

SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.

You are about to take the PEAKS mathematics assessment. This test is one way for you to show what you know about mathematics. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the test to help you answer the questions. Calculators are NOT provided within the test engine during Part 1 of the mathematics assessment. Calculators ARE provided within the test engine during Part 2 of the mathematics assessment. Handheld calculators are NOT allowed at any point during the assessment. The only calculator you may use is the calculator within the test engine.

Login Instructions

SAY: Please sit quietly as I hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.

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

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

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

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

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

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

When all students are ready,

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

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

When all students are ready,

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

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

When all students are ready,

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

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

When all students are ready,

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

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

Pause to assist students as necessary.

SAY: Select the test part labeled Mathematics Part 1,

OR

SAY: Mathematics Part 2.

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

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

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

When all students have selected the correct test part,

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

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

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

Pause as students move to the next screen.

Test Directions

SAY: Follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help button and choose the Test Directions tab.

Answering Questions.

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

- Most questions have four answer choices and only one correct answer.
- Some questions may have more than four answer choices and more than one correct answer. You will be asked to identify all the correct answers.
- Some questions may ask you to type your answer or use online tools to provide your response.

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

Pause as students move to the next screen.

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

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

Select the Flag button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later. Please select the Next button to move forward to the next screen.

Pause as students move to the next screen.

SAY: Helpful Hints

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

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

Pause as students move to the next screen.

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

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

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

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

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

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

When it is the designated time to stop,

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

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

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

If students are continuing on to another part of the assessment, a short break can be provided.

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

Script to Students: Mathematics—Grade 9

Before You Begin

Before you begin testing, make sure you have:

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

Welcome Instructions

SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.

You are about to take the PEAKS mathematics assessment. This test is one way for you to show what you know about mathematics. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the test to help you answer the questions. Calculators **ARE** provided within the test engine during the mathematics assessment. Handheld calculators are **NOT** allowed at any point during the assessment. The only calculator you may use is the calculator within the test engine.

Login Instructions

SAY: Please sit quietly as I hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.

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

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

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

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

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

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

When all students are ready,

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

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

When all students are ready,

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

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

When all students are ready,

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

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

When all students are ready,

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

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

Pause to assist students as necessary.

SAY: Select the test part labeled Mathematics Part 1,

OR

SAY: Mathematics Part 2.

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

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

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

When all students have selected the correct test part,

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

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

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

Pause as students move to the next screen.

Test Directions

SAY: Follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help button and choose the Test Directions tab.

Answering Questions.

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

- Most questions have four answer choices and only one correct answer.
- Some questions may have more than four answer choices and more than one correct answer. You will be asked to identify all the correct answers.
- Some questions may ask you to type your answer or use online tools to provide your response.

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

Pause as students move to the next screen.

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

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

Select the Flag button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later. Please select the Next button to move forward to the next screen.

Pause as students move to the next screen.

SAY: Helpful Hints

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

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

Pause as students move to the next screen.

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

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

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

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

When you are ready, select Begin the Test.

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

When it is the designated time to stop,

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

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

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

If students are continuing on to another part of the assessment, a short break can be provided.

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

Script to Students: Science—Grades 5 and 8

Before You Begin

Before you begin testing, make sure you have:

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

Welcome Instructions

SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.

You are about to take the PEAKS science assessment. This test is one way for you to show what you know about science. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the test to help you answer the questions. Calculators ARE provided within the test engine during the science assessment. Handheld calculators are NOT allowed at any point during the assessment. The only calculator you may use is the calculator within the test engine.

Login Instructions

SAY: Please sit quietly as I hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.

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

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

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

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

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

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

When all students are ready,

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

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

When all students are ready,

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

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

When all students are ready,

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

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

When all students are ready,

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

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

Pause to assist students as necessary.

SAY: Select the test part labeled Science Part 1,

OR

SAY: Science Part 2,

OR

SAY: Science Part 3.

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

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

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

When all students have selected the correct test part,

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

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

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

Pause as students move to the next screen.

Test Directions

SAY: Follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help button and choose the Test Directions tab.

Answering Questions.

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

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

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

Pause as students move to the next screen.

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

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

Select the Flag button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later. Please select the Next button to move forward to the next screen.

Pause as students move to the next screen.

SAY: Helpful Hints

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

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

Pause as students move to the next screen.

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

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

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

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

When you are ready, select Begin the Test.

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

When it is the designated time to stop,

SAY: This is the end of the science assessment. Raise your hand if you need more time.

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

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

If students are continuing on to another part of the assessment, a short break can be provided.

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

Script to Students: Science—Grade 10

Before You Begin

Before you begin testing, make sure you have:

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

Welcome Instructions

SAY: Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.

You are about to take the PEAKS science assessment. This test is one way for you to show what you know about science. You will answer all questions on the computer or device in front of you. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You may also use the online tools found in the test to help you answer the questions. Calculators ARE provided within the test engine during the science assessment. Handheld calculators are NOT allowed at any point during the assessment. The only calculator you may use is the calculator within the test engine.

Login Instructions

SAY: Please sit quietly as I hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.

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

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

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

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

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

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

When all students are ready,

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

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

When all students are ready,

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

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

When all students are ready,

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

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

When all students are ready,

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

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

Pause to assist students as necessary.

SAY: Select the test part labeled Science Part 1,

OR

SAY: Science Part 2,

OR

SAY: Science Part 3.

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

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

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

When all students have selected the correct test part,

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

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

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

Pause as students move to the next screen.

Test Directions

SAY: Follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help button and choose the Test Directions tab.

Answering Questions.

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

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

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

Pause as students move to the next screen.

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

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

Select the Flag button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later. Please select the Next button to move forward to the next screen.

Pause as students move to the next screen.

SAY: Helpful Hints

- There is no time limit to finish the test.
- Only one question at a time will appear on the screen.
- If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.

- Use tools such as the Highlighter, Sticky Note, Magnifier, Line Guide, Calculator, and the Periodic Table to assist you.
- Select the Help button to find more information.

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

Pause as students move to the next screen.

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

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

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

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

When you are ready, select Begin the Test.

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

When it is the designated time to stop,

SAY: This is the end of the science assessment. Raise your hand if you need more time.

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

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

If students are continuing on to another part of the assessment, a short break can be provided.

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

APPENDIX A: Frequently Asked Questions (FAQs)

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

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

May students have their mobile phones during the test?

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

Can I use results from PEAKS in determining student course placement or student grades?

The PEAKS Assessments are end-of-year assessments that provide 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 these summative assessments to determine course placement or student grades.

Does a Test Administrator have to be a certified teacher in order to administer PEAKS?

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

Can a substitute teacher administer the assessments?

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

Can a student teacher or intern administer the assessments?

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

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

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

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

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

A student became ill in the middle of testing and went home. Can he/she resume testing the next day?

If a student is not feeling well, it is strongly recommended that you delay the start of testing until another day. If a student becomes ill in the middle of testing and went home for remainder of the day, the Building Test Coordinator should contact the District Test Coordinator for guidance.

Can students in different grades test in the same room?

Yes, regardless of testing mode (computer- or paper-based), students in different grades can test in the same room. However, the test directions differ by grade level and content area and must be read **verbatim**. School staff must read the TADs carefully to see the differences in directions. For the paper-based assessment, it is also important to note that allowable calculators differ by grade level. 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 test if they are enrolled in instruction in one of the content areas of the assessment (ELA, math, or science). For example, a student who is enrolled for only 0.25 FTE and taking a math class must take the math portion of PEAKS.

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

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

How is it determined which accommodations a student should be provided during PEAKS?

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

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

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

A student with an IEP uses a calculator for assignments and district-wide assessments. This accommodation is listed on his IEP. Is the student allowed to use his calculator for PEAKS?

No. The student is not allowed to use a calculator for any parts of the assessment where a calculator is not provided to all students. Depending on grade level, there are parts of the assessment where calculators are allowed and parts where calculators are not allowed. See the Student Supports section of this manual for more information. Use of a calculator during a part of the assessment where calculators are not allowed will result in an invalidation.

For the paper-based assessment, can Test Administrators provide the human read aloud accommodation or the read aloud accommodation using vendor-provided audio CDs to a group of students?

No. Individual administration is the only way the human read aloud accommodation can be provided. The read aloud accommodation using audio CDs must also be administered individually.

What must be done in order to provide the flexible scheduling accommodation to a student taking the computer-based assessment?

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

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

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

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

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

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

A student has a bloody nose during testing and gets blood on their test booklet. What should I do?

Any test booklet or answer document soiled with bodily fluids should not be returned to DRC. The student's answers should be transcribed into a clean test booklet or answer document, and the student should be allowed to continue testing after the bloody nose has subsided. As with any material not sent back to DRC, the student's test booklet or answer document should be documented in the Materials Accountability Report with an explanation of why the test booklet or answer document is not being returned. After transcription, the soiled test booklet or answer document should be securely destroyed.

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

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

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

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

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

APPENDIX B: The Scribe Accommodation

Qualifications for the Scribe

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

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

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

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

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

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

Process for Scribe Accommodation

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

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

For computer-based assessments, the scribe must enter student responses directly into the test engine as the student would. For paper-based assessments, the scribe must handwrite the student's response into a test booklet or answer document.

On the assessment, the student will dictate sentences or paragraphs in the same manner used during instruction. The scribe should have the student proofread the dictation and the scribe may also read it aloud at the student's request. The student may dictate changes to the scribe, and the scribe will make those changes exactly as dictated by the student. Students may proofread to add punctuation and may change any capitalization or spelling they wish, even if it is incorrect.

- The scribe may not question or correct student choices.
- The scribe may ask the student to restate (or sign) words or parts, as needed.
- The student is responsible for punctuation and may indicate punctuation in several ways.
 - The student may punctuate during dictation. For example, when stating the sentence "The dog ran," the student will say, "The dog ran period."
 - The student may dictate more than one sentence at a time and add punctuation afterwards when given the scribed sentences to proofread.
- The scribe may automatically capitalize in these cases:
 - The scribe should capitalize the first letter in the beginning of a sentence if the student has indicated punctuation ending the previous sentence. For example, if the student said, "The cat ran period. The cat jumped period." The scribe would write, "The cat ran. The cat jumped."
 - The scribe should capitalize the first word in any paragraph.
- The student must specify capitalization in these cases:
 - The student must specify to capitalize the first letter in the beginning of a sentence if the student has not indicated punctuation ending the previous sentence. For example, if the student said, "The cat ran the cat jumped." The scribe would write, "The cat ran the cat jumped."
 - The student must specify to capitalize other words (e.g., proper nouns, acronyms)
- The scribe must produce legible text when handwriting student responses.
- The scribe session may be recorded for accuracy.
- The scribe must sign and date the inside cover of the standard test booklet when the content assessment is complete.
- Providing the scribe accommodation, like all accommodations, should be documented according to local procedures (i.e., assessment log).
- For clarification, please contact the DEED Assessments Administrator.

Additional Parameters

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

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

The following are **unacceptable** parameters:

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

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

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

APPENDIX C: Alaska Assessment Regulations

4 AAC 06.710. Statewide student assessment system

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

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

4 AAC 06.737. Standards-based test

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

4 AAC 06.761. Test administration

- (a) Unless an assessment is specifically exempted, or the department has approved in writing a different process, a district shall administer the statewide assessments described in 4 AAC 06.710 in conformance with the requirements of this section.
- (b) A district shall administer an assessment under this section only in a school test center designated by each district. Each school test center must be secure, free of disruptions, have an established seating arrangement, and be well lighted. Only designated district staff may be in the test center rooms at the time of testing students.

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

4 AAC 06.765. Test security; consequences of breach

- (a) All test questions on standards-based tests provided for in 4 AAC 06.737, the alternate assessment taken under 4 AAC 06.775, and the English language proficiency assessments provided for in 4 AAC 34.055, are confidential, and may be disclosed only as provided in this section.
- (b) Test questions may be disclosed to
- (1) a student on the date and at the time specified by the commissioner, to the extent necessary to administer the test;
 - (2) testing personnel in the course of fulfilling their duties;
 - (3) a department official as required for the performance of that official's duties; and
 - (4) a test administrator if necessary to fulfill duties under 4 AAC 06.775 regarding the delivery of accommodations.
- (c) School and district personnel responsible for test administration shall
- (1) inventory and track secure materials from the time the materials arrive at the school or district office until the time the materials are returned to the test publisher;
 - (2) securely store secure materials before distribution to school test centers and after their return;
 - (3) control distribution of secure materials to and from school test centers;
 - (4) control the storage, distribution, administration, and collection of secure materials;
 - (5) ensure that no test or test question is copied in any manner, whether on paper or by electronic means.

- (d) School personnel at a school test center shall
 - (1) label the tests according to test administration directions before testing;
 - (2) inventory and track test materials from the time the materials arrive at the school until the time the materials are returned to the district;
 - (3) securely store tests before and after each testing session;
 - (4) control distribution of tests within the school test center;
 - (5) ensure that no test or test question is copied, reproduced, or paraphrased in any manner by an examinee or anyone else;
 - (6) ensure that examinees use only those reference materials allowed by the test publisher's testing procedures;
 - (7) ensure that no individual receives a copy of the test, or learns of a specific test question or item, before the test date and time set by the commissioner under 4 AAC 06.765(b), unless knowledge of the question or item is necessary for delivery of accommodations under 4 AAC 06.775;
 - (8) ensure that examinees do not exchange information during a test, except when the test procedure so specifies;
 - (9) ensure that an examinee's answer is not altered after testing is completed;
 - (10) ensure that no examinee is assisted in responding to or review of specific test questions or items before, during, or after a test session.
- (e) A teacher holding a certificate issued under 4 AAC 12 who breaches security as described in this section is subject to investigation and adjudication by the Professional Teaching Practices Commission.
- (f) School and district personnel responsible for test administration shall
 - (1) annually execute an agreement, on a form provided by the department, affirming that they will follow the test procedures required under this section;
 - (2) provide training in test procedures to all district staff involved in testing as directed by the department, and ensure that staff complete the training;
 - (3) ensure that all district staff involved in testing read and follow all testing procedures and manuals published by the test publisher, unless instructed otherwise by the department.
- (g) All school and district personnel shall maintain the security and confidentiality of electronic test data files, individual student reports, and other testing reports designated as secure.

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

4 AAC 06.820. Participation

- (a) The participation rate on the state standards-based assessments described in 4 AAC 06.737 is computed by dividing the number of students that took an assessment in each subject by the number of students enrolled in tested grades on the first day of testing. Each school and district in the state shall ensure that all students enrolled in tested grades are given the opportunity to and are expected to participate in the state assessments, and shall have a target of 95 percent participation in assessments. For purposes of this section, a student participates in a state assessment if the student receives a valid test score on the assessment.
- (b) A school or district may not systematically exclude students from assessment.
- (c) Students who are eligible to take the alternate assessment under 4 AAC 06.775(b) will be included in calculating the participation rate under (a) of this section, even if more than one percent of the students in a district take the alternate assessment, if the students are
- (1) in a grade in which the alternate assessment is offered; and
 - (2) enrolled on the first day of testing.
- (d) For purposes of measures of school and district accountability under 4 AAC 06.800 4 AAC 06.899, including measurements of participation and graduation rates, attainment of a long-term goal or measure of interim progress, and inclusion in the Alaska school performance system, the score of a student who participates in a state assessment and is enrolled at more than one school at a time will be included in the performance of the school at which the student is counted under 4 AAC 09.040 as more than 0.5 full-time equivalent. If the student cannot be counted under 4 AAC 09.040 as more than 0.5 full-time equivalent at any of those schools, the student's state assessment score and participation will be included in the performance of the school at which the student receives instruction in English language arts.
- (e) A district shall report to the state the enrollment of all students as of the first day of the administration of the state standards-based assessments under 4 AAC 06.737. The report must be on a form prepared by the department, and must include the student's student identification number, school, grade, and subgroup membership. The report shall be filed not later than 21 days following the first day of administration of the assessments. If, after reviewing the report, the department determines that a school or district has underreported the number of economically disadvantaged students

in a school or district, the department will use data from other sources, including confidential public assistance data, to estimate the actual number of students in that subgroup.

- (f) Notwithstanding any provision in this chapter, if a district enrolls a student who qualifies as an English learner under 4 AAC 34.090(2), and who first enrolls in a school in one of the 50 states in the United States or the District of Columbia after the previous school year's administration of the state standards-based assessments under 4 AAC 06.737, the district may
 - (1) excuse the student from participation in one administration of the state assessment in English language arts; and
 - (2) elect not to include the student's score in any state assessment as part of measures of school and district accountability under 4 AAC 06.800 4 AAC 06.899, including measurements of participation, attainment of a long-term goal or measure of interim progress, and inclusion in the Alaska school performance system.
- (g) Notwithstanding any provision in this chapter, a district may, on a case-by-case basis, exempt an individual student from a state standards-based assessment described in 4 AAC 06.737 if an unexpected severe medical condition prevents the student from participating in the administration of the assessment. The student will not be included as part of measures of school and district accountability under 4 AAC 06.800 4 AAC 06.899, including measurements of participation, attainment of a long-term goal or measure of interim progress, and inclusion in the Alaska school performance system. The district shall retain documentation regarding the exemption, including medical records of the condition, with the student's permanent record and provide it to the department upon request.
- (h) Repealed 10/9/2015.
- (i) Except as provided in (f) and (g) of this section, a student who is counted as more than one-quarter full-time equivalent under 4 AAC 09.040 must be included in the standards-based test described in 4 AAC 06.737 or 4 AAC 06.775(b). A student who is counted as one-quarter full-time equivalent under 4 AAC 09.040 must only be included in the English language arts, mathematics, or science content-area assessment of the standards-based test under 4 AAC 06.737 if the student receives instruction in a corresponding subject and grade level.
- (j) A school that misses the 95 percent participation rate target for the all-students group or any subgroup defined in 4 AAC 06.830 in English language arts, mathematics, or both for two consecutive years must create and submit an improvement plan to the district. The district must review and approve the plan for each school. The plan must be created with stakeholders and must include documentation of the communication and other efforts the school made to inform parents of the importance of participating in the statewide assessments, while recognizing parents' rights under state law

regarding their child's participation in those assessments. The plan must document training that teachers have received in the importance of the assessments and how teachers may communicate with parents and students regarding the assessments. The plan must document the efforts made to encourage participation by all students in all subgroups and that no students have been systematically excluded from testing. The plan must include steps the school will take to increase the participation rate in future years. The plan must include the strategies and samples of the materials that will be used by the school and district to educate parents about the importance of assessments and their role in student learning.

APPENDIX D: Assessment Log and Irregularity Report

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

Procedures:

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

Test Administrators must provide the following information on each form:

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

An electronic version of this form is available on the [PEAKS webpage](http://education.alaska.gov/assessments/peaks) (education.alaska.gov/assessments/peaks).

Assessment Log and Irregularity Report

School	Test Administrator(s)

Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity

Notes

Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity

Notes

Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity

Notes

Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity

Notes

APPENDIX D: Assessment Log and Irregularity Report

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						
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						
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 E: A Student's DRC INSIGHT Experience



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

English Language Arts: Grade 3

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




Test Directions

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

Answering Questions

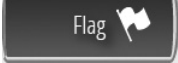
The test will include questions that will ask you to provide your answer in a variety of ways.

- Some questions will have one answer choice.
- Some questions have more than one answer choice.
- Some questions will have more than one part to answer.
- Some questions will ask you to move information or use online tools to answer the question.
- Some questions will ask you to highlight information and some questions will require you to move information into a specific area.



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

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

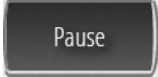






Be sure to read the instructions for each question very carefully before answering the question.

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

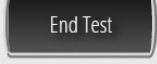
Some of the questions are associated with passages. The passages may be more than one page in length. To move to the next page of passage text, click anywhere on the right side of the page. To move to the previous page of passage text, click anywhere on the left side of the page. Use the page numbers at the bottom to help keep track of the pages within the passage.


Use the **Next**  and **Back**  buttons to move from question to question or page to page.

Helpful Hints

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

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

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

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

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


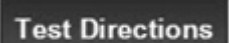
When you are ready, select **Begin the Test**.

English Language Arts: Grades 4–9

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




Test Directions

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

Answering Questions

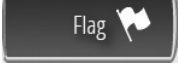
The test will include questions that will ask you to provide your answer in a variety of ways.

- Some questions will have one answer choice.
- Some questions have more than one answer choice.
- Some questions will have more than one part to answer.
- Some questions will ask you to move information or use online tools to answer the question.
- Some questions will ask you to highlight information and some questions will require you to move information into a specific area.
- Some questions will ask you to type your answer or use online tools to provide your response.



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

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

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

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

Some of the questions are associated with passages. The passages may be more than one page in length. To move to the next page of passage text, click anywhere on the right side of the page. To move to the previous page of passage text, click anywhere on the left side of the page. Use the page numbers at the bottom to help keep track of the pages within the passage.

Use the **Next**  and **Back**  buttons to move from question to question or page to page.

Text-Dependent Analysis (TDA) Directions

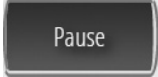






One of the questions will be a text-dependent analysis (or TDA) question. The TDA question will ask you to analyze the passage and use evidence from the passage to support your response. The passage may be more than one page in length and you may need to read two passages. Be sure to read all of the pages.

For the TDA response:

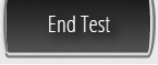
- Be sure to read the passages and TDA question carefully.
- Use the Writer's Checklist to help you plan, write, and proofread your response.
- You may look back at the passages to help you type your response.


If you use scratch paper to plan your response or write a rough draft, be sure to type your final response in the space provided.

Helpful Hints

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

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

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

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

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


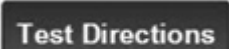
When you are ready, select **Begin the Test**.

Mathematics: Grades 3–5

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




Test Directions

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

Answering Questions

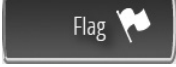
The test will include questions that will ask you to provide your answer in a variety of ways.

- Most of the questions will have four answer choices and only one correct answer.
- Some questions will have more than four answer choices and more than one correct answer. You will be asked to identify all the correct answers.
- Some questions will ask you to type your answer or use online tools to provide your response.

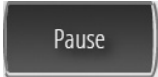






For questions with answer bubbles, use the **Pointer**  tool to select the correct answer(s).

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

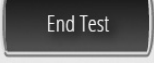
Be sure to read the instructions for each question very carefully before answering the question.


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

Helpful Hints

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

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

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

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


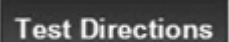
Raise your hand if you have any questions before you begin the test.

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

Mathematics: Grades 6–9

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


***Test Directions***

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

Answering Questions

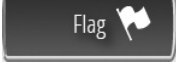
The test will include questions that will ask you to provide your answer in a variety of ways.

- Most of the questions will have four answer choices and only one correct answer.
- Some questions will have more than four answer choices and more than one correct answer. You will be asked to identify all the correct answers.
- Some questions will ask you to type your answer or use online tools to provide your response.

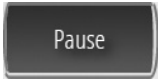







For questions with answer bubbles, use the **Pointer**  tool to select the correct answer(s).

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

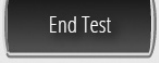
Be sure to read the instructions for each question very carefully before answering the question.


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

Helpful Hints

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

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

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

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

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


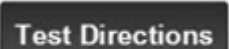
When you are ready, select **Begin the Test**.

Science: Grades 5 and 8

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




Test Directions

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

Answering Questions

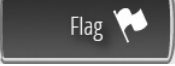
The test will include questions that will ask you to provide your answer in a variety of ways.

- Some of the questions will have four answer choices and only one correct answer.
- Some questions have more than four answer choices and more than one correct answer. You will be asked to identify all correct answers.
- Some questions will ask you to type your answer or use online tools to provide your response.

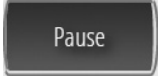







For questions with answer bubbles, use the **Pointer**  tool to select the correct answer(s).

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

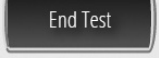
Be sure to read the instructions for each question very carefully before answering the question.


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

Helpful Hints

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

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

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

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


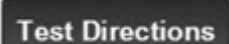
Raise your hand if you have any questions before you begin the test.

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

Science: Grade 10

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


***Test Directions***

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

Answering Questions

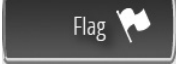
The test will include questions that will ask you to provide your answer in a variety of ways.

- Some of the questions will have four answer choices and only one correct answer.
- Some questions have more than four answer choices and more than one correct answer. You will be asked to identify all correct answers.
- Some questions will ask you to type your answer or use online tools to provide your response.

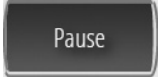








For questions with answer bubbles, use the **Pointer**  tool to select the correct answer(s).

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

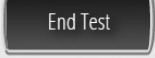
Be sure to read the instructions for each question very carefully before answering the question.


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

Helpful Hints

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

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

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

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

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

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

This page intentionally blank.

This page intentionally blank.



Computer-Based
Test Administration Directions
Spring 2021

