



Paper-Based Test Administration Directions



Spring 2021

English Language Arts • Mathematics • Science

Alaska Department of Education & Early Development

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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).

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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
Paper-Based Assessment Item Samplers	3
SECTION 3: Student Supports	4
Universal Tools	4
Calculator Use for the PEAKS Assessments	6
Mathematics	6
Science	7
Overview of Accommodations	7
Guidance for Specific Paper-Based Assessment Accommodations	8
Braille and Large Print Accommodations	8
Use of Audio CD on Paper-Based Assessments	8
Transcribing	9
SECTION 4: Test Security	10
Irregularity	10
Violation	10
Breach	11
Documentation	11
Consequences	12
Invalidations	12
Consequences for District Staff	13
SECTION 5: Test Administrator Responsibilities	14
Preparing the Environment	14
Assessment Environment	14
Posted Material Guidance	15
Assessment Materials Necessary for Administration	16
Electronic Communication Devices in the Testing Room	16
Requirements	16
Prevention	17
Discovery During Assessment Sessions	17

Assessment Administration	17
Monitoring Students	18
Maintaining Security of Materials and the Testing Room	18
Reporting Events that Threaten Test Security	19
Providing Appropriate Assistance to Students	19
Procedures for Maintaining the Assessment Environment as Individual Students Finish . .	19
Instructions for Returning Assessment Materials to the Building Test Coordinator	19
SECTION 6: Scripts	20
Script to Students: Providing Assistance During the Assessment	21
How to Read Test Directions for Paper-Based Assessments	22
English Language Arts—All Grades	22
Mathematics—Grades 3–5	23
Mathematics—Grades 6–8	23
Mathematics—Grade 9	24
Science—All Grades (5, 8, and 10)	25
Script to Students: English Language Arts—Grade 3	26
Script to Students: English Language Arts—Grade 4	29
Script to Students: English Language Arts—Grade 5	33
Script to Students: English Language Arts—Grades 6–9	37
Script to Students: Mathematics—Grades 3–4	41
Script to Students: Mathematics—Grade 5	45
Script to Students: Mathematics—Grades 6–8: Part 1	49
Script to Students: Mathematics—Grades 6–8: Part 2	53
Script to Students: Mathematics—Grade 9	57
Script to Students: Science—Grades 5 and 8	61
Script to Students: Science—Grade 10	64

APPENDIX A: Frequently Asked Questions (FAQs)67

APPENDIX B: The Scribe Accommodation72

 Qualifications for the Scribe72

 Process for Scribe Accommodation72

 Additional Parameters74

APPENDIX C: Alaska Assessment Regulations75

APPENDIX D: Assessment Log and Irregularity Report81

APPENDIX E: Daily Check-in/Check-out Worksheet85

List of Tables

Table 1. Calculator Use by Grade Level for the PEAKS Mathematics Assessments.	6
Table 2. Calculator Use by Grade Level for the PEAKS Science Assessments	7

List of Figures

Figure 1. Correct and Incorrect Marks on Answer Document	18
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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 the *Alaska English Language Arts, Mathematics, and Science 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 paper-based assessments. The resources allow students to become familiar with the paper-based 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.

Paper-Based Assessment Item Samplers

Paper-Based Assessment (PBA) Item Samplers are designed to familiarize students with the paper-based PEAKS. The PBA Item Samplers provide students an opportunity to experience all item types within each grade- and subject-specific test. The PBA Item Samplers are available on the [PEAKS webpage](http://education.alaska.gov/assessments/peaks) (education.alaska.gov/assessments/peaks). Look for the heading 'Student Preparation'.

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 paper-based assessments 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 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 paper-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 paper-based assessment must be supplied by the school and must be made available to all students by the Test Administrator.

Highlighter—Students may use a highlighter to highlight desired assessment questions or selections.

NOTE: If a highlighter is used in a scannable test booklet or answer document and the highlighter covers the answer bubbles, responses should be transcribed into a clean test booklet or answer document in order to be properly scored.

Visual magnification—Students may use devices that magnify text such as a magnifying glass.

Graph paper or scratch paper—Scratch or graph paper must be securely destroyed after the test session.

Masking portions of the test—Students may use blank paper or another unmarked item to mask portions of the assessment to help them focus on one question at a time.

Line guide or place marker—Students may use a device, such as an unmarked ruler, to follow along with each line of text.

Tape or magnets to secure papers to work area—Students may use items to secure papers to the work area; care must be taken to not damage the paper for scanning and scoring.

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

Calculator—Only available for parts of the mathematics assessments as specified: basic four-function for grades 6–9, scientific for grades 7–9, and graphing for grade 9. Available for all parts of the science assessments as specified: basic four-function for grades 5, 8, and 10, scientific and graphing for grade 10.

Color overlay—Students may read through a colored overlay sheet.

Cross-off—Students may cross out/eliminate a multiple-choice answer selection(s).

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 paper-based assessment have access to handheld calculators (four-function, scientific, and graphing).

The specific type of calculator depends on 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

*Graphing calculators may be used on the grade 10 paper-based PEAKS Science Assessment in lieu of a scientific or basic four-function calculator.

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).

Guidance for Specific Paper-Based Assessment Accommodations

Braille and Large Print Accommodations

Braille and large print editions of PEAKS are available for any students who require them. Special accommodations may be necessary when administering the assessment to these students. Please check the student's IEP or 504 plan for special accommodations that may be needed.

Students will mark their answer choices in the large print test booklet. Students needing a braille test booklet should provide responses according to their IEP. This is individualized and should be specific to the student. Responses will then be transcribed by trained district employees into the standard test booklet or answer document that came with the large print test booklet or braille kit. The transcriber must sign and date the inside cover of the standard test booklet or answer document when transcription is complete. See the Transcribing section for additional information.

Use of Audio CD on Paper-Based Assessments

The audio CD accommodation is for students who need the entire assessment (except the English language arts passages) read aloud. A student who needs the audio CD accommodation is one whose ability to convey knowledge of the content area is severely limited by his or her inability to read the assessment materials. The student cannot or would not be successful in the classroom without this accommodation. To use the audio CD accommodation on the state assessment, the student must have the read aloud accommodation provided in the classroom on a regular basis (i.e., as an ongoing practice

for both classroom instruction and assessments). Neither ELs nor students who receive Title I or special education services automatically qualify for the audio CD accommodation.

On the paper-based assessment, the use of the audio CD is considered an accommodation for English language arts, mathematics, and science. Use of the audio CD provided by the test contractor is required if the student's IEP requires a read aloud accommodation. The audio CD includes assessment questions and answer choices. A Test Administrator may administer a 'read aloud' accommodation if student's IEP specifically designates a human read aloud.

Transcribing

Transcribing is the process of moving the student's assessment responses to another medium by a district employee. Assessment situations that require transcribing include the following:

- Moving student's responses from the large print test booklet to the standard answer document or test booklet.
- Moving student's responses from a damaged answer document or test booklet that cannot be scored to a standard answer document or test booklet.
- Moving student's responses from his/her assigned answer document or test booklet to a standard answer document or test booklet because of writing in the scoring area.

Qualifications for Transcribing

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

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

Procedures for Transcribing

Transcription must take place in a secure location.

The assessment is transcribed exactly as the student answered the assessment items.

The district employee signs and dates the inside cover of the standard answer document or test booklet when transcription is complete.

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 booklets, answer documents, 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, calculators, 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
- Test booklets, answer documents, and reference sheets
- CD players and headphones for students needing audio CDs for the read aloud accommodation
- Calculators for use on Part 2 of the grades 6–8 mathematics, both parts of the grade 9 mathematics, and all three parts of grades 5, 8, and 10 science.

Electronic Communication Devices in the Testing Room

Requirements

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

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

Prevention

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

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

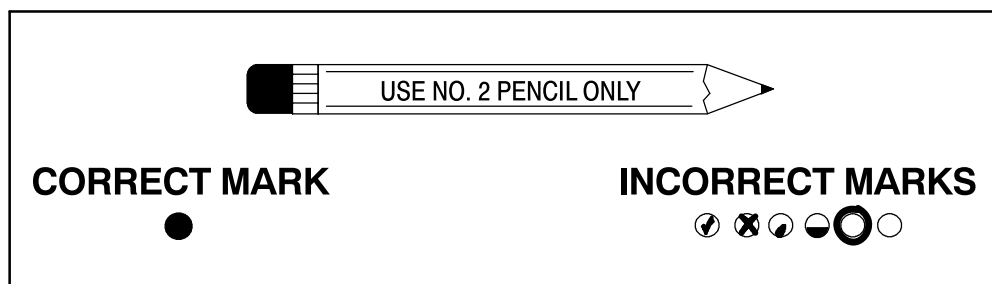
In order to ensure that all students are assessed under the standardized conditions, Test Administrators must adhere strictly to the guidelines and directions in this manual and in the Test Security Regulations.

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.

Regularly check to see that students are providing their answer choices correctly. As you walk around the room to monitor students during testing, remind students to completely darken the bubbles. The figure below shows an example of correctly and incorrectly marked bubbles.

Figure 1. Correct and Incorrect Marks on Answer Document



If students are providing answer choices directly in a test booklet instead of an answer document (ELA and mathematics grades 3 and 4; science grades 5, 8, and 10), they are allowed to cross out incorrect answers. However, pencil marks that cross the answer bubbles will be scored.

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 booklets, answer documents, and scratch paper) under supervision at all times or in a locked room or cabinet.
- Do not allow students to transport secure materials, such as test booklets and answer documents. 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.
- Prior to administering the assessment, confirm with the Building Test Coordinator which students will receive accommodations and receive training in the appropriate use of the accommodation.

Procedures for Maintaining the Assessment Environment as Individual Students Finish

Follow locally established procedures to maintain a quiet environment throughout the assessment session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report 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 booklets and answer documents
- All accommodated materials
- 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.

SECTION 6: Scripts

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

Script to Students: Providing Assistance During the Assessment

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

If a student asks for assistance in answering an assessment 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.

How to Read Test Directions for Paper-Based Assessments

The following scripts for paper-based assessment are split into three sections:

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

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

The other 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

English Language Arts—All Grades

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 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 and Test Directions before beginning Part 1. Before each subsequent part (Part 2 or Part 3), Test Administrators must reread the Welcome Instructions and the 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.

Mathematics—Grades 3–5**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 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 and Test Directions before beginning Part 1. Before each subsequent part (Part 2 or Part 3), Test Administrators must reread the Welcome Instructions and the 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.

Mathematics—Grades 6–8**Scenario 1: Multiple Parts in One Session**

This scenario is not allowable for the paper-based mathematics assessment for students in grades 6–8.

The mathematics assessment for students in grades 6–8 is separated into two parts; one where calculators are NOT allowed, and another where calculators ARE allowed. In order to provide clear direction for students on when they are and are not allowed to use a calculator, the Welcome Instructions and Test Directions must be read before each test part. Students cannot move on to Part 2 at their own pace.

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 and Test Directions before beginning Part 1. Before each subsequent part (Part 2 or Part 3), Test Administrators must reread the Welcome Instructions and the 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.

Mathematics—Grade 9**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 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 and Test Directions before beginning Part 1. Before each subsequent part (Part 2 or Part 3), Test Administrators must reread the Welcome Instructions and the 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.

Science—All Grades (5, 8, and 10)***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 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 and Test Directions before beginning Part 1. Before each subsequent part (Part 2 or Part 3), Test Administrators must reread the Welcome Instructions and the 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;
- ensured no student is in possession of an electronic device;
- familiarized yourself with any accommodation needs of students in the room;
- provided each student with a pencil, eraser, scratch paper, and appropriate universal tools.

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

Welcome Instructions

SAY: 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. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You can also use a highlighter to mark parts of the questions or reading passages in the test booklet. Do NOT use a highlighter on any part of the answer bubbles.

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

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

NOTE: Test Administrators should monitor the use of highlighters carefully. If a highlighter is used in the test booklet and the highlighter ink covers any part of the answer bubbles, the responses will need to be transcribed.

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

Making sure all students get their own test booklet as indicated on the front of the test booklets (pre-ID label or bubbled in), hand out a test booklet, face down, to each student.

SAY: You may now turn over your test booklet. Before we begin, please check that the name on the student label or the name filled in on your test booklet matches your name.

Pause. If any student has a test booklet with the wrong label or name, make sure the student receives the correct test booklet before starting the assessment.

SAY: Please print your first and last name on the front cover of the test booklet at this time.

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

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

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

Test Directions

SAY: Now you will be taking the English language arts portion of the Performance Evaluation for Alaska's Schools. This test has two parts that contain different types of questions. Record all your answers in your test booklet.

Parts of this test include questions that are based on passages. Be sure to read each passage carefully and answer the questions that follow.

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.

SECTION 6: Scripts

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

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

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

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

Pause.

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

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

When it is the designated time to stop,

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

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

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

Immediately after administering the test, inventory the secure test materials using the Daily Check-in/Check-out Worksheet in this manual, or a similar method. Follow your Building Test Coordinator’s instructions on returning all secure test materials.

Script to Students: English Language Arts—Grade 4

Before You Begin

Before you begin testing, make sure you have:

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

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

Welcome Instructions

SAY: 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. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You can also use a highlighter to mark parts of the questions or reading passages in the test booklet. Do NOT use a highlighter on any part of the answer bubbles.

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

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

NOTE: Test Administrators should monitor the use of highlighters carefully. If a highlighter is used in the test booklet and the highlighter ink covers any part of the answer bubbles, the responses will need to be transcribed.

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

Making sure all students get their own test booklet as indicated on the front of the test booklets (pre-ID label or bubbled in), hand out a test booklet, face down, to each student.

SECTION 6: Scripts

SAY: You may now turn over your test booklet. Before we begin, please check that the name on the student label or the name filled in on your test booklet matches your name.

Pause. If any student has a test booklet with the wrong label or name, make sure the student receives the correct test booklet before starting the assessment.

SAY: Please print your first and last name on the front cover of the test booklet at this time.

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

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

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

Test Directions

SAY: Now you will be taking the English language arts portion of the Performance Evaluation for Alaska’s Schools. This test has three parts that contain different types of questions. Record all your answers in your test booklet.

Parts of this test include questions that are based on passages. Be sure to read each passage carefully and answer the questions that follow.

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 write your answer to provide your response.

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

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

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

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

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

Pause.

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

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

SECTION 6: Scripts

When it is the designated time to stop,

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

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

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

Immediately after administering the test, inventory the secure test materials using the Daily Check-in/Check-out Worksheet in this manual, or a similar method. Follow your Building Test Coordinator's instructions on returning all secure test materials.

Script to Students: English Language Arts—Grade 5

Before You Begin

Before you begin testing, make sure you have:

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

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

Welcome Instructions

SAY: 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. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You can also use a highlighter to mark parts of the questions or reading passages in the test booklet. Do NOT use a highlighter on any part of the answer document.

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

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

NOTE: Test Administrators should monitor the use of highlighters carefully. If a highlighter is used in the answer document and the highlighter ink covers any part of the answer bubbles, the responses will need to be transcribed.

SAY: Please sit quietly as I hand out the test booklets and answer documents. Do not open the materials until I tell you to do so.

Making sure all students get their own answer documents as indicated on the front of the answer document (pre-ID label or bubbled in), hand out a test booklet and answer document, face down, to each student.

SECTION 6: Scripts

SAY: You may now turn over your test booklet and answer document. Before we begin, please check that the name on the student label or the name filled in on your answer document matches your name.

Pause. If any student has an answer document with the wrong label or name, make sure the student receives the correct answer document before starting the assessment.

SAY: Please print your first and last name on the front cover of the test booklet at this time.

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

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

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

Test Directions

SAY: Now you will be taking the English language arts portion of the Performance Evaluation for Alaska’s Schools. This test has three parts that contain different types of questions. Record all your answers in your answer document only. Do not write your answers in the test booklet.

Parts of this test include questions that are based on passages. Be sure to read each passage carefully and answer the questions that follow.

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 write your answer to provide your response.

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

Remember, do not write your answers in the test booklet. All questions must be answered in your answer document **ONLY**.

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

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

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

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

Pause.

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

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

SECTION 6: Scripts

When it is the designated time to stop,

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

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

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

Immediately after administering the test, inventory the secure test materials using the Daily Check-in/Check-out Worksheet in this manual, or a similar method. Follow your Building Test Coordinator's instructions on returning all secure test materials.

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;
- ensured no student is in possession of an electronic device;
- familiarized yourself with any accommodation needs of students in the room;
- provided each student with a pencil, eraser, scratch paper, and appropriate universal tools.

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

Welcome Instructions

SAY: 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. It is important for you to do your best work. You can use the scratch paper to help you answer the questions. You can also use a highlighter to mark parts of the questions or reading passages in the test booklet. Do NOT use a highlighter on any part of the answer document.

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

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

NOTE: Test Administrators should monitor the use of highlighters carefully. If a highlighter is used in the answer document and the highlighter ink covers any part of the answer bubbles, the responses will need to be transcribed.

SAY: Please sit quietly as I hand out the test booklets and answer documents. Do not open the materials until I tell you to do so.

Making sure all students get their own answer documents as indicated on the front of the answer document (pre-ID label or bubbled in), hand out a test booklet and answer document, face down, to each student.

SECTION 6: Scripts

SAY: You may now turn over your test booklet and answer document. Before we begin, please check that the name on the student label or the name filled in on your answer document matches your name.

Pause. If any student has an answer document with the wrong label or name, make sure the student receives the correct answer document before starting the assessment.

SAY: Please print your first and last name on the front cover of the test booklet at this time.

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

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

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

Test Directions

SAY: Now you will be taking the English language arts portion of the Performance Evaluation for Alaska’s Schools. This test has two parts that contain different types of questions. Record all your answers in your answer document only. Do not write your answers in the test booklet.

Parts of this test include questions that are based on passages. Be sure to read each passage carefully and answer the questions that follow.

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 write your answer to provide your response.

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

Remember, do not write your answers in the test booklet. All questions must be answered in your answer document **ONLY**.

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

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

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

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

Pause.

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

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

SECTION 6: Scripts

When it is the designated time to stop,

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

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

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

Immediately after administering the test, inventory the secure test materials using the Daily Check-in/Check-out Worksheet in this manual, or a similar method. Follow your Building Test Coordinator's instructions on returning all secure test materials.

Script to Students: Mathematics—Grades 3–4

Before You Begin

Before you begin testing, make sure you have:

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

Calculators are NOT allowed for the grades 3–5 mathematics assessments. Providing calculators to students for the grades 3–5 mathematics assessment may result in an invalidation.

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

Welcome Instructions

SAY: 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. It is important for you to do your best work. You can use the scratch paper and graph paper to help you solve the problems. You can also use a highlighter to mark parts of the questions in the test booklet. Do NOT use a highlighter on any part of the answer bubbles.

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

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

NOTE: Test Administrators should monitor the use of highlighters carefully. If a highlighter is used in the test booklet and the highlighter ink covers any part of the answer bubbles, the responses will need to be transcribed.

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

Making sure all students get their own test booklet as indicated on the front of the test booklets (pre-ID label or bubbled in), hand out a test booklet, face down, to each student.

SAY: You may now turn over your test booklet. Before we begin, please check that the name on the student label or the name filled in on your test booklet matches your name.

Pause. If any student has a test booklet with the wrong label or name, make sure the student receives the correct test booklet before starting the assessment.

SAY: Please print your first and last name on the front cover of the test booklet at this time.

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

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

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

Test Directions

SAY: Now you will be taking the mathematics portion of the Performance Evaluation for Alaska's Schools. This test has two parts that contain different types of questions. Record all your answers in your test booklet.

Calculators are NOT allowed on the mathematics assessment.

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

- **Most questions have four answer choices and only one correct answer.**
- **Some questions may have more than four answer choices and more than one correct answer. You will be asked to identify all the correct answers.**

- Some questions may ask you to fill in your answer to provide your response. To fill in your answer, write your answer in the boxes at the top of the grid. Only one number or symbol is allowed in each box. Write mixed numbers as improper fractions. You may start anywhere. Fill in the bubble that matches the number or symbol at the top. See the examples in the pictures.

Image is for purposes of showing Test Administrators what a student is seeing in their test directions. The image does not need to be verbally described to students.

Answer 23 is shown here.	Answer $\frac{1}{2}$ is shown here.	Answer .75 is shown here.

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

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

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

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

Pause.

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

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

When it is the designated time to stop,

SAY: This is the end of the mathematics assessment. Put your pencil down. Raise your hand if you need more time.

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

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

Immediately after administering the test, inventory the secure test materials using the Daily Check-in/Check-out Worksheet in this manual, or a similar method. Follow your Building Test Coordinator’s instructions on returning all secure test materials.

Script to Students: Mathematics—Grade 5

Before You Begin

Before you begin testing, make sure you have:

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

Calculators are NOT allowed for the grades 3–5 mathematics assessments. Providing calculators to students for the grades 3–5 mathematics assessment may result in an invalidation.

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

Welcome Instructions

SAY: 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. It is important for you to do your best work. You can use the scratch paper and graph paper to help you solve the problems. You can also use a highlighter to mark parts of the questions in the test booklet. Do NOT use a highlighter on any part of the answer document.

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

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

NOTE: Test Administrators should monitor the use of highlighters carefully. If a highlighter is used in the answer document and the highlighter ink covers any part of the answer bubbles, the responses will need to be transcribed.

SAY: Please sit quietly as I hand out the test booklets and answer documents. Do not open the materials until I tell you to do so.

Making sure all students get their own answer documents as indicated on the front of the answer document (pre-ID label or bubbled in), hand out a test booklet and answer document, face down, to each student.

SAY: You may now turn over your test booklet and answer document. Before we begin, please check that the name on the student label or the name filled in on your answer document matches your name.

Pause. If any student has an answer document with the wrong label or name, make sure the student receives the correct answer document before starting the assessment.

SAY: Please print your first and last name on the front cover of the test booklet at this time.

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

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

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

Test Directions

SAY: Now you will be taking the mathematics portion of the Performance Evaluation for Alaska's Schools. This test has two parts that contain different types of questions. Record all your answers in your answer document only. Do not write your answers in the test booklet.

Calculators are NOT allowed on the mathematics assessment.

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

- **Most questions have four answer choices and only one correct answer.**
- **Some questions may have more than four answer choices and more than one correct answer. You will be asked to identify all the correct answers.**

- Some questions may ask you to fill in your answer to provide your response. To fill in your answer, write your answer in the boxes at the top of the grid. Only one number or symbol is allowed in each box. Write mixed numbers as improper fractions. You may start anywhere. Fill in the bubble that matches the number or symbol at the top. See the examples in the pictures.

Image is for purposes of showing Test Administrators what a student is seeing in their test directions. The image does not need to be verbally described to students.

Answer 23 is shown here.	Answer $\frac{1}{2}$ is shown here.	Answer .75 is shown here.

Remember, do not write your answers in the test booklet. All questions must be answered in your answer document ONLY.

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

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

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

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

Pause.

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

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

When it is the designated time to stop,

SAY: This is the end of the mathematics assessment. Put your pencil down. Raise your hand if you need more time.

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

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

Immediately after administering the test, inventory the secure test materials using the Daily Check-in/Check-out Worksheet in this manual, or a similar method. Follow your Building Test Coordinator’s instructions on returning all secure test materials.

Script to Students: Mathematics—Grades 6–8: Part 1

Before You Begin

Before you begin testing, make sure you have:

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

Calculators are NOT allowed on Part 1 of the grades 6–8 mathematics assessments. Providing calculators to students for Part 1 of the grades 6–8 mathematics assessment may result in an invalidation.

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

Welcome Instructions

SAY: 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. It is important for you to do your best work. You can use the scratch paper and graph paper to help you solve the problems. You can also use a highlighter to mark parts of the questions in the test booklet. Do NOT use a highlighter on any part of the answer document.

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

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

NOTE: Test Administrators should monitor the use of highlighters carefully. If a highlighter is used in the answer document and the highlighter ink covers any part of the answer bubbles, the responses will need to be transcribed.

SAY: Please sit quietly as I hand out the test booklets and answer documents. Do not open the materials until I tell you to do so.

Making sure all students get their own answer documents as indicated on the front of the answer document (pre-ID label or bubbled in), hand out a test booklet and answer document, face down, to each student.

SAY: You may now turn over your test booklet and answer document. Before we begin, please check that the name on the student label or the name filled in on your answer document matches your name.

Pause. If any student has an answer document with the wrong label or name, make sure the student receives the correct answer document before starting the assessment.

SAY: Please print your first and last name on the front cover of the test booklet at this time.

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

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

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

Test Directions

SAY: Now you will be taking the mathematics portion of the Performance Evaluation for Alaska's Schools. This test has two parts that contain different types of questions. Record all your answers in your answer document only. Do not write your answers in the test booklet.

Calculators are NOT allowed on Part 1 of the mathematics assessment.

You will now take Part 1 of the assessment. This test includes questions that will ask you to provide your answer in a variety of ways.

- **Most questions have four answer choices and only one correct answer.**
- **Some questions may have more than four answer choices and more than one correct answer. You will be asked to identify all the correct answers.**

- Some questions may ask you to fill in your answer to provide your response. To fill in your answer, write your answer in the boxes at the top of the grid. Only one number or symbol is allowed in each box. Write mixed numbers as improper fractions. You may start anywhere. Fill in the bubble that matches the number or symbol at the top. See the examples in the pictures.

Image is for purposes of showing Test Administrators what a student is seeing in their test directions. The image does not need to be verbally described to students.

Answer -3 is shown here.	Answer $\frac{1}{2}$ is shown here.	Answer $.75$ is shown here.

Remember, do not write your answers in the test booklet. All questions must be answered in your answer document ONLY.

When you come to the word STOP at the end of Part 1, you may go back and review ONLY Part 1 to check your answers. You are not allowed to go forward to Part 2 at any time.

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

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

At (the time agreed upon with the Building Test Coordinator), I will stop Part 1 of the assessment. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?

Pause.

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

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

When it is the designated time to stop,

SAY: This is the end of Part 1 of the mathematics assessment. Put your pencil down. Raise your hand if you need more time.

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

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

Immediately after administering the test, inventory the secure test materials using the Daily Check-in/Check-out Worksheet in this manual, or a similar method. Follow your Building Test Coordinator’s instructions on returning all secure test materials.

If students are continuing on to Part 2 of the assessment, a short break can be provided prior to returning test booklets and answer documents to students.

Script to Students: Mathematics—Grades 6–8: Part 2

Before You Begin

Before you begin testing, make sure you have:

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

Calculators are allowed on Part 2 of the grades 6–8 mathematics assessments.

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

Welcome Instructions

SAY: 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. It is important for you to do your best work. You can use the scratch paper and graph paper to help you solve the problems. You can also use a highlighter to mark parts of the questions in the test booklet. Do NOT use a highlighter on any part of the answer document.

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

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

NOTE: Test Administrators should monitor the use of highlighters carefully. If a highlighter is used in the answer document and the highlighter ink covers any part of the answer bubbles, the responses will need to be transcribed.

SAY: Please sit quietly as I hand out the test booklets and answer documents. Do not open the materials until I tell you to do so.

Making sure all students get their own answer documents as indicated on the front of the answer document (pre-ID label or bubbled in), hand out a test booklet and answer document, face down, to each student.

SAY: You may now turn over your test booklet and answer document. Before we begin, please check that the name on the student label or the name filled in on both your test booklet and your answer document matches your name.

Pause. If any student has a test booklet or an answer document with the wrong label or name, make sure the student receives the correct test booklet and answer document before starting Part 2 of the assessment.

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

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

Test Directions

SAY: Now you will be taking the mathematics portion of the Performance Evaluation for Alaska’s Schools. This test has two parts that contain different types of questions. Record all your answers in your answer document only. Do not write your answers in the test booklet.

You will now take Part 2 of the assessment. Calculators are allowed on this part. 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 fill in your answer to provide your response. To fill in your answer, write your answer in the boxes at the top of the grid. Only one number or symbol is allowed in each box. Write mixed numbers as improper fractions. You may start anywhere. Fill in the bubble that matches the number or symbol at the top. See the examples in the pictures.

Image is for purposes of showing Test Administrators what a student is seeing in their test directions. The image does not need to be verbally described to students.

Answer -3 is shown here.	Answer $\frac{1}{2}$ is shown here.	Answer $.75$ is shown here.

Remember, do not write your answers in the test booklet. All questions must be answered in your answer document **ONLY**.

When you come to the word **STOP** at the end of Part 2, you may go back and review **ONLY** Part 2 to check your answers. You are not allowed to go back to Part 1 at any time.

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

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

At (the time agreed upon with the Building Test Coordinator), I will stop Part 2 of the assessment. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?

Pause.

SAY: You may begin answering the questions in Part 2 at this time.

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

When it is the designated time to stop,

SAY: This is the end of Part 2 of the mathematics assessment. Put your pencil down. Raise your hand if you need more time.

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

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

Immediately after administering the test, inventory the secure test materials using the Daily Check-in/Check-out Worksheet in this manual, or a similar method. Follow your Building Test Coordinator’s instructions on returning all secure test materials.

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;
- ensured no student is in possession of an electronic device;
- familiarized yourself with any accommodation needs of students in the room;
- provided each student with a pencil, eraser, scratch paper, and appropriate universal tools.

Calculators are allowed on both parts of the grade 9 mathematics assessment.

Students taking the grade 9 mathematics assessment must have the Mathematics Formula Sheet provided by the test vendor.

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

Welcome Instructions

SAY: 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. It is important for you to do your best work. You can use the scratch paper and graph paper to help you solve the problems. You can also use a highlighter to mark parts of the questions in the test booklet. Do NOT use a highlighter on any part of the answer document.

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

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

NOTE: Test Administrators should monitor the use of highlighters carefully. If a highlighter is used in the answer document and the highlighter ink covers any part of the answer bubbles, the responses will need to be transcribed.

SAY: Please sit quietly as I hand out the test booklets and answer documents. Do not open the materials until I tell you to do so.

Making sure all students get their own answer documents as indicated on the front of the answer document (pre-ID label or bubbled in), hand out a test booklet and answer document, face down, to each student.

SAY: You may now turn over your test booklet and answer document. Before we begin, please check that the name on the student label or the name filled in on your answer document matches your name.

Pause. If any student has an answer document with the wrong label or name, make sure the student receives the correct answer document before starting the assessment.

SAY: Please print your first and last name on the front cover of the test booklet at this time.

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

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

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

Test Directions

SAY: Now you will be taking the mathematics portion of the Performance Evaluation for Alaska's Schools. This test has two parts that contain different types of questions. Record all your answers in your answer document only. Do not write your answers in the test booklet.

Calculators are allowed on both parts of the mathematics assessment.

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

- **Most questions have four answer choices and only one correct answer.**
- **Some questions may have more than four answer choices and more than one correct answer. You will be asked to identify all the correct answers.**

- Some questions may ask you to fill in your answer to provide your response. To fill in your answer, write your answer in the boxes at the top of the grid. Only one number or symbol is allowed in each box. Write mixed numbers as improper fractions. You may start anywhere. Fill in the bubble that matches the number or symbol at the top. See the examples in the pictures.

Image is for purposes of showing Test Administrators what a student is seeing in their test directions. The image does not need to be verbally described to students.

Answer -3 is shown here.	Answer $\frac{1}{2}$ is shown here.	Answer $.75$ is shown here.

SAY: You may also use your Mathematics Formula Sheet to assist you during the test.

Remember, do not write your answers in the test booklet. All questions must be answered in your answer document **ONLY**.

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

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

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

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

Pause.

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

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

When it is the designated time to stop,

SAY: This is the end of the mathematics assessment. Put your pencil down. Raise your hand if you need more time.

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

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

Immediately after administering the test, inventory the secure test materials using the Daily Check-in/Check-out Worksheet in this manual, or a similar method. Follow your Building Test Coordinator’s instructions on returning all secure test materials.

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;
- ensured no student is in possession of an electronic device;
- familiarized yourself with any accommodation needs of students in the room;
- provided each student with a pencil, eraser, scratch paper, and appropriate universal tools.

Calculators are allowed on all three parts of the grades 5 and 8 science assessments.

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

Welcome Instructions

SAY: 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. It is important for you to do your best work. You can use the scratch paper and graph paper to help you solve the problems. You can also use a highlighter to mark parts of the questions in the test booklet. Do NOT use a highlighter on any part of the answer bubbles.

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

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

NOTE: Test Administrators should monitor the use of highlighters carefully. If a highlighter is used in the test booklet and the highlighter ink covers any part of the answer bubbles, the responses will need to be transcribed.

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

Making sure all students get their own test booklet as indicated on the front of the test booklets (pre-ID label or bubbled in), hand out a test booklet, face down, to each student.

SAY: You may now turn over your test booklet. Before we begin, please check that the name on the student label or the name filled in on your test booklet matches your name.

Pause. If any student has a test booklet with the wrong label or name, make sure the student receives the correct test booklet before starting the assessment.

SAY: Please print your first and last name on the front cover of the test booklet at this time.

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

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

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

Test Directions

SAY: Now you will be taking the science portion of the Performance Evaluation for Alaska's Schools. This test has three parts that contain different types of questions. Record all your answers in your test booklet.

Calculators are allowed on all parts of the science assessment.

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

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

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

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

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

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

Pause.

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

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

When it is the designated time to stop,

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

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

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

Immediately after administering the test, inventory the secure test materials using the Daily Check-in/Check-out Worksheet in this manual, or a similar method. Follow your Building Test Coordinator’s instructions on returning all secure test materials.

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;
- ensured no student is in possession of an electronic device;
- familiarized yourself with any accommodation needs of students in the room;
- provided each student with a pencil, eraser, scratch paper, and appropriate universal tools.

Calculators are allowed on all three parts of the grade 10 science assessment.

Students taking the grade 10 science assessment must have the Periodic Table of Elements reference sheet provided by the test vendor.

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

Welcome Instructions

SAY: 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. It is important for you to do your best work. You can use the scratch paper and graph paper to help you solve the problems. You can also use a highlighter to mark parts of the questions in the test booklet. Do NOT use a highlighter on any part of the answer bubbles.

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

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

NOTE: Test Administrators should monitor the use of highlighters carefully. If a highlighter is used in the test booklet and the highlighter ink covers any part of the answer bubbles, the responses will need to be transcribed.

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

Making sure all students get their own test booklet as indicated on the front of the test booklets (pre-ID label or bubbled in), hand out a test booklet, face down, to each student.

SAY: You may now turn over your test booklet. Before we begin, please check that the name on the student label or the name filled in on your test booklet matches your name.

Pause. If any student has a test booklet with the wrong label or name, make sure the student receives the correct test booklet before starting the assessment.

SAY: Please print your first and last name on the front cover of the test booklet at this time.

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

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

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

Test Directions

SAY: Now you will be taking the science portion of the Performance Evaluation for Alaska's Schools. This test has three parts that contain different types of questions. Record all your answers in your test booklet.

Calculators are allowed on all parts of the science assessment.

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

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

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

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

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

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

Pause.

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

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

When it is the designated time to stop,

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

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

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

Immediately after administering the test, inventory the secure test materials using the Daily Check-in/Check-out Worksheet in this manual, or a similar method. Follow your Building Test Coordinator’s instructions on returning all secure test materials.

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 responses 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 20132014, 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						

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

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Paper-Based
Test Administration Directions
Spring 2021

