PEAKS
PERFORMANCE EVALUATION FOR ALASKA'S SCHOOLS

ALASKA
SCIENCE
ASSESSMENT

Test Coordinator's Manual

Spring 2020

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 and Alaska Science Assessment.

Leading up to and during the assessment window, educators are required to complete training, become familiar with assessment processes and procedures, and 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. Here at DEED, we appreciate the time and effort that go into performing these duties.

Test Administrators, District and Building Test Coordinators, technology staff, and all other staff involved in assessments are a crucial part of a successful 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.

Sincerely,

DEED Assessments Team

Contact Information

Topics

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

Topic	Whom to Contact for Guidance
DRC INSIGHT Portal (formerly eDIRECT)	DRC Customer Service
Student Preparation	DEED
Technology Setup and Troubleshooting	DRC Customer Service
Test Administration Policy	DEED
Test Security	DEED
Testing Irregularities	DEED

Alaska Department of Education & Early Development

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

NAME	TITLE	E-MAIL ADDRESS	PHONE
Deborah Riddle	Division Operations Manager	deborah.riddle@alaska.gov	907.465.2892
Isaac Paulson	Assessments Administrator	isaac.paulson@alaska.gov	907.465.8431
Kari Quinto	PEAKS Program Coordinator	kari.quinto@alaska.gov	907.465.8436
Rachel Schweissing	District Test Coordinator Liaison	rachel.schweissing@alaska.gov	907.465.8433

DRC Customer Service

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

- Peak administration coverage: **January 20–January 31, March 2–May 11, August 5–August 26**, from 7:00 a.m. to 4:00 p.m. Alaska Time, Monday through Friday, excluding state and federal holidays.
- Off-peak administration coverage is from 8:00 a.m. to 1:30 p.m. Alaska Time, Monday through Friday, excluding state and federal holidays.

DRC Customer Service

Toll-free: 1.866.339.6390

AKHelpDesk@datarecognitioncorp.com

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SECTION 1: Introduction

Purpose of This Manual

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

This document is not an assessment administration manual. Instructions for Test Administrators can be found in the *Test Administration Directions* for computer-based and paper-based assessments.

Additional instructions not available at the time of publishing will be available on the PEAKS webpage (education.alaska.gov/assessments/peaks).

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

SECTION 2: 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 and Mathematics Standards*. The *Alaska English Language Arts and Mathematics Standards* 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.

Alaska Science Assessment

The Alaska Science Assessment is designed to measure the Alaska Grade Level Expectations (GLEs).

For more information about PEAKS and the Alaska Science Assessment, visit the PEAKS webpage (education.alaska.gov/assessments/peaks).

Assessment Test Windows

Computer-Based Assessments: The assessment administration window for the computer-based PEAKS and Alaska Science Assessments is March 30–May 1, 2020.

Paper-Based Assessments: The assessment administration window for the paper-based PEAKS and Alaska Science Assessments is April 6–April 17, 2020.

Assessment Structure in 2020

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 Alaska Science Assessment is administered to students in grades 4, 8, and 10. Each science assessment has one part.

SECTION 3: Participation Requirements for State Testing

Unless they qualify for the alternate assessment, all students enrolled in grades 3 through 9 in an Alaska public school take the PEAKS Assessment in ELA and math, and students in grades 4, 8, and 10 take the Alaska Science Assessment. Refer to Appendix C: Alaska Assessment Regulations in this document regarding the legal requirements for districts and schools to assess all students.

Determining a Student's Grade Level

The grade level at which a student is assessed is based on the student's grade as reported in the district information system on the first day of the assessment window. Student grade level is determined locally. For 2020, the first day of the assessment window is March 30, 2020. All students must be assessed at their reported grade level; this includes students with disabilities and English Learners. Assessments taken outside the assigned grade level will be invalidated.

If a student changes grades during the school year, it is crucial that the student record be updated in the DRC INSIGHT Portal. Procedures for updating student information can be found in the *DRC INSIGHT Portal User Guide*.

Participation of Students with Disabilities

Students with an IEP

Students who have been identified as having a disability and who have an Individualized Education Program (IEP) will participate in state assessments. All students are expected to be assessed. Students with an IEP must be assessed using one of the following assessment options:

- PEAKS and Alaska Science assessments with accommodations as appropriate
- Dynamic Learning Maps™ alternate assessment for students with significant cognitive disabilities

Refer to the *Participation Guidelines for Inclusion of Alaska Students in State Assessments* for further guidance on assessing students with IEPs. *Participation Guidelines for Inclusion of Alaska Students in State Assessments* can be found on the DEED Accommodations webpage (education.alaska.gov/assessments/accommodations).

Students with a 504 Plan or a Transitory Impairment

Students with a 504 plan or a Transitory Impairment Plan must take the PEAKS and Alaska Science assessments. Accommodations contained in their plans should be applied when taking the test. Refer to the *Participation Guidelines for Inclusion of Alaska Students in State Assessments* for further guidance on assessing students with 504 or Transitory Impairment plans. The *Participation Guidelines for Inclusion of Alaska*

Students in State Assessments can be found on the <u>DEED Accommodations webpage</u> (education.alaska.gov/assessments/accommodations).

Participation of English Learners

English Learners

English Learners (ELs) must take the PEAKS and Alaska Science assessments. Accommodations contained in the student's plan should be provided when administering the assessment. For more information about appropriate accommodations for ELs, please refer to the *Participation Guidelines for Inclusion of Alaska Students in State Assessments* on the <u>DEED Accommodations webpage</u> (education.alaska.gov/assessments/ accommodations).

Assessing Recently Arrived English Learners (RAELs)

- Recently Arrived English Learners (RAELs) are students who have been enrolled in a school in one of the 50 states in the United States or the District of Columbia for less than 12 months prior to the date the assessment window opens and have also been identified as English learners.
- For the 2019–2020 assessment year, students who first attended school in the United States or the District of Columbia on or after March 25, 2019, qualify as RAELs.
- RAELs are excused from taking the ELA assessment for this year only.
- RAELs must take the mathematics and science assessments, if applicable.
- RAELs, like all other students identified as English learners, must take the English Language Proficiency assessment.
- In addition to being excused from participating in the ELA assessment, RAELs are also not included in all measures of school and district accountability: participation, academic growth, academic achievement, and attainment of long-term goals.

Assessing Students in Unique Circumstances

The following lists examples of unique circumstances in which a district is still required to assess. Under no circumstances should districts drop students from enrollment or delay a student's enrollment to avoid assessing a student.

- **Chronically Absent Students**
- **Correspondence Students**
- **Foreign Exchange Students**
- **Gifted Students**
- **Online Students**
- **Suspended Students**

The following are additional unique circumstances that a district might encounter. As in the above list, districts are required to assess students in these situations.

Detained or Incarcerated Students

Students who are detained or incarcerated in a regional detention facility or incarcerated by the Department of Corrections (adult prison) and enrolled in an assessed grade are assessed. The district responsible for providing educational services at the facility is responsible for administering the assessment.

Dropout Students

Dropout students are not assessed as long as the dropout date is recorded in the student information system prior to the start of the assessment window of March 30, 2020. Under no circumstances should a student be dropped from enrollment to avoid assessing a student.

Dually Enrolled Students

When a student is dually enrolled in two schools within a district or two schools within two different districts, both schools/districts must work together to ensure the student is assessed at the proper site.

- When a student is dually enrolled at two sites, the site with the highest percentage of enrollment should assess the student in all content areas.
- When a student is dually enrolled at two sites for equal amounts of instructional time (.5 FTE), the site where the student takes language arts instruction should assess the student in all content areas.

The district assessing the student is responsible for entering the student record within the DRC INSIGHT Portal.

Expelled Students

Districts should make every effort to assess an expelled student receiving educational services from the district. If the expelled student has refused educational services from the district, the student does not need to be assessed.

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 the content area of the assessment. Refer to the FAQs in this manual for more detail.

Private School Students

Private school students are not assessed unless they are dually enrolled in an Alaska public school for more than 0.25 FTE.

Students with Illnesses or Health Issues

For students who are enrolled in a school but are not physically able to attend classes due to an illness or accident, the school may assess the student in the home, hospital, or care and treatment facility upon approval by DEED. The following conditions must also be met: the technology is available to support the computer-based assessment or proper materials are obtained for the paper-based assessment, trained Test Administrators are available to administer the assessment, and proper security procedures are in place. For information regarding proper security procedures, contact DEED.

Students with Unexpected, Severe Medical Conditions

A district may, on a case-by-case basis, exempt an individual student from a state standards-based assessment as described in 4 AAC 06.737 if an unexpected, severe medical condition prevents the student from participating in the administration of the assessment. Additional guidance related to the medical waiver regulations is included in Appendix C of this manual. Direct any questions regarding this provision to DEED. Students not assessed under this regulation must have their special circumstances (medical waiver) recorded in the test management section of the DRC INSIGHT Portal. For more information about medical waivers, please refer to the Medical Waiver Clarification document on the PEAKS webpage (education.alaska.gov/assessments/peaks).

Students Enrolling or Moving During the Assessment Window

All students enrolled on the first day of the assessment window, March 30, 2020, must be assessed. It is unethical to delay enrollment of any student until after the assessment window because of the assessment.

When a student enrolls in an Alaska district after the first day of the assessment window, every effort should be made to test the student before the end of the test window.

When a student transfers to a new school in the same district during the assessment window, the student needs to take any remaining test parts that he or she has not completed at the new site. For the computer-based assessment, the District Test Coordinator can complete student transfers within the same district through the DRC INSIGHT Portal. For the paper-based assessment, the District Test Coordinator should contact DEED for guidance.

SECTION 4: Student Transiency

As a state, Alaska has a high rate of student transiency, meaning that students commonly move around from place to place across Alaska. In order to decrease duplicate students in the DRC INSIGHT Portal and avoid students repeating parts of the test, District Test Coordinators must follow appropriate procedures in handling these students. These procedures should be followed regardless of testing mode (computer-based or paper-based). It is important to note that the following considerations need only be applied AFTER the Paper-Based (January 20–January 31, 2020) and Computer-Based (March 2–March 13, 2020) Test Setup Windows for PEAKS and the Alaska Science Assessment when students are added to the DRC INSIGHT Portal.

Student Transfers from Another District

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

Student Transfers within the Same District

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

Verifying Student Completion in a Prior District

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

Computer-Based Test Sessions

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

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SECTION 5: District Roles and Responsibilities

As required by Alaska regulation 4 AAC 06.761, each district must designate a District Test Coordinator and, in districts with two or more schools, must also designate a Building Test Coordinator at each site.

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

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

- read and follow all testing procedures outlined in documents and manuals published by DRC and DEED,
- maintain test security at all times,
- be a current employee of the school district,
- uphold a positive testing environment for all students,
- complete the required training, and
- sign a Test Security Agreement.

District Test Coordinator (DTC)

District Test Coordinators play a critical role in delivering the assessments. The responsibilities of a District Test Coordinator include, but are not limited to, the following:

- Serve as the contact person between the district and DEED.

- Prepare for the administration of the assessment.
  - Read and know where to find information related to testing; disseminate correspondence and information to relevant district staff.
  - Lead staff training in assessment and test security policies and procedures, ensuring each district staff member involved in testing is trained prior to the administration of assessments.
  - Distribute the *Test Administration Directions* and ensure Test Administrators read the directions prior to administration of assessments.
  - Distribute information about the educator and student preparation resources.
  - Manage the DRC INSIGHT Portal access and permissions for district staff.
  - Coordinate the input of student information into the DRC INSIGHT Portal and make ongoing updates throughout the assessment process.
  - Implement a system, in conjunction with special education staff, to ensure students receive necessary accommodations during testing.

- Technology
  - Collaborate and communicate regularly with the Technology Director.
  - Coordinate with the Technology Director to establish technology support plans for each site.

- Test Security
  - Implement procedures to ensure test security and work with Building Test Coordinators to write and implement procedures to ensure test security at the building level.
  - Ensure that all educators involved in test administration read and sign the appropriate Test Security Agreement.
  - Coordinate, communicate, and enforce a district-wide policy on the use of electronic devices during testing.
  - Implement a system for secure materials accountability (e.g., daily tracking of materials, destruction of scratch paper and Test Tickets).
  - Maintain and supervise the security of all assessment materials before, during, and after testing.
  - Report and investigate potential test security violations.

- Materials Management
  - Inventory all materials upon receipt from test vendor.
  - Coordinate secure distribution and collection of assessment materials to and from schools.
  - Inventory and package all materials for return to DRC.

- Support and monitor assessment administration.
  - Monitor and coordinate student completion of assessments.
  - Support and be available for Building Test Coordinators and Test Administrators during testing to address any issues that may occur.

- Manage and store testing documentation and forms.

- Special Circumstances
  - Communicate and coordinate process for completion of Special Circumstance Code for students who did not test.
  - Support and be available for Building Test Coordinators who have questions about determining Special Circumstance Codes.

Although the District Test Coordinator is responsible for oversight of the assessment, specific responsibilities may be delegated to others in the district. For example, a District Test Coordinator may delegate the responsibility of training Test Administrators to Building Test Coordinators.

Technology Director (TD)

The Technology Director, in collaboration with the District Test Coordinator, ensures that sites have the appropriate tools and devices needed for successful completion of the computer-based assessments.

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

- Ensure each device that students will use is able to support assessments.

- Ensure each device that students will use has the most recent version of the DRC INSIGHT Test Engine installed.
- Ensure that each school has the appropriate bandwidth to support computer-based testing.
- Ensure all headphones and keyboards that students will use are functioning.
- Install Central Office Service Device (COS).
- Troubleshoot technical issues that occur during software installation and assessment interruptions.
- Communicate with the District Test Coordinator if problems occur that prevent students from testing.
- Collaborate with the District Test Coordinator in problem solving and contact DRC Customer Service if necessary.
- Delegate technology staff to handle technology at specific sites, if necessary.

Technology resources to assist with the successful implementation of computer-based assessments are available on the <u>DRC INSIGHT Portal</u> (ak.drcedirect.com).

Building Test Coordinator (BTC)

Under the direction of the District Test Coordinator, the Building Test Coordinator oversees all aspects of the assessment at the building level and any other responsibilities as delegated by the District Test Coordinator. It is important to note that the duties of a Building Test Coordinator vary greatly based on the size of each site and district.

The responsibilities of a Building Test Coordinator could include the following:

- Print and distribute Test Tickets to Test Administrators.
- Inventory, store, and track all secure test materials.
- Disseminate any necessary materials for administration to Test Administrators (pencils, scratch paper, calculators, etc.).
- Oversee and/or provide training to Test Administrators.
- Schedule assessment sessions.
- Organize technology staff support and implement building-wide procedures for handling technological challenges.
- Read and become familiar with the *Test Administration Directions* (*TAD*).
- Disseminate *Test Administration Directions* (*TAD*) to Test Administrators.
- Collect all assessment and irregularity logs.
- Ensure at least one observation is completed during one content area assessment. See Appendix I for further guidance.
- Manage and store testing documentation and forms, as directed by the District Test Coordinator.
- Collaborate with staff to enter student accommodation information in the DRC INSIGHT Portal.
- Inventory materials when they arrive from the DTC and organize materials to be sent back to the DTC.
- Set up a process for restroom trips to be adequately supervised by hall monitors or additional staff to ensure that students are not discussing the assessment.

Test Administrator (TA)

Under the direction of the Building Test Coordinator, Test Administrators administer the assessment to students, ensuring standardization, documentation, and equity throughout the assessment process.

Test Administrators must read and follow all guidance provided in the *Test Administration Directions*. All responsibilities of Test Administrators are outlined in the *Test Administration Directions*.

The responsibilities of a Test Administrator include the following:

• Read and understand the *Test Administration Directions* before administering the test to students.
• Disseminate test materials to students (Test Tickets, test booklets, answer documents, etc.).
• Provide students with appropriate accommodations, as necessary.
• Provide students with the required universal tools, if applicable (scratch paper, calculators, pencils, etc.).
• Collect and return applicable test materials, maintaining test security throughout.
• Report and document any issues that arise during testing.

SECTION 6: 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.

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 E 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 by the Building Test Coordinator 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.

For the computer-based assessment, an assessment is documented as invalid in the DRC INSIGHT Portal. See the Student Management Menu section in the *DRC INSIGHT Portal User Guide* for details. For the paper-based assessment, Invalidation is marked on the student's test booklet or answer document. For more information on special circumstances, refer to the Documenting Special Circumstances section of this manual.

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.

SECTION 7: Student Supports

Student supports is the term used to describe any appropriate means used to support students during the administration of an assessment. Student supports are broken out into two groups, Universal Tools and Accommodations. This section describes the universal tools available for the computer- and 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 Alaska Students in State Assessments* and the *Handbook for the Participation Guidelines*. All District Test Coordinators, Building Test Coordinators, special education staff, and any Test Administrators providing accommodations are required to read these documents. Both resources can be found on the DEED Accommodations webpage (education.alaska.gov/assessments/accommodations).

Universal Tools

Universal tools are supports or preferences that are available to **all** students taking the paper-based or computer-based PEAKS and Alaska Science assessments. Universal tools are available to all students and their use is based on student choice, need, and preference. These tools do not alter the test "construct" (what the test is measuring) or change the reliability or validity of the assessment results. Universal tools do not change score interpretation. Universal tools for the computer-based assessment do not need to be activated or added to the student's record; they are automatically available to the student. Universal tools for the paper-based assessment must be supplied by the school and provided by the Test Administrator.

Universal Tools for Computer-Based Test Administration

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

Go To Question—Allows students to jump to any item or passage set on the test by choosing the item from a drop-down list (unless restrictions are in place that would preclude skipping items, such as computer-adaptive testing or sectioning of the test across multiple sessions/days).
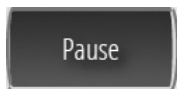
Pause—Pause the test for a short period of time (e.g., restroom break) and resume upon return. Allows students to leave their machine for a break without logging out of their test, while still providing test security by not showing their items onscreen. The pause function is limited to 20 minutes.
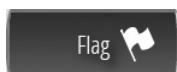
Flag (Bookmark)—Mark a question for review at a later point.
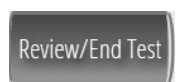
Test Review—Allows students to see which items have been answered, are unanswered, or were flagged for review and to return to questions and change answers. Indicates if a test is ready to be scored.

No Image **Keyboard Navigation**—Move through the test, access tools, and answer questions using the desktop keyboard rather than the mouse.

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

Cross-Off Tool—Cross out/eliminate a multiple-choice answer selection(s) (distractors) believed to be incorrect. Includes an eraser to remove the cross-off if students change their minds.

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

Redo—Allows students to redo typing and formatting.

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

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

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

Bold—Allows students to add boldface to selected text.

Italics—Allows students to italicize selected text.

Underline—Allows students to underline selected text.

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

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

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

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

No Image | **Tooltips**—Pop-up labels that identify each tool/function within the testing interface. Tooltips appear when students hover over a tool with the mouse pointer. For students who use the Text-to-Speech accommodation, the tool name will be read aloud to students.

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

Calculators—Basic four-function and scientific calculators are available, either individually or used together. The calculator is set to appear only when allowed on specific item(s) or test sections.

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

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

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

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

No Image   **Contrasting Colors and Reverse Contrast**—A variety of background and text color combinations that are in opposite positions on the color wheel.

No Image   **Color Choices**—Changes the background color behind text, graphics, and response areas based on students needs.

No Image   **Masking**—Allows students to cover up (mask) content that may be distracting, enabling the student to more easily focus his or her attention on a specific part of the screen.

Non-Embedded Universal Tools for Computer-Based Test Administration

The universal tools in the following list are not embedded within the computer-based test engine and should be made available to all students by the Test Administrator.

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

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

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

Universal Tools for Paper-Based Test Administration

The universal tools in the following list are provided by the Test Administrator and must be made available to all students taking the paper-based assessments.

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 mathematics assessments as specified: basic four-function for grades 6–9, scientific for grades 7–9, and graphing for grade 9.

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 and Alaska Science Assessments

Mathematics

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

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

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

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

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

Please see the PEAKS webpage (education.alaska.gov/assessments/peaks) for the *Assessment Calculator Policy*.

Science

For the Alaska Science Assessment, which is administered to students in grades 4, 8, and 10, the use of a calculator is **NOT** allowed.

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

Entering Student Text-to-Speech (TTS) Accommodations in the DRC INSIGHT Portal

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

Figure 1. Entering Accommodations in the DRC INSIGHT Portal

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

These student-level changes can be completed using the information in the existing IEP, EL, 504, or Transitory Impairment plan and ensures the student is able to access the content being measured.

TTS is linked to the student's assessment record, based on the Alaska Student Identifier (AKSID), and it follows a student if the student transfers schools or districts. The accommodations tab can be accessed by the educators at the new school once that student is enrolled.

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

Non-Embedded Accommodations

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

Accommodations on Student Roster

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

Figure 2. Accommodations on Student Roster

Alaska Spring 2020
Student Rosters and Student Test Tickets are SECURE materials and must be treated appropriately.

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

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

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

<u>PRIOR TO TESTING</u>

District or Building Test Coordinator:

1. Print the Student Test Tickets for each test session; one set for each content area. Each set will include: this instruction page, the Student Roster, and Student Test Tickets.

2. Review the Student Roster to ensure all students scheduled to test are included and that each student has been correctly assigned accommodations, if applicable.

a. If a student has been incorrectly assigned an accommodation, edit the student's information in eDIRECT.

b. If a student is missing from the Student Roster, enter the student in eDIRECT if necessary, then add the student to the existing test session.

c. Once all accommodation information has been corrected and missing students have been added to the test session, reprint Student Roster and any missing Student Test Tickets.

3. Cut/separate Student Test Tickets and store in a secure location until the test is administered.

<u>DAY OF TEST</u>

Building Test Coordinator:

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

Test Administrator:

1. Distribute the Student Test Tickets to students.

2. Ensure each student with accommodations noted on the Student Roster is seated at a device that have been set up to handle those accommodations

3. Ask students to verify that their test ticket contains the correct student name.

4. Instruct students to login to the assessment using the Username and Password on their Student Test Ticket. When this information is correctly entere students can begin testing.

5. Once students have logged in successfully, collect all Student Test Tickets. Verify with the Student Roster that all Student Test Tickets have been retrieved.

<u>WHEN STUDENTS ARE FINISHED TESTING</u>

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

Building Test Coordinator:

1. Use the Student Roster to verify all Student Test Tickets have been returned.

2. Once testing is complete for the content area, Student Rosters and Student Test Tickets must be securely destroyed.

Alaska Spring 2020
Student Test Roster

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

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

Alaska Spring 2020
Student Test Roster

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

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

SECTION 8: Before Assessment

Scheduling

The District Test Coordinator and district leadership are responsible for establishing the district's assessment schedule.

All assessment sessions (including make-up sessions and administrations with accommodations) *must* be administered during the established assessment window.

- Computer-Based Assessment Window—March 30–May 1, 2020
- Paper-Based Assessment Window—April 6–April 17, 2020

Given the variety of conditions at each school, it is not possible to provide one ideal assessment schedule that can be implemented in every setting. Districts should consider the following:

- Districts may determine the order of the content assessments (ELA, mathematics, or science first) and the length of testing each day.
- The parts of each content assessment may be administered over multiple assessment sessions.
- Schools may assess multiple grades in the same assessment session and room. Schools should review grade-level differences in both the test administration scripts and allowable calculators.

Computer-Based Scheduling Considerations

The assessment schedule for the computer-based assessment does not need to be the same for students across the district, within a school, or within a grade or class.

Paper-Based Scheduling Considerations

If more than one school in a district is using the paper-based assessment, they must administer the same parts of the assessment on the same days to the same grade levels. For example, all of grade 3 must take part 1 of the ELA test on the same day.

Daily Schedules

Assessments are not timed. Each content assessment will take most students between 70 minutes and 120 minutes. See Tables 2–4 that follow for time estimates for each grade level, content area, and content-area part. The estimated student test times do not include time needed to start computers, log in students, hand out test materials, and read test directions.

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

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

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

Table 2. ELA Grades 3−9 Timing Estimates

ASSESSMENT	ESTIMATED TIME PER PART	ESTIMATED TOTAL TIME
Grade 3 Part 1: Reading	55 minutes	90 minutes
Grade 3 Part 2: Writing	35 minutes	90 minutes
Grades 4–5 Part 1: Reading	55 minutes	115 minutes
Grades 4–5 Part 2: Reading and TDA	30 minutes	115 minutes
Grades 4–5 Part 3: Writing	30 minutes	115 minutes
Grades 6–8 Part 1: Reading and TDA	85 minutes	120 minutes
Grades 6–8 Part 2: Writing	35 minutes	120 minutes
Grade 9 Part 1: Reading and TDA	85 minutes	120 minutes
Grade 9 Part 2: Writing	35 minutes	120 minutes

Table 3. Mathematics Grades 3–9 Timing Estimates

ASSESSMENT	ESTIMATED TIME PER PART	ESTIMATED TOTAL TIME
Grades 3–5 Part 1: Non-Calculator	40 minutes	80 minutes
Grades 3–5 Part 2: Non-Calculator	40 minutes	80 minutes
Grade 6 Part 1: Non-Calculator	40 minutes	90 minutes
Grade 6 Part 2: Calculator	50 minutes	90 minutes
Grade 7 Part 1: Non-Calculator	25 minutes	90 minutes
Grade 7 Part 2: Calculator	65 minutes	90 minutes
Grade 8 Part 1: Non-Calculator	20 minutes	90 minutes
Grade 8 Part 2: Calculator	70 minutes	90 minutes
Grade 9 Part 1: Calculator	45–60 minutes	90–120 minutes
Grade 9 Part 2: Calculator	45–60 minutes	90–120 minutes

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

ASSESSMENT	ESTIMATED TIME PER PART
Grade 4	60 minutes
Grade 8	70 minutes
Grade 10	70 minutes

Planning Assessment Locations

Given the variety of different school floor plans, it is not possible to provide one ideal assessment location plan that can be implemented in every school. The following are possible considerations when planning student groupings within a school.

Student Behavior

Students who have the potential to disrupt the assessment environment, based on behavior history, may be assessed in a separate location. Separate locations help ensure a secure and safe assessment environment for all students. An IEP or 504 plan is not required for these circumstances.

Similar Accommodations

When planning small group administrations, best practice is to group students who have similar accommodations so as to not disturb other testers. For example, students who need clarification of test questions that would require a Test Administrator to speak with the student as needed should be grouped with other students who also have this accommodation.

Make-Up Sessions

Students who are not able to take the assessment on the scheduled assessment day(s) and time(s) may complete the assessment at any time following the originally scheduled assessment. Make-up days should not occur prior to the scheduled assessment unless extenuating circumstances exist. District Test Coordinators may contact DEED for guidance.

Students in multiple grade levels can make up assessments during the same session and in the same room. However, when scheduling make-up assessments, test coordinators should ensure that all students are read the appropriate directions and that all necessary accommodation materials are available.

All make-up sessions must be completed by the end of the test window (April 17, 2020, for paper-based assessments and May 1, 2020, for computer-based assessments).

DRC INSIGHT Online Learning System

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

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

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

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

District Responsibilities in the DRC INSIGHT Portal

Adding Students in the DRC INSIGHT Portal

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

Pre-ID labels and quantities of paper-based materials are based on student data entered during the Paper-Based Test Setup Window. Accommodated materials (i.e., large print, braille, and audio CDs) are also ordered based on student data entered during the Paper-Based Test Setup Window.

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

Assigning Students to Test Sessions

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

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

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

Print Student Rosters and Test Tickets

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

Districts may print Test Tickets for an individual student or for all students in a test session. Students must have a Test Ticket for each content-area assessment; one for English language arts, one for mathematics, and one for science (if applicable). The tickets will provide students access to assessments from 7:00 a.m.–5:00 p.m. Alaska Time. Test Tickets do not expire—they can be used at any point during the test window and within the times described above.

Figure 3. Sample Test Ticket

```
                    Alaska Spring Test Ticket
                          Gr 4 - ELA
        BRENDA
        HOWELL


        Test Session Name:          DEED Sample Test Tickets
        AKSID:                      499775


        Username:                   BHOWELL1
        Password:                   FEET5400
```

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

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

User Accounts in the DRC INSIGHT Portal

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

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

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

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

DRC INSIGHT Test Engine

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

Student Preparation

The following is an overview of the student preparation resources available to students taking either the computer- or paper-based assessments. The resources allow students to become familiar with the computer-based testing platform or 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 (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.

Computer-Based Assessments

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

<u>*Student Tutorials*</u>

A student tutorial is a scripted, web-based video that introduces the online testing system. The tutorials use grade-level-appropriate sample test items, animation, and audio to describe the testing tools and other features of the system. Student tutorials are available for review by administrators, teachers, students, parents, and community. Students may repeat the tutorials as often as desired and needed. Narration within each tutorial includes both spoken audio and print captioning, allowing the student to read along with the audio. Student tutorials can be viewed in sections, making it easy for students to focus on specific topics and easily navigate between them. The tutorials operate on industry-standard web browsers such as Internet Explorer, Mozilla Firefox, and Apple Safari. The link to access the student tutorials can be found on the Student Preparation tab on the <u>PEAKS webpage</u> (education.alaska.gov/assessments/peaks) or on the <u>DRC INSIGHT Portal</u> (ak.drcedirect.com).

<u>*Online Tools Training (OTT)*</u>

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

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

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

The OTT may be accessed through the <u>DRC INSIGHT Portal</u> (ak.drcedirect.com) and requires the Google Chrome web browser. Quick Guides for accessing both the OTT and student tutorials can be found on the Student Preparation tab on the <u>PEAKS webpage</u> (education.alaska.gov/assessments/peaks) or on the <u>DRC INSIGHT Portal</u> (ak.drcedirect.com). If installed, the OTT may also be accessed directly through the DRC INSIGHT Test Engine. There is no need for a student to log in to access the OTT via DRC INSIGHT Portal.

✎ *Paper-Based Assessments*

Paper-Based Item Samplers

Paper-Based Assessment (PBA) Item Samplers are designed to familiarize students with the paper-based format of the PEAKS and Alaska Science assessments. 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 (education.alaska.gov/assessments/peaks.)

Paper-Based Materials Management: Before Assessment

Security of Assessment Materials

It is the responsibility of the District Test Coordinator to ensure the secure receipt, distribution, and return of paper test materials. All district and school staff are responsible for ensuring a valid assessment process by upholding the following security protocol related to secure assessment materials:

- All assessment materials must be stored in a secure location when not in use. This includes before distribution to schools and before, between, and after assessment sessions.
- No one may look inside test booklets for any reason prior to the assessment sessions.
- No test booklets may be distributed to Test Administrators until the day of the content-area assessment.
- Building Test Coordinators must make arrangements for the secure return and storage of materials at the end of each day of assessment.

Prior to Receiving Materials

Prior to receiving test materials, District Test Coordinators should take the following steps to prepare.

1. Both districts and schools must select a secure storage space for test materials. This could be a locked office, a storage closet, or other available area. Make sure that access to this area is restricted to only those who are authorized to handle secure test materials by signing the appropriate Test Security Agreement.

2. Create a plan for distributing test materials to schools. Each district has a different shipping solution—choose the solution that best fits your district. It is not necessary for a district employee to accompany materials to each site, but materials should only be transported via methods that are secure and trackable.

3. Speak with the staff at the district office (or wherever test materials will be received) about what steps should be taken when test materials arrive. This could include contacting the District Test Coordinator, counting the boxes and verifying they match the packing slip, signing for the order, or moving the materials to a secure location until the District Test Coordinator arrives. Make sure that ANY district staff who will be handling test materials signs the appropriate Test Security Agreement.

Receiving Materials

Assessment materials are shipped to the District Test Coordinator via a company called Pilot Freight Services (Pilot). Materials are packaged by school, except for district overage materials and the Pilot return kit (which includes return shipping labels and other materials to be used when returning materials). When the materials are shipped, District Test Coordinators receive an email from Pilot with tracking information for their shipment.

If materials do not arrive in the district by March 20, 2020, District Test Coordinators should immediately contact all of the following:

*   Pilot: 1.651.688.6005
*   DRC Customer Service: 1.866.339.6390 or AKHelpDesk@datarecognitioncorp.com
*   DEED PEAKS Program Coordinator Kari Quinto: kari.quinto@alaska.gov

District Receipt and Inventory

1. If not already completed, move materials to the designated secure location.

2. Open the white district box. Using the School Box Range Sheet found in the white district box, confirm the total number of district and school boxes received.

3. If there is ANY discrepancy in the shipment (boxes are missing or you received boxes not on the test materials shipment list), IMMEDIATELY contact DRC Customer Service (AKHelpDesk@datarecognitioncorp.com) and copy DEED (kari.quinto@alaska.gov) on the communication.

4. District Test Coordinators must inventory and verify the contents of the district overage box(es) by comparing ranges of security numbers on the security range sheets with those listed on the District Security Checklist and packing lists. NOTE: Electronic security checklists are available on the DRC INSIGHT Portal (ak.drcedirect.com).

5. Do not open packages of secure shrink-wrapped materials that you will not be using. Return the unused secure materials to DRC in unopened packages.

6. In the district materials, you will receive a Pilot return kit. Save this for use in returning test materials. See the After Assessment section for detailed instructions on returning materials to DRC.

Retain the original shipping boxes. You will need these boxes to return test materials; however, you may also use other boxes to ship materials if this becomes necessary.

Distribute Materials to Schools

After the District Test Coordinator completes their inventory, arrange for secure distribution of test materials to each school using the previously established plan.

School Inventory

1. ALL SCHOOLS MUST INVENTORY THEIR MATERIALS. This should be done immediately upon receipt. Use the School Security Checklist to confirm the test booklet security ID numbers. Security ID numbers have been assigned to and printed on all test booklets and answer documents. These materials have been sequentially numbered and shrink-wrapped with a label that indicates the security ID numbers of the documents enclosed and the quantity included in the package.

2. If materials are missing, or if additional materials are included, contact the District Test Coordinator immediately.

Labels

Every test booklet that needs to be scored needs a Pre-ID or District/School label. If Pre-ID labels are missing, a District/School label must be applied and the student demographics bubbled in. If a student transfers to another school within your district, the receiving school must use a District/School label and bubble in student demographics. Do not send the label to the new school.

District Test Coordinators may place Pre-ID labels on test booklets/answer documents or assign this task to Building Test Coordinators. Student labels are in the school materials boxes and may need to be sorted by testing room or group.

Labels must be affixed correctly within the section titled "ATTENTION: Apply Label Here." See Figure 4. If the label is not applied in the correct space, scanning equipment cannot read the barcode and district, school, and student information cannot be captured.

Label test booklets and answer documents according to the following guidance:

If a student's name or AKSID is incorrect, or if the Pre-ID label is torn or damaged, the label should not be used. Use a District/School label in its place and bubble in the student's name, birth date, and AKSID exactly as it appears in the district database.

Figure 4. Section on Answer Document for Student Label

Additional Materials

Building Test Coordinators request additional materials from the District Test Coordinator. If additional materials are needed, they should be requested right away. The District Test Coordinator should send materials to sites from the district overage and from overage at other sites before ordering additional materials. If additional materials are needed, they must be requested through the DRC INSIGHT Portal (ak.drcedirect.com) during the additional materials ordering window. All District Test Coordinators have access to the Additional Materials Request. The process for ordering additional materials can be found in the *DRC INSIGHT Portal User Guide*.

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 the following:

On days leading up to scheduled assessment sessions

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

On days of scheduled assessment sessions

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

Discovery During Assessment Sessions

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

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

Training

Requirements

District Test Coordinators must ensure that all Building Test Coordinators and Test Administrators are trained prior to test administration. DEED strongly recommends that training is scheduled far enough in advance of testing that staff have ample time to read and understand the applicable material (manuals, checklists, Quick Guides, etc.). The training should include adequate time for questions and clarifications.

Any staff involved in testing MUST complete the applicable training prior to administering any assessments. Administration of assessments by untrained staff could lead to the invalidation of student assessments.

The following topics must be included in the training:

- District assessment schedule
- Student participation guidelines
- Requirements for reading manuals
- Test administration procedures
  - Requirements for reading scripts
  - Active monitoring
  - Completion of the *Assessment Log and Irregularity Report*
  - Communication path should issues arise
- Maintaining environment as students finish testing
- Secure destruction of scratch paper
- Tracking assessment completion and scheduling of make-up assessments
- Accommodation considerations
- Complete review of test security procedures and Test Security Agreements
- Special circumstances
- Any other information specific to your site or district (e.g., district policy regarding electronics found during testing)

Computer-Based Considerations

- Secure destruction of Test Tickets
- Technology assistance and troubleshooting

Paper-Based Considerations

- Test security requirements for keeping materials secure at all times
- Procedures for daily distribution and collection of secure test materials
- Pre-ID label and District/School label requirements
- Completion of the Accommodations Used section on test book/answer document

A District Test Coordinator should decide on a method of conducting training that best fits the district. These can include, but are not limited to, the following:

- Face-to-face training
- VTC or webinar
- Assign staff to view eLearning course(s). If districts utilize the eLearning course, there must be a question-and-answer session offered to Test Administrators after they have viewed the eLearning course. The *Educator Guide to Accessing eLearning Test Administration Courses* can be found on the <u>PEAKS webpage</u> (education.alaska.gov/assessments/peaks).

Ten tips for a successful training

1. Schedule multiple opportunities to attend training.

2. Allow plenty of time for staff to ask questions and provide them with contact information if they have any questions after the conclusion of the training.

3. Organize the training according to before, during, and after testing.

4. Provide staff with ample information about resources available to them.

5. Provide staff a checklist of duties and procedures.

6. Invite regular substitutes to the training to avoid last-minute trainings in the event of absent Test Administrators.

7. Allow time at training for staff to sign in to the DRC INSIGHT Portal and access the Online Tools Training (OTT).

8. Use and modify slides DEED presented at DTC training.

9. Have staff sign Test Security Agreements at the end of the training. They are all in one place and the information is fresh in their minds.

10. Don't forget to have staff sign in! Documentation of the completion of staff training is required.

Preparing the Environment

Assessment Environment

The assessment environment must be thoughtfully and purposefully prepared before administration of the PEAKS and Alaska Science assessments. 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 immediately 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

Computer-Based Assessments

- A computer or device for each student to be tested
- Student Roster and Test Tickets
- Headphones for students needing the Text-to-Speech accommodation

Paper-Based Assessments

- 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 assessments and both parts of the grade 9 mathematics assessment

Anticipating Challenges During Assessment

Despite every District Test Coordinator's best efforts, it is inevitable that there will be some challenging situations in your district during testing. It is the responsibility of the District Test Coordinator to form contingency plans in the event of a situation that interrupts testing. It is impossible to provide a list of every possible challenge a district may encounter, and it is also not possible to provide a generic plan that works for each district. However, the following are questions DTCs should consider when creating plans for challenges during the test window:

- Where will students go and what will they do if they are not able to continue testing?
- What will be the communication path for school and district staff?
- By what method should a Test Administrator ask for help if they are not allowed to leave the testing room?
- What test security procedures should a Test Administrator follow if the students must leave the room suddenly (e.g., fire alarm, lockdown)?
- How will situations be documented?

If ever the District Test Coordinator is unsure how to proceed or what to do in the event of a challenging situation, contact DEED for guidance.

Technology Challenges

Test Administrators should follow local procedures for reporting technology issues and receiving assistance.

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

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

Students Receiving a Communication Error

Occasionally, the connection necessary to transmit a test response is lost during testing. If this occurs, DRC INSIGHT will display this message to the student.
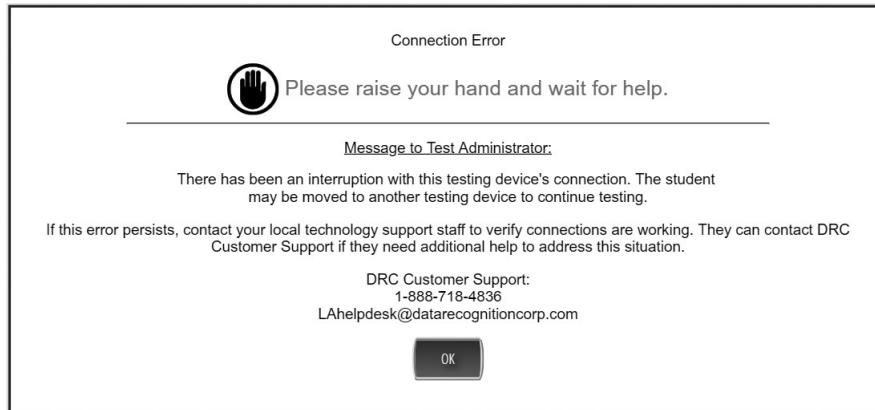
Even though this message appears, DRC INSIGHT will continue attempting to send the test response. If the student raises their hand, direct the student to sit patiently. If the connection is re-established, the test response is sent to DRC, the message closes automatically and the student continues to test.

If, after five minutes, the connection is not re-established, the message closes and an Internet Connection Error message displays (see below). In this case, the student should exit the test by pressing the OK button.
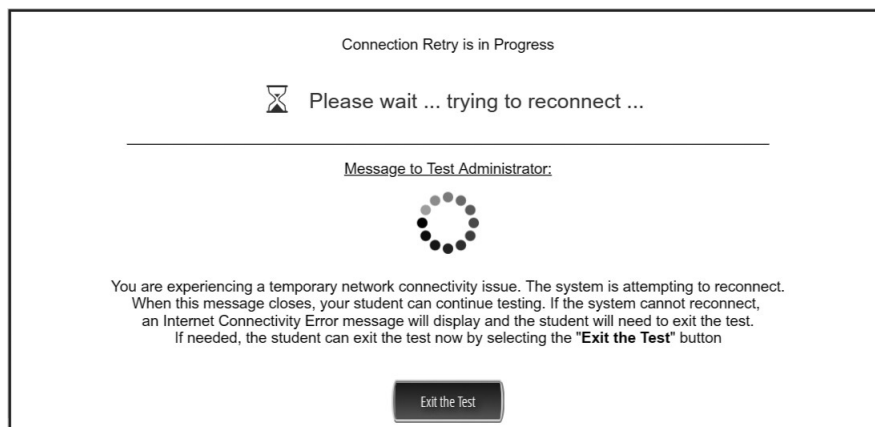
The student can move to a different device, log in using the same Test Ticket, and continue to test. All test responses prior to the interruption are saved and the student will resume testing at the same point they were at prior to the interruption.

Hosting Correspondence School Students

In some circumstances, districts with correspondence school students may request that those students complete an assessment at a school site in a different district. Statewide correspondence schools have students living all across Alaska. Because of this, it is not feasible for correspondence schools to arrange to have a test center at every location where students live. Districts with correspondence school students may contact the District Test Coordinator of the district in which a student lives to request that the student join the assessment session of a local school. Hosting correspondence students is at the discretion of the District Test Coordinator in collaboration with other district and school staff and is not mandatory.

The requesting district's responsibilities include the following:

- Relaying student accommodation information to the host site, if necessary, via phone or through secure email
- Working with the host site to establish test-day logistics: where student should go, what time they need to be there, who they should talk to, etc.
- Notifying the student's family of place and time of testing
- If the student does not test, documenting special circumstances

Computer-Based Host Site

A host site that is administering the computer-based assessment can add the correspondence school student to an existing test session at the school where the student will be testing. All that is required is the student's AKSID. A short video outlining this process is available via the DRC INSIGHT Portal (ak.drcedirect.com).

Paper-Based Host Site

For a host site that is administering the paper-based administration, follow the steps below:

- The District Test Coordinator of the correspondence school must send either the student's Pre-ID label or the appropriate District/School label to the host district. (If the requesting district is administering computer-based assessments, District/School labels should be ordered via the Additional Materials process. If a requesting district does not have any labels, please contact DEED.)
- The host District Test Coordinator uses school overage materials to test the correspondence student.
- In the event that the requesting District Test Coordinator needs to send test booklets/answer documents in addition to the necessary labels, a mutually agreeable date for sending these materials should be established. If test booklets/answer documents are sent, they must be sent securely.
- The host district returns the visiting student's assessment materials along with their materials to DRC (to expedite shipping and scoring). There is no need to send the visiting student's materials separately.

SECTION 9: During Assessment

Tracking Assessment Completion

Once the administration of the PEAKS and Alaska Science assessments begins, the District Test Coordinator and Building Test Coordinators are required to continually track and monitor assessment completion. District Test Coordinators track assessment status and completion throughout the district using local, established procedures. Building Test Coordinators are responsible for tracking assessment completion status at the building level.

Tracking Assessment Sessions for Computer-Based Assessments in the DRC INSIGHT Portal

During the testing window, District and Building Test Coordinators can view testing status by test session and by individual student. This information is accessed through the Test Management tab in the DRC INSIGHT Portal. Status is indicated as Not Started, In Progress, Completed, or Locked. Status descriptions can be found in the *DRC INSIGHT Portal User Guide*. The test session status also includes the beginning and end date and time stamp for each session.

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

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

Tracking Assessment Sessions for Paper-Based Assessments

For districts or schools that are administering the paper-based assessment, local procedures should be developed and implemented for tracking student completion. These could include utilizing test completion logs or other methods of tracking.

Second Day Testing

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

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

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

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

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

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

Computer-Based Second Day Testing

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

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

Paper-Based Second Day Testing

If a District Test Coordinator makes a decision to allow a student to continue the test the next day for a paper-based assessment, the Building Test Coordinators must use binder clips to secure the portion of the assessment completed the prior day. The binder clips will ensure the student is not provided an unfair advantage.

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

Paper-Based Material Management: During Assessment

Security of Assessment Materials

Under the direction of the District Test Coordinator, it is the responsibility of the Building Test Coordinator to establish processes that maintain the security of materials during testing. This includes processes for inventorying, distributing, and collecting materials at all steps during the Paper-Based Materials Cycle shown in Figure 5.

Figure 5. Paper-Based Materials Cycle
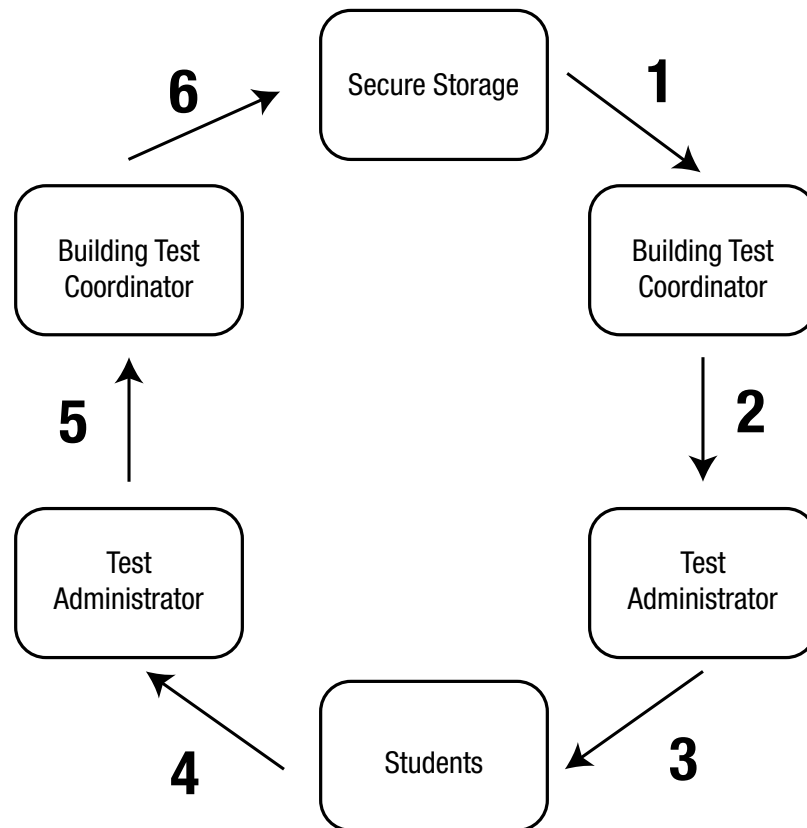
1. **Retrieve materials from secure storage:**

    Paper-based test materials must be kept in secure storage on site (at the school) when not in use. Secure storage could be a locked cabinet, office, or closet.

2. **Distribute materials to Test Administrators prior to testing each day of testing:**

    Test Administrators should not be given test materials prior to the day of testing. When test materials are given to Test Administrators, there should be an established procedure for checking in and checking out materials.

3. **Distribute materials to students:**

    Schools must use the Daily Check-in/Check-out Worksheet, or one similar, to track materials each day of testing while distributing to students. Test Administrators are responsible for marking the time materials are distributed to students.

4. **Collect materials from students:**

    When the Test Administrator collects materials from students, the time must be noted on the Check-in/Check-out Worksheet.

5. **Collect materials after each test session from Test Administrators:**

   When testing is complete, Test Administrators must return all test materials (used and unused) to the Building Test Coordinator.

6. **Store the materials in a previously established secure location:**

   After all materials have been collected at the end of each testing day, all materials must return to the secure storage area.

SECTION 10: After Assessment

Documenting Special Circumstances

If a student is enrolled in your district for the entire established test window (computer- or paper-based) but was not assessed in any or all content areas, a special circumstance must be documented. It is a District Test Coordinator's responsibility to determine special circumstances for students not tested and ensure that the process is completed.

Documenting special circumstances is important for understanding statewide trends in testing participation and interpreting assessment results.

If a student's assessment was determined invalid, either by the District Test Coordinator or by DEED, then a special circumstance of Invalidation must be applied. Marking the student's assessment invalid ensures that the student's assessment will not be scored and the student will not receive a score report. For more information about invalidations, please refer to the Test Security section of this manual.

Table 5. Definitions of Special Circumstances

Special Circumstances	Definition
Invalidation	A student's assessment was determined invalid.
Medical Waiver	An unexpected and severe medical condition outlined in Alaska regulation 4 AAC 06.820 prevented the student from taking the assessment.
	Documentation should be kept locally, and student privacy should be maintained at all times.
	Additional documentation on this special circumstance is located on the PEAKS website (education.alaska.gov/assessments/peaks).
Parent Refusal	Parent refused to allow student to participate in an assessment. Local policy governs how parent refusal is handled.
Student Refusal	Student refused to participate in an assessment.

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

- If a student is enrolled in your district but then leaves or transfers before being tested.
- If a student is a recent arrival who does not take the ELA portion of the test.
- If a student struggles with regular attendance and is not tested on the few days they were in school during the test window.
- If a student begins the test but does not finish for any reason.

If any of the above situations apply to students in your district, keep documentation locally. **No special circumstance needs to be reported.**

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

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

How to Document Special Circumstances

For the computer-based assessments, special circumstances are documented within the DRC INSIGHT Portal. The special circumstances must be entered no later than Friday, May 8, 2020. More information about entering special circumstances can be found in the *DRC INSIGHT Portal User Guide*.

For the paper-based assessment, special circumstances should be noted on the front cover of the test booklet/answer document for each content area.

Paper-Based Material Management: After Assessment

It is essential to maintain the validity of secure test materials after students are done testing. Materials must remain secure throughout inventorying, packaging, and return shipping. It is the responsibility of the District Test Coordinator to establish processes that ensure return of all secure materials. Failure to account for and/or return assessment materials could result in a breach in security, the consequences of which can be severe, should it be determined loss of or misappropriation of materials has compromised the integrity of test items.

Prepare Materials for Return to District

As Test Administrators return materials to the Building Test Coordinator, the following steps must be taken in preparation for returning materials to the District Test Coordinator.

- Remove any extraneous materials from the inside or outside of test booklets and answer documents (e.g., scratch paper, reference sheets, sticky notes, paper clips). Follow established procedures for handling scratch paper (e.g., securely destroy, send back to District Test Coordinator).

- Check scorable test materials for highlighter marks that have covered answer bubbles or answer bubbles that have been circled (not filled in). These materials will need to be transcribed. Staff who are responsible for transcribing must follow all transcribing procedures as noted in the Transcription section of this manual.
- Inventory all materials using the School Security Checklist. If materials are missing, immediately contact the Test Administrator to whom the test materials were assigned.

Return Materials to District Test Coordinator

After the Building Test Coordinator completes their inventory, arrange for secure return to the District Test Coordinator using the previously established plan.

Prepare Materials for Return to DRC

Upon receipt from schools, a District Test Coordinator must inventory and account for all materials using the original materials receipt notice. If the district ordered additional materials, they should also use the packing list from that order to account for those materials. If materials are missing, immediately notify DEED and then make contact with the Building Test Coordinator and ask them to begin an intensive search for the missing items. DEED will direct the District Test Coordinator on how to proceed should it be determined that the secure testing materials remain unaccounted for.

The following table outlines the materials to include in your return shipment to DRC and materials that should not be included.

Table 6. Necessary and Unnecessary Materials in Return Shipment to DRC

Secure Materials to Return	**The following materials do not need to be returned to DRC and can be recycled:**
• Used test booklets and answer documents • Unused test booklets and answer documents • Audio CDs • All used and unused large-print and braille test materials	• *Test Coordinator's Manual* • *Test Administration Directions* • Writer's Checklists • Math Reference Sheets • Periodic Table of Elements

Unused Pre-ID and District/School labels should not be returned to DRC.

Pre-ID labels contain student information and should be securely destroyed.

The District Test Coordinator must take the following steps to prepare materials for return shipping.

1. Prepare Do Not Score booklets.

   a. If a test booklet/answer document was labeled or manually bubbled in with demographic information but not used, apply a red Do Not Score label over the existing Pre-ID label, the existing District/School label, or within the section titled "ATTENTION: Apply Label Here."

   b. If, for any reason, a student's answers must be transcribed into a new test booklet or answer document, a Do Not Score label must be applied to the original test booklet or answer document over the existing Pre-ID label, the existing District/School label, or within the section titled "ATTENTION: Apply Label Here."

   c. Do Not Score labels should NOT be applied to test booklets or answer documents that have a special circumstance code bubbled in on the front cover.

   d. **Do Not Score booklets must be returned to DRC as non-scorable materials. Any test booklet/answer document with a student label or demographic information on it that is returned to DRC in a scorable material shipment will be processed.**

2. Separate scorable and non-scorable materials.

   a. Scorable materials are used test booklets, used answer documents, and test booklets or answer documents marked with special circumstances codes.

   b. Non-scorable materials include unused test booklets, used Do Not Score test booklets, used and unused large-print and braille booklets, and audio CDs.

3. Complete the **Materials Accountability Form** (within the DRC INSIGHT Portal) before returning materials to DRC. Reference the *DRC INSIGHT Portal User Guide* for guidance. **If secure materials are missing, the District Test Coordinator must contact the PEAKS Coordinator, Kari Quinto (kari.quinto@alaska.gov), prior to completing the Materials Accountability Form.**

4. Ensure that any USED test booklets or answer documents with torn or missing pages or that do not have a Pre-ID or District/School label are enclosed in manila envelopes with "Attention Alaska EPM" written on the outside. The following information should also be recorded on the envelope: 1) your district name, 2) book's security code, and 3) reason why book is enclosed. Please also email this information to DRC at AKHelpDesk@datarecognitioncorp.com and copy DEED (kari.quinto@alaska.gov).

Package Materials for Shipment

Materials will be returned via Pilot Freight Services (Pilot). A Pilot return kit with information for returning materials to DRC is included in the white district box. The kit will contain a return instructions memorandum, a Pilot Bill of Lading (BOL), an air carrier BOL, a Transportation Security Administration (TSA) form, and return shipping labels.

The District Test Coordinator must take the following steps to package materials for return shipping.

1. Package all materials to go back to DRC in the original shipping boxes. If you need additional boxes, other sturdy boxes may be used.

2. School and district materials should be packaged together but may be consolidated into fewer boxes as needed. District Test Coordinators should document tracking numbers of each box and what that box contains.

3. Include one copy of each School Security Checklist and a copy of the District Security Checklist in a single box of the materials you are returning to DRC. IMPORTANT: Retain the original School Security Checklists and District Security Checklist for your records. If DRC's inventory does not match your list, you will be asked to submit the list to DEED as documentation of the testing materials you placed in your shipment.

4. Package all unused test books from district overage in the original shipping boxes. If you signed out district overage materials to a school, those materials should be returned in that school's box(es).

5. Place newspapers or other packaging materials at the top of each box, if needed, to keep materials immobile during transit.

6. Fold in the box flaps with the old shipping labels first to expose the unused flaps.

7. Choose a return shipping label based on the contents of the box. Apply a blue return shipping label to the boxes with scorable materials and a white return shipping label to the boxes with non-scorable materials. These labels were included in the original shipment to districts. If you need additional labels, place an additional materials order through the DRC INSIGHT Portal.

8. Seal the boxes securely using heavy-duty shipping tape.

Return Materials to DRC

Materials must be shipped back to DRC properly and on time. All materials must be correctly organized, accompanied by the required forms, and picked up no later than April 22, 2020.

1. A representative from Pilot will begin calling districts approximately a week before the test materials return deadline of April 22, 2020. Boxes must be stored in a secure location until they are picked up. All test materials should be boxed and ready to go by 8 a.m. on Wednesday, April 22, 2020.

2. If you do not have materials from all schools in your district by the pickup deadline, do not wait to ship materials back to DRC. Have all available materials packaged and ready to be picked up on (or before) April 22, 2020.

3. To schedule an EARLY pickup of your district and school boxes, call Pilot Customer Service directly at 1.651.688.6005. NOTE: You do not need to call Pilot unless you would prefer to have your materials picked up BEFORE April 22, 2020.

4. Complete the Pilot Bill of Lading and any other materials needed for pickup of test materials. When the carrier arrives, give the Bill of Lading to the handler. Make sure that you keep one copy of the Bill of Lading. Again, follow any special instructions in your return instructions memorandum from Pilot. NOTE: The handler will verify all box counts and will not leave until the District Test Coordinator and handler agree on the number of boxes being transported. Make sure your materials are packed and ready to ship when the handler arrives. SAVE your copy of the Bill of Lading. It is your documentation of the number of boxes you shipped to DRC.

5. Outstanding materials need to be returned to DRC as soon as possible. All materials, including late returns, must be returned via Pilot. For late returns, be sure to place the appropriate return shipping label (blue for scorable materials and white for non-scorable materials) on all boxes and call Pilot directly at 1.651.688.6005 to schedule a pickup. If you need additional return shipping labels, they may be ordered through the DRC INSIGHT Portal. UNDER NO CIRCUMSTANCES SHOULD TEST MATERIALS BE RETURNED TO DRC THROUGH THE U.S. POSTAL SERVICE.

APPENDIX A: Glossary of Terms

504 Plan: Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based on disability. The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. However, these students do not require specialized instruction.

Accommodations: Tools and procedures in the areas of presentation, response, setting, timing, and scheduling that provide equitable access during instruction and assessment for all students. Accommodations do not reduce learning expectations; they provide access. Accommodations do not change the construct of what is being assessed.

Active monitoring: Active monitoring includes walking around the room to ensure standardized assessment procedures are occurring and that the security of the assessment is maintained.

Alternate assessment: The state assessment for students who have significant cognitive disabilities. A student's IEP team determines whether or not a student will take the alternate assessment.

Assessment session: An uninterrupted time or period set aside for assessment.

Assessment window: The time period, from the beginning date to the end date, when assessments may be administered. Also called the test window.

BTC: Building Test Coordinators oversee all assessments at the site level. A BTC's duties are delegated by the DTC.

CBA: Computer-based assessment

DEED: Alaska Department of Education & Early Development

DLM: Dynamic Learning Maps™; see alternate assessment.

DRC: Data Recognition Corporation

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

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

DRC INSIGHT Test Engine: Software that is automatically downloaded to testing devices after DRC INSIGHT is launched. The test engine software provides the user interface to display test items, as well as appropriate tools and accommodations. This software also manages the process of sending test responses to the DRC INSIGHT server for secure storage.

DTC: The District Test Coordinator oversees all assessments in a district.

EL: An English learner, previously referred to as a Limited English Proficient (LEP) student or English Language Learner (ELL), is an individual whose first language is not English or is an American Indian, Alaska Native, or native resident who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency [4 AAC 34.090(a)(2)]. NOTE: For the purposes of this manual, the term English Learner (EL) refers to currently identified ELs, not former ELs.

ELA: English language arts

Embedded accommodations: Embedded accommodations are those that are within the test engine. They are selected for an individual student via the Multiple Student Upload or within the DRC INSIGHT Portal.

IEP: The Individualized Education Program is a legally binding document that spells out exactly what special education services a child receives and why.

Invalidated assessment: An assessment for which a student's performance is not an accurate reflection of the student's ability or is the result of certain assessment mis-administrations. The student does not receive a score and is counted as not participating on the assessment.

Manipulatives: Physical objects used as aids in understanding abstract concepts.

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

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

PBA: Paper-based assessment

Recently Arrived English Learners (RAELs): Students who have been identified as English learners and who first enroll in a school in one of the 50 states in the United States or the District of Columbia after the start of the previous school year's administration of the state standards-based assessment.

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

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

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

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

TCM: *Test Coordinator's Manual*

TDA: Text-Dependent Analysis. An item type on the ELA assessment for students in grades 4–9. Students must provide a written or typed response to a prompt that uses evidence from the text.

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

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

Test mode: How the student will take the assessment. There are two options available for the assessment: a computer-based administration or a paper-based administration. The test-mode code is noted in the student record.

Test records: Records submitted via file upload or individually in the DRC INSIGHT Portal that detail assessment information for students, including the assigned assessments and test mode (e.g., computer- or paper-based administration).

Test sessions: Assigned to students via file upload or individually in the DRC INSIGHT Portal that detail assessment information for students, including the assigned assessments and test mode (e.g., computer- or paper-based administration).

Test Ticket: A piece of paper containing the student's username and password for each test subject. Students will use the information on their Test Ticket to access the computer-based assessments.

Text-to-Speech (TTS): The Text-to-Speech system presents students with computer-synthesized audio of the text associated with the content on the screen.

Transcribe: The process of copying a student's response from one medium to another, such as from a large-print form to the standard test booklet/answer document or from a damaged test booklet/answer document to a clean test booklet/answer document. When a student has written in the scoring area, making the assessment unscorable, the document may also be transcribed into a new standard test booklet/answer document.

Transitory impairment: Students with a transitory impairment are not regarded as individuals with disabilities if the impairment is transitory and minor. A transitory impairment is an impairment with an actual or expected duration of six months or less (e.g., broken arm, concussion). On a case-by-case basis, where appropriate documentation exists, students identified with a transitory impairment may receive assessment accommodations.

Universal tools: Supports or preferences that are available to all students taking the computer-based assessment or the paper-based assessment.

APPENDIX B: Frequently Asked Questions (FAQs)

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

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

May students have their mobile phones during the test?

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

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

The PEAKS and Alaska Science assessments are end-of-year assessments that provide an overall picture of an individual student's performance on the grade-level standards. It provides 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 the PEAKS or Alaska Science assessments?

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

A student became ill in the middle of testing and went home. Can 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. See the Second Day Testing section of this manual for more information.

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.

If a parent chooses to refuse testing for their student, this information should be documented and recorded as a special circumstance. Refer to the Documenting Special Circumstances section of this manual for more information.

How is it determined which accommodations a student should be provided during the PEAKS and/or Alaska Science assessments?

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

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 the PEAKS or Alaska Science assessments?

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 booklet or 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.

<u>4 AAC 06.710</u>**. 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 <u>4 AAC 06.737(a)</u>;

  (2) an alternate assessment under <u>4 AAC 06.775(b)</u>;

  (3) biennial participation in the national assessment of educational progress in mathematics and reading in grades four and eight; and

  (4) the assessment described in <u>4 AAC 34.055</u> to identify English language proficiency;

<u>4 AAC 06.737</u>**. Standards-based test**

  (1) The commissioner will select a standards-based test to estimate the degree to which students have mastered the state's standards for English language arts, mathematics, and science.

  (2) For school years after school year 2013–2014, the standards-based test must test for mastery of the English language arts, mathematics, and science standards adopted by reference in <u>4 AAC 04.140(a)</u>.

  (3) Except for students eligible for an alternate assessment under <u>4 AAC 06.775(b)</u>, 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.

<u>4 AAC 06.761</u>**. 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 <u>4 AAC 06.710</u> 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 Test Coordinators, associate test coordinators, proctors, or Test Administrators 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 associate test coordinator for each center. The District Test Coordinator or associate test coordinator shall assign as many Test Administrators or proctors to each school test center as necessary to ensure adequate supervision or monitoring of students taking the assessment. Each test coordinator, associate test coordinator, proctor, 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 college and career readiness assessments provided for in 4 AAC 06.718, and the English language proficiency assessment 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 test 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 tests before distribution to school test centers and after their return;

(3) control distribution of tests to and from school test centers;

(4) control the storage, distribution, administration, and collection of tests;

(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) code 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, 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 Documentation Requirements for Schools

Testing Documentation File

All completed assessment documentation must be kept and securely stored, at either the school or district office, for at least two years following each test administration. This documentation can be stored either physically or electronically. District Test Coordinators must ensure that all documentation used during any of the assessments are maintained in this manner. *In addition, these documents must be available upon request by the district, DEED, or DRC:* (e.g., assessment monitoring, test security investigations).

- Test Security Agreements

- Documentation of attendance at training

- *Assessment Log and Irregularity Report* (This is also scanned and emailed to the District Test Coordinator at the end of testing administration.)

- If applicable: Student-level accommodation documentation

- If applicable: Student-level special circumstances documentation

- Documentation of test session groups

   ○ Information for each session should indicate the names of the students, the location, the date, and the name of the Test Administrator(s).

The list above details the key components to copy and save at the school. There may be additional items required, depending on variations in circumstance for each district or school.

APPENDIX E: 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 (see Appendix D).

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

Assessment Log and Irregularity Report

School | Test Administrator(s)

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

Notes

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

Notes

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

Notes

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

Notes

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

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

APPENDIX F: Daily Check-in/Check-out Worksheet

PEAKS and Alaska Science Assessments
Daily Check-in/Check-out Worksheet

This worksheet is designed for use when administering the paper-based PEAKS and Alaska Science assessments. Schools must use this form, or one similar. An electronic version of this form is available on the PEAKS webpage (education.alaska.gov/assessments/peaks).

Please use this list to assist with inventory each day during testing. It may be necessary to add multiple rows to accommodate all students in the assessment session. Use this form to sign out secure materials to each student. Space has been provided to assign a test booklet, answer document (if applicable), and security codes for both to each student. Do not draw lines downward to indicate material(s) sign in; identify the time for each student record. See sample below.

This procedure will ensure no test items are missing and provide resolution to any discrepancies. After testing, be sure to provide the checklist to the Building Test Coordinator.

School _____   Test Administrator _____   Grade _____

*TB = Test Booklet, AD = Answer Document

Item*	Security Number	Student Name	ELA Date: Out	ELA Date: In	Math Date: Out	Math Date: In	Science Date: Out	Science Date: In	Reason if Item is not Returned
TB	81400098	John Doe	9:00	11:38	9:00	11:20	9:00	11:00	
AD	91400099	Jane Que	9:00	11:38	9:00	11:20	9:00	11:00	

APPENDIX G: Resources

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

   Lists allowable accommodations for all statewide assessments. Located on the <u>DEED Accommodations webpage</u> (education.alaska.gov/assessments/accommodations).

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

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

3. **DTC Corner Smartsheet**

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

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

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

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

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

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

The *DRC INSIGHT Portal User Guide* is the manual for district staff who complete tasks within the DRC INSIGHT Portal. The *DRC INSIGHT Portal User Guide* can be found on the <u>DRC INSIGHT Portal</u> (ak.drcedirect.com). For more information about the DRC INSIGHT Portal and DRC's other software, please refer to the DRC INSIGHT Portal section of this manual.

# APPENDIX H: Providing Assistance with Technology Directions

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

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

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

Students access the technology directions by selecting the gray question mark icon (**?**) in the response area of a test item. Test Administrators may assist students in locating this icon.
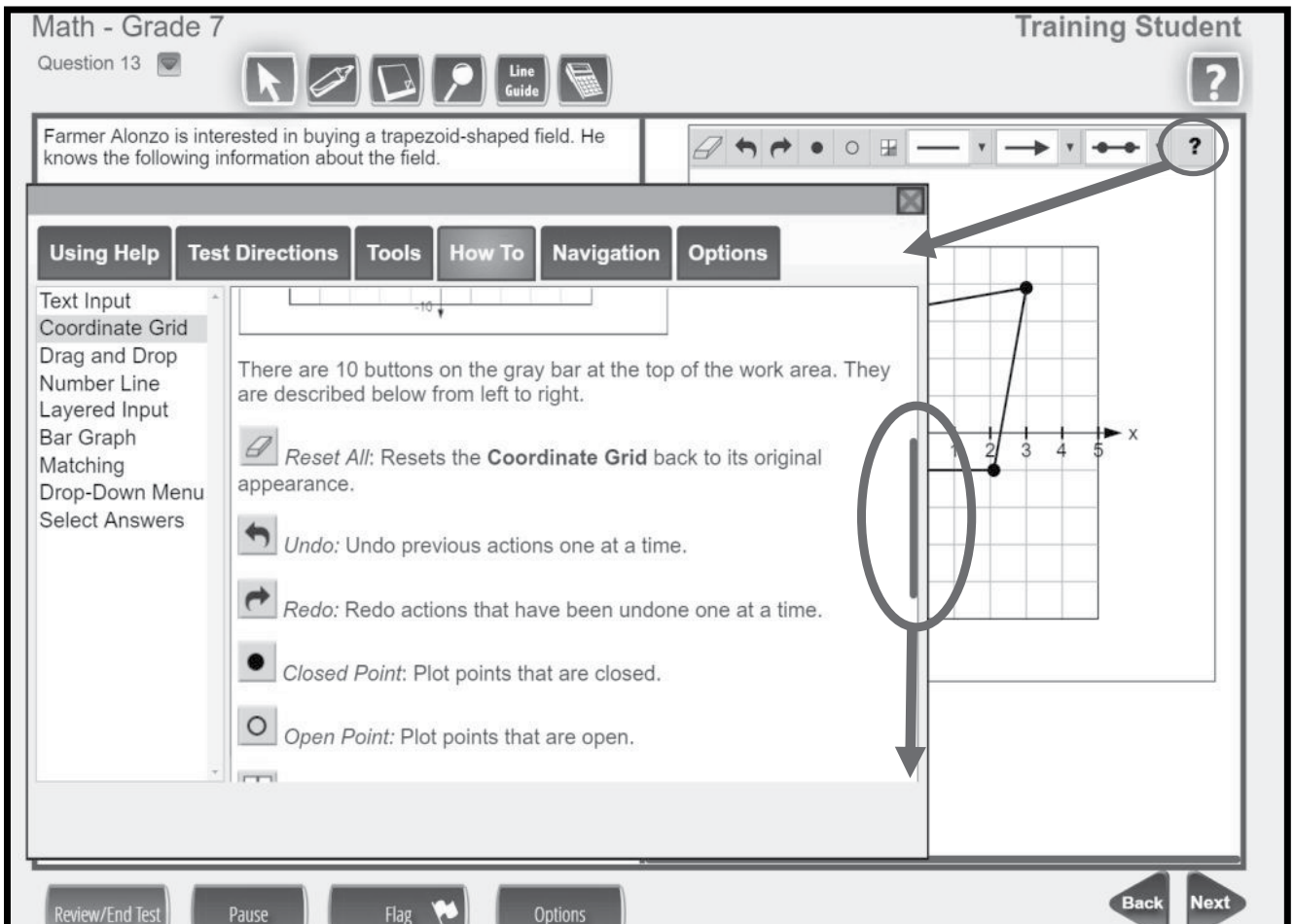
Figure 6. Placement of Question Mark Icon
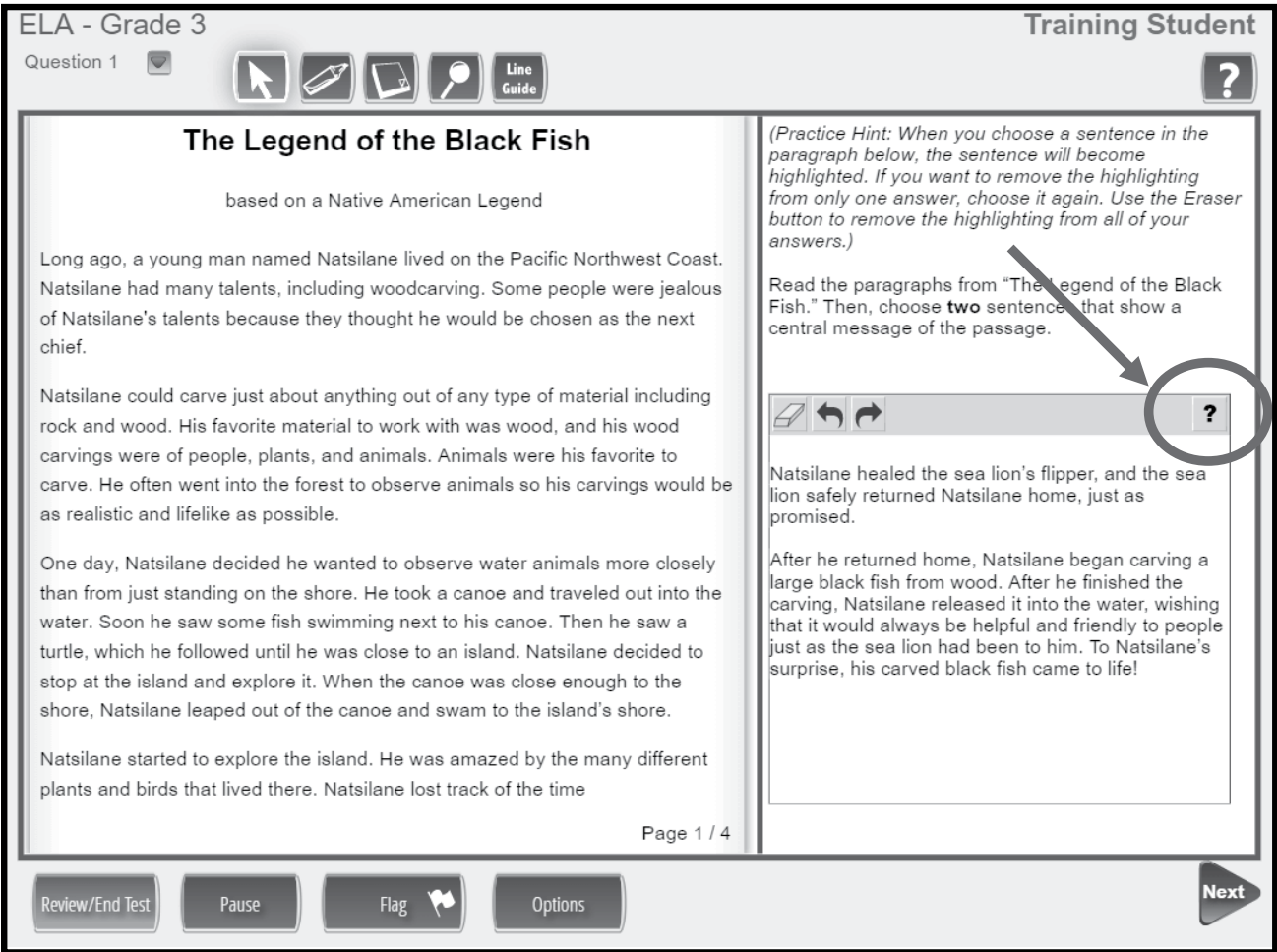
When a student selects the (**?**), the **How To** tab opens and displays a dialogue with directions on how to respond to that specific item type.

Figure 7. How To
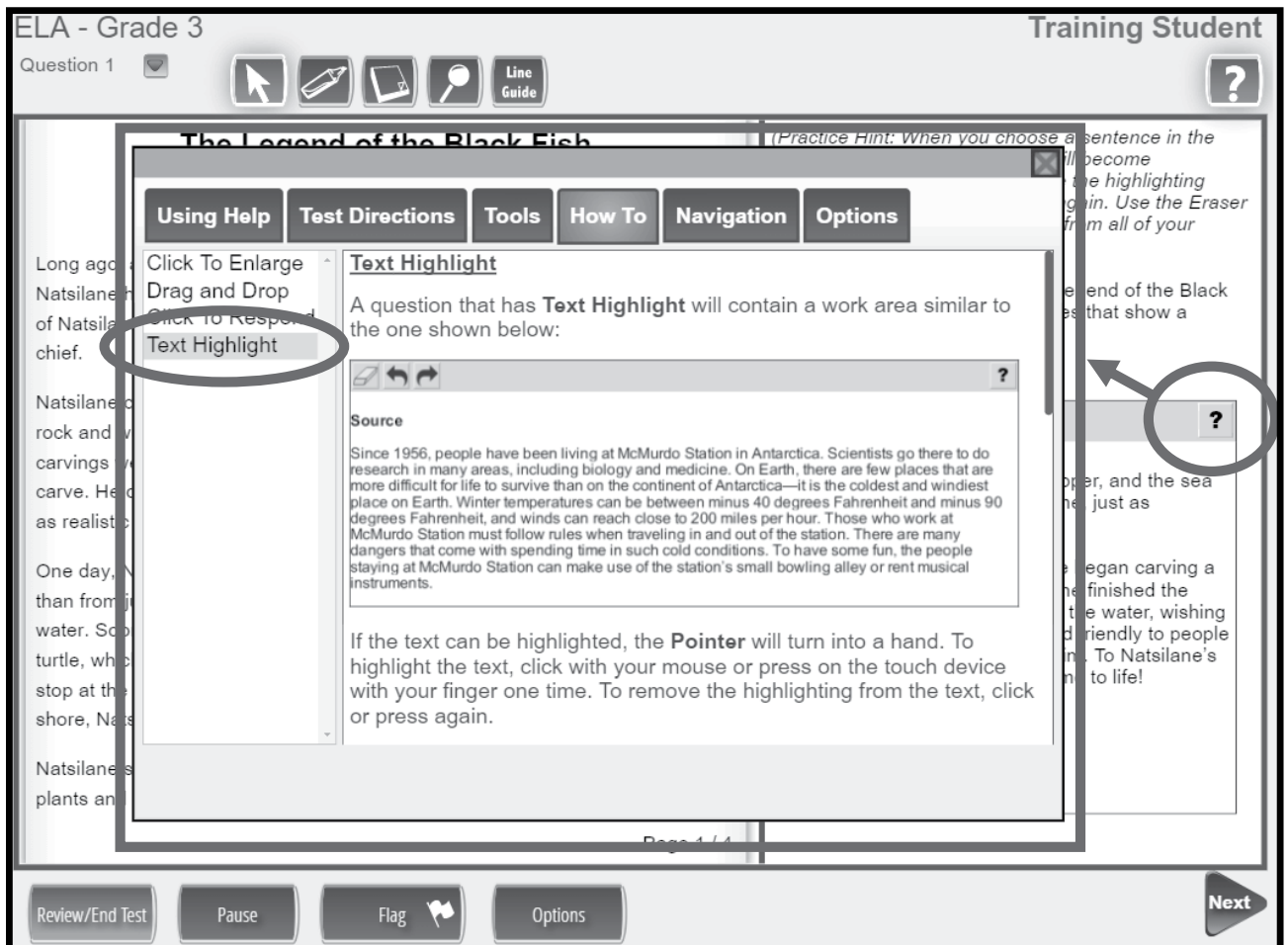
Students can scroll down to read all technology directions provided, if available. A Test Administrator may remind students to use the scroll bar.

Figure 8. Scroll Bar

How to Assist Students with Technology Directions

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

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

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

1. Screen the question by asking the student, "Are you having trouble understanding the question, or do you need help with how to show your answer?" If the student needs help with how to show their answer, proceed to step 2. If the student needs assistance with the content of a question, please refer to the *Test Administration Directions* scripts.

2. Remind the student to select the **How To** (**?**) tab and read the technology directions.

3. If the student is still unsure, read the technology directions on the **How To** tab exactly as written to the student.

4. If the student needs further clarification, you may paraphrase or define the technology directions.

If a student requests assistance, Test Administrators may NOT:

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

APPENDIX I: Assessment Observation Form

Background

Districts will now be required to conduct observations of the following assessments:

- Content area assessments (i.e., PEAKS and the Alaska Science Assessment)
- English language proficiency (ELP) assessment (i.e., WIDA ACCESS for ELLs)
- Alternate assessments (i.e., DLM, ALT ACCESS)

The purpose of these observations is to see assessment administration as it happens in order to ensure that school personnel involved in test administration adhere to test security and test administration guidelines. Adherence to these guidelines provides a standardized administration for all students and therefore valid and reliable insights from assessment results.

The minimum requirement for observations is one observation per school per assessment. For example, if a school administers the content area assessments, the ELP assessment, and the alternates for each assessment, a minimum of four observations would be required—a minimum of one observation per assessment. If a school does not administer an assessment, for instance the ELP assessment, an observation would not be required for that assessment.

The observations should be conducted by another employee of the district who has been trained in test administration such as a site administrator. The observer must remain in the testing room for the duration of the assessment session.

Conducting an Observation

The observations can be conducted using the Assessment Observation Form. Districts may also provide additional district-level oversight by creating their own observation from. If a district elects to create their own form, it must contain at a minimum the elements present on the Assessment Observation Form. That is, a district may for their own purposes add to, but not subtract from or drastically modify, the Assessment Observation Form.

In order to adhere to electronic devices policy, the Assessment Observation Form must be printed and completed by hand.

Instructions for Completing the Observation Form

To complete the observation form:

1. Complete the top portion of Assessment Observation Form, which contains general information about the assessment session:

   - **School Information:** The district and school where the observation is occurring

- **Assessment Information:** The name of the assessment, the content area or domain assessed, and whether the administration is computer-based or paper-based
- **Staff:** the names of Building Test Coordinator, Test Administrator, and any other staff present in the room

This information is useful for tracking assessments, observations, and any irregularities or mis-administrations that may occur during assessment.

2. The next portion of the Assessment Observation Form presents a series of categories to observe. Mark "Yes" if the category accurately describes the administration of the assessment; mark "No" if it does not. If the category is not applicable to the assessment that is being observed, mark "NA". In the space allotted, provide additional comments to help a reader understand the administration of the assessment. A comment is required for any category marked "No" or "NA." Categories are broken up into the following sections:

    a. **Preparing the Environment:** Observe the testing environment to ensure it has been set up properly.

    b. **During/After Assessment:** Observe to ensure that all policies and procedures are properly adhered to.

3. After the observation is complete, the observer must print their name and sign the observation form. The form must be kept on file along with other assessment materials.

Other Considerations

In order to avoid distraction and disruption during testing, the observer should be present but unassuming in the test center. "Present but unassuming" includes the following:

- Observers must follow all test administration and security practices.
- Observers may not use phones, laptops, or electronic devices in testing rooms.
- Test administrators, and therefore observers, may not work on tasks or paperwork unrelated to the assessment observation.
- Observers should stand in the back of the room.
- If moving through the room is required, be mindful not to hover over students testing.
- Observers must complete all lines of the form.
- Observers must not leave the testing area until the session is complete and all secure materials have been collected and inventoried.

Assessment Observation Form
Spring 2020

School Information:

District:		School:	

Assessment Information:

Date and Time:		Grade Level(s):	

Assessment and Content Area Being Assessed:

PEAKS & Science	**DLM**	**ACCESS for ELLs**	**Alternate ACCESS for ELLs**
☐ ELA	☐ ELA	☐ Reading	☐ Reading
☐ Math	☐ Math	☐ Listening	☐ Listening
☐ Alaska Science Assessment	☐ Science	☐ Writing	☐ Writing
		☐ Speaking	☐ Speaking

Computer- or Paper-Based Assessment:	☐ Computer ☐ Paper
Number of Students Being Assessed in the Room:	

Staff:

Building Test Coordinator:	
Test Administrator:	
Are there additional staff in the room?	☐ No ☐ Yes, please list name and role below:

Preparing The Environment	Yes	No	NA
The Test Administrator is a school district employee trained to administer the assessment.			
The Test Administrator is prepared for the session with all of the necessary materials.			
All classroom materials that may assist students in taking the test are covered or concealed.			
"TESTING: DO NOT DISTURB" and "NO ELECTRONIC DEVICES" signs are posted in an appropriate location.			
The space used for testing has adequate lighting, adequate heating, and a quiet atmosphere for students.			
Students are provided pencils, erasers, and scratch paper.			
Students are provided enough space to prevent answer sharing and an adequate writing surface to use scratch paper.			
**Students are provided the required universal tools (calculators on allowable grade levels and parts of the assessment, highlighters, noise blocking headphones if requested, etc.).			

Please provide additional comments. A comment must be provided if 'No' is marked in any category.

Page **1** of **2**

During/After Assessment	Yes	No	NA
The Test Administrator follows established procedures for eliminating the use of personal electronic devices during the assessment session.			
The Test Administrator does not play music or soundscapes during the assessment.			
The Test Administrator reads the script exactly as it is written.			
The Test Administrator actively monitors students testing by circulating the room.			
Restroom trips and breaks are adequately supervised.			
Students were not left unattended at any time, for any reason, during testing.			
During assessment, only trained staff involved in assessment administration are present in the assessment environment.			
The Test Administrator allows handheld calculators on allowed parts **only, according to the calculator policy.			
Students were provided access to ONLY resources permitted for each specific assessment.			
The Test Administrator ensured standardized conditions with no coaching or prompting.			
The Test Administrator was aware of which students had accommodations and administered accommodations appropriately.			
The Test Administrator documented and reported any unexpected challenges that arose during testing.			
*The Test Administrator assists students with using technology to answer test questions without providing any unscripted assistance.			
As students complete the assessment, the Test Administrator follows local procedures for maintaining a quiet environment and for dismissal.			
After testing, the Test Administrator inventories all secure materials and returns them to Building Test Coordinator immediately after testing has completed.			

Please provide additional comments. A comment must be provided if 'No' is marked in any category.

*Applicable to computer-based assessments only.

**Applicable to paper-based assessments only.

Observer's Printed Name   Observer's Signature

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PEAKS
PERFORMANCE EVALUATION FOR ALASKA'S SCHOOLS

ALASKA
SCIENCE
ASSESSMENT

Test Coordinator's Manual
Spring 2020

EDUCATION
& EARLY DEVELOPMENT