# Test Administration Manual

utah
## CORE STANDARDS
### BENCHMARKS

How to Contact the Pearson Help Desk and the Utah State Board of Education (USBE)

**Pearson Help Desk Hours of Operation**

| If you are calling on ... | Then the hours are ... |
|---|---|
| Monday–Friday | 6: 30 a.m.–4 p.m. MT |

**Phone and Email**

| If you are calling about ... | Then contact ... |
|---|---|
| Test Administration, PearsonAccess[next], Technology Issues, Packaging and Delivery, Test Materials, Test Procedures, Reporting, Editing Test Accommodations, Additional Orders | **Pearson Help Desk**<br>Phone: (877) 227-5009<br>Chat: https://ut.pearsonaccessnext.com<br>Help Desk Support Form: http://download.pearsonaccessnext.com/ref/WebToCase.html?p=UTAH |
| General Information | **Rebecca Peterson**<br>Phone: (801) 538-7694<br>Email: rebecca.peterson@schools.utah.gov |
| Testing Ethics Policy | **Kim Rathke**<br>Phone: (801) 538-7876<br>Email: kim.rathke@schools.utah.gov |
| Accommodations and Special Education | **Tracy Gooley**<br>Phone: (801) 538-7887<br>Email: tracy.gooley@schools.utah.gov |

**Always** include the following information:
- LEA (district or charter) or school testing administrator name
- SSID(s) of affected student(s)
  **Do NOT provide any other student information, as doing so may violate FERPA policies.**
- Indicate whether Utah Aspire Plus or Utah Core Standards Benchmarks Administration
- Operating system and browser version information
- Any error messages and codes that appeared, if applicable
- Information about your network configuration, if known:
  - o Secure browser installation (to individual machines or network)
  - o Wired or wireless Internet network setup.

If you are calling the Pearson Help Desk about any of the following, provide the listed information.
**PearsonAccess^next^**
- Are you using a PC or a Mac?
- What is your role (school testing administrator, technical coordinator, teacher, proctor)?
- What screen are you on? Provide the path, if possible.
- What task were you trying to complete when you encountered an error?
- What was the error message? If there wasn't an error message, what are you unable to do?
- If you were working from the manual, what page were you on?

**TestNav**
- What type of device is the student using (e.g., desktop, laptop, tablet, Chromebook)?
- What operating system is the device running (e.g., Windows, Mac, iOS, Chrome)?
- What task was the student trying to complete in TestNav when he or she encountered an error?
- Did an error code or message appear?
- Can you provide a log file?
- What is the IP address of the proctor caching computer?
- Do you use a proxy server and, if so, what is the IP address?
- Have the TestNav URLs been allowed through your firewall/content filter?

**If you are using Proctor Caching**
- Are you using a PC or a Mac?
- Were you setting up proctor caching on a workstation or a server?
- Have you installed the ProctorCache software?
- Did you start the ProctorCache software prior to attempting to proctor cache?
- Did you add an IP address to your proctor caching server locations? This needs to be the IP address of the proctor caching computer.
- Did you add the appropriate port? This is typically port 4480 but could vary depending on your corporation/school firewall or content filtering software.
- Did you add the whitelist URLs to your firewall and content filtering software? The whitelist URLs that need to be added can be found in the *TestNav 8 Hardware and Software Requirements* available at https://support.assessment.pearson.com/x/HwYcAQ.

# Introduction

The Utah Core Standards Benchmarks Assessments are a productivity tool for Utah teachers and students that focus on the Utah Core Standards. The Utah Core Standards Benchmarks are secure assessments. Educators can review benchmark questions (see *Accessing Student Results* section) but cannot copy, paste, photograph, place questions into presentations or other assessments, or share test items outside of the classroom instructional level. The Benchmarks are testlets—typically between 8 and 15 items, depending on the content area—that are designed to give teachers and students an opportunity to identify strengths and weaknesses with specific knowledge, skills, and abilities outlined in the Utah Core Standards, and grouped under overarching strands.

## Available Benchmarks

The following are available as part of the Utah Core Standards Benchmark Assessments:

- Reading Informational 9
- Reading Informational 10
- Reading Literature 9
- Reading Literature 10
- Listening Comprehension 9
- Listening Comprehension 10
- Editing 9
- Editing 10
- Secondary Math I
- Secondary Math II
- Secondary Math III
- Physics
- Chemistry
- Biology
- Earth Science

## What's New

Below is a high-level summary of new functionality and administration processes for the Utah Core Standards Benchmarks assessments.

- There is a new look and feel to PearsonAccess[next]. PearsonAccessnext will still have the main three menus of **Setup, Testing and Reports**. But now the three menus be in dropdown menus the left-hand side of the **Home** screen
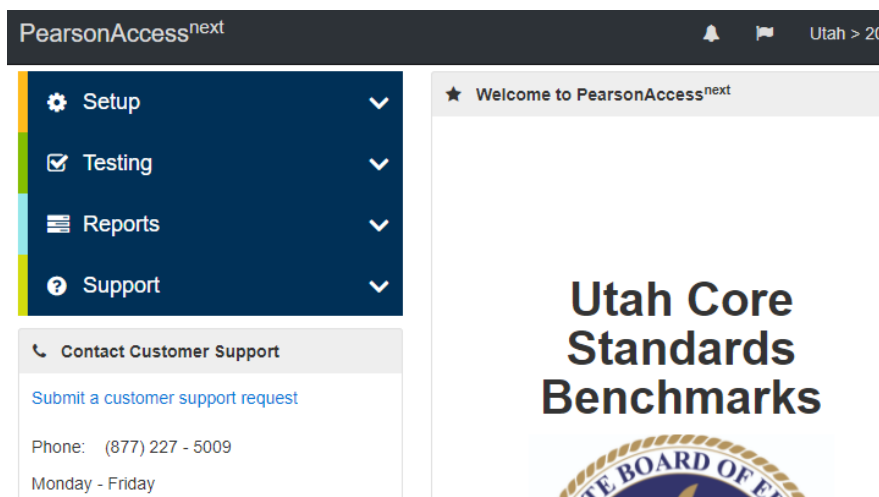


- A new alternate mouse pointer accommodation is available. Accommodated mouse pointer size options include medium, large, and extra-large.  Accommodated mouse pointer color options include, extra-large black, extra-large green, and extra-large yellow. See page 36 for more information.
- Set student accommodations on the newly redesigned Personal Needs Profile (PNP) Settings screen.  More information can be found starting on page 13.
- Test Administrators can create test sessions using a .csv batch upload process. More information can be found on page 42.
- Educators can now see a preview of the Benchmarks testlets by accessing the Test Preview Report. More information can be found on page 54.

## Confidentiality and Security

The Family Educational Rights and Privacy Act (FERPA) permits the disclosure of personally identifiable information (PII) from education records to third parties. Generally, FERPA requires written consent from parents or "eligible students" (students who are at least 18 years of age or attending a postsecondary institution) in order to release PII from education records. In the absence of the written consent, FERPA permits an educational agency or institution to disclose PII from an education record of a student if the disclosure meets one or more of the conditions outlined in 20 U.S.C. § 1232g(b) and (h) – (j) and 34 CFR § 99.31. Specifically, FERPA 34 CFR § 99.31(a)(6) permits the disclosure of PII from student education records for, or on behalf of, an educational agency or institution, in order to a. Develop, validate, or administer predictive tests; b. Administer student aid programs; or c. Improve instruction. This FERPA exception requires a written agreement if a third-party administers the test. In this case, the Utah State Board of Education (USBE) has entered into an agreement with Pearson.

As you administer this assessment, please keep in mind your ethics training that includes keeping student PII confidential. Both FERPA and Utah's Student Data Protection Act (https://le.utah.gov/xcode/Title53E/Chapter9/C53E-9_2018012420180124.pdf) prohibit the disclosure of student PII without parental consent unless a FERPA exception is applied. Any documentation containing individually identifiable information must not be copied or used for any other purpose than to administer the Utah Core Standards Benchmark Assessments. Furthermore, The U.C.A. 53E-9-310 states, "An individual who knowingly or intentionally permits unauthorized collecting, sharing, or use of student data may be found guilty of a class A misdemeanor." If you have any questions concerning your role in protecting student data privacy, please contact USBE's Student Data Privacy team at 801-538-7618.

Personnel involved in test administration must complete testing ethics training. For information regarding the testing ethics policy, please contact Kim Rathke at kim.rathke@schools.utah.gov.

## Reporting

The Utah Core Standards Benchmark Assessments score reports will be available as on-demand reports within PearsonAccess$^{next}$. Reports can be downloaded from PearsonAccess$^{next}$ as PDFs, CSVs, or Excel documents.

## Testing Ethics Policy

Information about the standard test administration and testing ethics policy can be found at https://schools.utah.gov/file/2a1a1ecf-710e-439c-bd7d-318b0a9eb1c1.

## Administration Schedule

The Utah Core Standards Benchmark Assessments will be available to be administered starting in August, 2021 and can be administered throughout the school year. They are untimed tests. Students may take the testlets multiple times and at the discretion of the school administrator and/or teacher. For information , please contact the Pearson Help desk at (877) 227-5009 or use the online support form at http://download.pearsonaccessnext.com/ref/WebToCase.html?p=UTAH. You may also contact Rebecca Peterson at rebecca.peterson@schools.utah.gov or Kim Rathke at kim.rathke@schools.utah.gov.

# Test Staff Roles and Responsibilities

## Staff Roles

**District Testing Administrator:** District testing administrators are responsible for coordinating test operations within their LEA. District testing administrators create user accounts for all school-level users.

**School Testing Administrator:** School testing administrators are responsible for coordinating test operations. School testing administrators can also handle accommodations assignments, oversee session management, create user accounts for teachers, school technical coordinators, and proctors. Administrators can access on-demand reports.

**Technology Staff:** Technology staff are responsible for setting up the testing infrastructure for online testing, including setting up testing devices and installing and configuring testing software.

**Teacher and/or Proctor:** The teacher and/or proctor is responsible for testing activities within a testing room and must be in the room for the entire test session. Teachers and proctors can assist with session management activities including preparing and starting sessions, printing student testing tickets, and performing post-test activities (e.g. marking tests complete, removing tests in ready status from sessions).

**Teacher:** Teachers can access on-demand reports and will be able to add their own reporting groups.

## District Testing Administrator Responsibilities

District testing administrators are responsible for the following tasks:

- Create user accounts for school administrators in PearsonAccess[next] Operational Site and Training Center accounts
- Ensure technical readiness for LEA

## School Testing Administrator Responsibilities

School testing administrators are responsible for the following tasks:

- Assist District Testing Administrator with creating school-level user accounts in PearsonAccess[next] Operational Site and Training Center accounts
- Work with technical coordinator to prepare all testing devices
- Coordinate accommodations assignments
- Oversee test session management
- Coordinate issue resolution
- Ensure testing personnel abide by the testing policies and procedures
- Complete post-test activities in PearsonAccess[next]

## Technical Coordinator Responsibilities

Technical coordinators are responsible for the following tasks:

- Ensure testing devices meet all requirements for online testing
- Install necessary software, including TestNav, and if the LEA opts to use proctor caching, install ProctorCache software
- Prepare administrator and student testing devices
- Troubleshoot technical issues during the test administration window
- Communicate with testing administrator about the status of any technical issues

## Teacher Responsibilities

Teachers are responsible for the following tasks:

- Assist with session creation, as directed by School Testing Administrator
- Download and print any necessary accommodated testlets (standard paper, large print, Braille, human reader companion books)
- Print and distribute student testing tickets
- Help students log in to TestNav, as necessary
- Perform session management activities during testing

- Monitor testing progress and student testing behaviors
- Ensure students correctly log out of TestNav

## Proctor Responsibilities

Proctors are responsible for the following tasks:

- Help distribute and collect student testing tickets
- Help students log in to TestNav, as necessary
- Monitor testing progress and student testing behavior
- Ensure students correctly log out of TestNav

# Test Materials

## Materials Needed for Test Administration

The following test materials are downloaded from PearsonAccess[next] or provided by the school. These materials should be gathered and prepared prior to the testing day.

- **Paper Accommodated Materials**
  - **Prior to test day, teachers should go to PearsonAccess[next] at Support>Documentation to download and print any paper accommodated materials needed for benchmark testing.**
- **Student Testing Tickets**
  - Student testing tickets contain the Username and Password each student will use to log in to his or her assessment.
  - Student testing tickets are available to print from the Resources drop-down menu in PearsonAccess[next] at **Testing > Students in Sessions**. Details on printing student testing tickets can be found at https://support.assessment.pearson.com/x/HxpgAQ.
- **Allowed Materials**
  - Headphones
    All students will need headphones to listen to audio in assessments.
    - Students can use text-to-speech to listen to stimuli or test items.
  - Students with the appropriate accommodation can use screen reader assistive technology to listen to information onscreen. The screen reader technology provides additional support not available with text-to-speech.
  - A Desmos graphing calculator and a TI-84 graphing calculator are available for mathematics tests and a Desmos and TI-30XS scientific calculators are available for science tests onscreen within TestNav.
  - Students may also provide their own calculator or use a classroom calculator that was used during classroom instruction (e.g., graphing calculator). Permissible calculators include 4-function, scientific, or graphing calculators.
    - Calculators with internet capabilities, cell phone or smart watch calculators, and calculators with built-in or downloaded computer algebra system functionality are NOT allowed during testing.
    - TI-84, TI-84 plus, and the Sharp EL 9600 are allowed.
    - Calculators with programs or documents must have programs and documents removed, tape must be removed from calculators with paper tape, sound must

be turned off on all calculators, power cords must be removed, and infrared data ports must be completely covered.

**Science:** Calculator allowed on all items

- A scientific calculator is available onscreen within TestNav.
- Students may also provide their own calculator or use a classroom calculator that was used during classroom instruction (e.g., scientific calculator). Permissible calculators include 4-function, scientific, or graphing calculators. A list of prohibited calculators can be found in the Calculator Policy at [http://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf](http://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf).
  - Calculators with internet capabilities, cell phone or smart watch calculators, and calculators with built-in or downloaded computer algebra system functionality are NOT allowed during testing.
  - TI-84, TI-84 plus, and the Sharp EL 9600 are allowed.
  - Calculators with programs or documents must have programs and documents removed, tape must be removed from calculators with paper tape, sound must be turned off on all calculators, power cords must be removed, and infrared data ports must be completely covered.

o Periodic Table for Science
- A periodic table is available within the Science online test. Students may select the Exhibit button within TestNav to access it.

## Security of Test Materials

The school testing administrator must ensure that testing materials are always kept in a secure location. They should be kept in locked storage, where they are protected from damage, theft, loss, or unauthorized access. Secure materials include the following:

- Student testing tickets
- Printed paper test materials

Securely destroy test tickets and paper test materials upon conclusion of the test.

# Online Testing

## PearsonAccess^next and TestNav

- PearsonAccess^next is the online managements system that allows districts to manage student data and test data. The online support information for PearsonAccess^next is available at [https://support.assessment.pearson.com/x/BYDy](https://support.assessment.pearson.com/x/BYDy).
- TestNav is the online testing environment. The online support information for TestNav is available at [https://support.assessment.pearson.com/x/BAACAQ](https://support.assessment.pearson.com/x/BAACAQ).

## Technical Requirements

Schools must ensure that the technical requirements for PearsonAccess^next and TestNav are met. Requirements information can be found at the following locations:

- PearsonAccess^next: [https://support.assessment.pearson.com/x/NYDy](https://support.assessment.pearson.com/x/NYDy)

- TestNav: https://support.assessment.pearson.com/x/HwYcAQ

## Preparations for Online Testing

Prior to the online benchmark test administration, schools must complete the following procedures

- Create or confirm LEA and school staff user accounts
  - Each school must ensure that *current* staff members have appropriate user accounts in PearsonAccess$^{next}$. Each user should have a unique username and password. User accounts are role based. Please ensure that the account role is appropriate for the user. Information regarding user roles can be found at http://utah.pearsonaccessnext.com/technology-resources.
  - For instructions on creating and managing user accounts, refer to the PearsonAccess$^{next}$ Online Support at https://support.assessment.pearson.com/x/N4Dy
- Ensure that each device students will use is able to support Utah Core Standards Benchmarks testing.
  - Check local configuration, including bandwidth.
  - Ensure that the up-to-date TestNav app is downloaded. The app can be found at https://download.testnav.com/
  - Information about TestNav system requirements are located at https://support.assessment.pearson.com/x/HwYcAQ.
  - Ensure that keyboards and headphones are in working order.
- Ensure that all staff involved in testing become familiar with the Utah PearsonAccess$^{next}$ Training Site at https://trng-ut.pearsonaccessnext.com:
  - To learn the functionality of PearsonAccess$^{next}$ and understand district/school testing administrator and teacher permissions within the site.
  - To practice managing student information and creating test sessions.
  - Contact the Pearson Help Desk at 877-227-5009 or use the online support form at http://download.pearsonaccessnext.com/ref/WebToCase.html?p=UTAH with any technical questions.

## Testing Accommodations and Supports

Assessment accommodations and supports are allowed in specific situations to enable students to better demonstrate their knowledge.

These decisions apply to:

- English learners (ELs),
- Students with an Individualized Educational Plan (IEP), and
- Students with Section 504 plans.

Decisions regarding accommodations must be made by an EL, IEP, or Section 504 team and documented in the student's file. EL team members, IEP team members, and Section 504 team members must actively engage in a planning process that addresses the assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments. **Individual teachers may not make decisions regarding assessment accommodations at the time of test administration. These decisions must be made in advance by the appropriate team.**

To obtain detailed information about the official state policy for assessment accommodations, examine the document entitled *Utah Participation and Accommodations Policy*. This document is available at [https://schools.utah.gov/specialeducation/programs/accessibilityaccomodationsassessment?mid=4946&tid=3](https://schools.utah.gov/specialeducation/programs/accessibilityaccomodationsassessment?mid=4946&tid=3).

## Personal Needs Profile (PNP)

The PNP is the student-level data that includes student demographic data, test registration information, and information on selected accessibility features and/or accommodations that a student may use during testing.

The accuracy of the PNP is important because it determines the test form that a student will take (e.g., assistive technology). Additionally, the PNP provides a record of certain accessibility features and accommodations used by a student.

Students are imported into PearsonAccess[next] from UTREx. Once students have been added to PearsonAccess[next], students requiring an accommodation will need to have their accommodation assigned via the Student PNP Settings page.

### *Manually Assign Accommodations and Update PNP Settings for a Student*

To manually update a student's PNP settings, use the following directions.

1. Log in to PearsonAccess[next] here: [http://ut.pearsonaccessnext.com](http://ut.pearsonaccessnext.com).
2. Within PearsonAccess[next], ensure the correct administration and school are selected in the top right corner of the home screen.
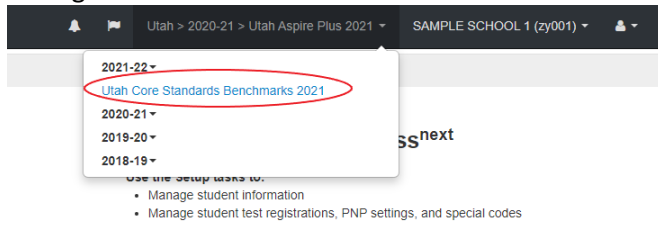


3. Go to **Setup** and select **Students**.
4. Search for the student whose accommodations/PNP settings you need to update and select the check box next to the student name.
5. In the **Tasks** pane, select **Student PNP Settings**, and select **Start**.
6. You can select the **Embedded Support** or the **Accommodations** your student requires by individual subject (**English/Reading**, **Mathematics**, and **Science**).

## Student PNP Settings

### Embedded Support

**Word-to-Word Dictionary (locally provided)**

| ☐ English/Reading | ☐ Mathematics | ☐ Science |
|---|---|---|
| (9th Grade ELA and Literacy and 10th Grade ELA and Literacy) | (Secondary Math I, II, and III) | (Biology, Chemistry, Earth Science, and Physics) |

### Accommodations

**Screen Reader: English audio + orienting description**

| ☐ English/Reading | ☐ Mathematics | ☐ Science |
|---|---|---|
| (9th Grade ELA and Literacy and 10th Grade ELA and Literacy) | (Secondary Math I, II, and III excludes Math SMI Geometry Form B) | (Biology, Chemistry, Earth Science, and Physics) |

7. Update the selections and then select **Save**.

Refer to the Accommodations chart in the "Accommodations" section of this manual for information on how to assign specific accommodations to a student. You may also refer to the Assigning Accommodations training at http://utah.pearsonaccessnext.com/training.

**Note that accommodations must be assigned to students before sessions are prepared so the correct accommodations and form is ready when testing starts.**

*Assign Accommodations through a File Export and Import*

To make test assignment updates to all students within an organization using file export and import in PearsonAccess^next, use the following directions. Refer to the Test Assignment Export for a description of the fields within the Test Assignment File. Please note: All PearsonAccess^next import files need to be in a .csv format or the file will not load into the system.

Download the Student's Personal Needs Profile Export from PearsonAccess^next

1. Log in to PearsonAccess^next here: http://ut.pearsonaccessnext.com.
2. Within PearsonAccess^next, ensure you are in the Benchmark administration and the correct school is selected in the top right corner of the home screen.
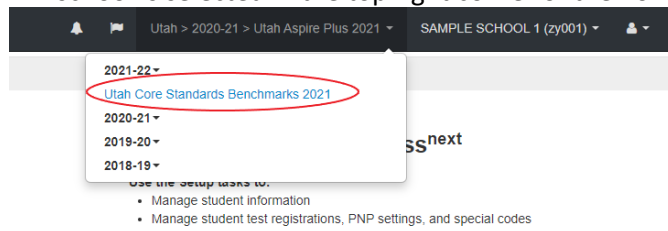


3. Go to **Setup** and select **Import/Export Data**.
4. In the **Tasks** pane, select **Import/Export Data**, and select **Start**.
5. In the **Type** dropdown, select **Student PNP Export**.
6. Select **Process**.
7. Refresh your screen until the process has completed. Then select **Download File**.

8. Save the file in a location that you can find easily (e.g., your computer's hard drive).

## Prepare the Test Assignment File

1. Open the Student PNP Export and delete rows of students no longer enrolled in your school or who will not participate in the administration.
2. Enter and correct students' selected accommodations or accessibility features in the appropriate columns by using the table and key provided below.
3. Save the file as a .CSV file.

| Personal Needs Profile Export/Import Data Field Values | | | |
|---|---|---|---|
| **Accommodation Name** | **Column Header Names** | **Valid Values** | **Legend/Key** |
| Word-to-Word Dictionary (locally provided) | Word-to-Word Dictionary ENG/READ, MATH, SCI (locally provided) | Y, N, true, 1, false, 0 | Y=Yes, N=No, true, false, 1=Yes, 0=No |
| Screen Reader: English audio + orienting description | Screen Reader ENG/READ, MATH, SCI | Y, N, true, 1, false, 0 | Y=Yes, N=No, true, false, 1=Yes, 0=No |
| Other Form | Other Form ENG/READ, MATH, SCI | Y, N, true, 1, false, 0 | Y=Yes, N=No, true, false, 1=Yes, 0=No |
| Other Assistive Technology | Other Assistive Technology ENG/READ, MATH, SCI | Y, N, true, 1, false, 0 | Y=Yes, N=No, true, false, 1=Yes, 0=No |
| Paper | Paper ENG/READ, MATH, SCI | Y, N, true, 1, false, 0 | Y=Yes, N=No, true, false, 1=Yes, 0=No |
| Braille + Tactile Graphics | Braille + Tactile Graphics ENG/READ, MATH, SCI | 01, 02, blank | Blank, 01=UEB (Unified English Braille), 02=UEB/Nemeth (for Math and Science) |
| Type of Paper Accommodation | Type of Paper Accommodation ENG/READ, MATH, SCI | SP, LP, blank | Blank, SP=Standard Print, LP=Large Print |
| Signed Exact English - Directions Only | Signed Exact English - Directions Only ENG/READ, MATH, SCI | Y, N, true, 1, false, 0 | Y=Yes, N=No, true, false, 1=Yes, 0=No |
| Sign Language Interpretation | Sign Language Interpretation ENG/READ, MATH, SCI | Y, N, true, 1, false, 0 | Y=Yes, N=No, true, false, 1=Yes, 0=No |
| Cued Speech | Cued Speech ENG/READ, MATH, SCI | Y, N, true, 1, false, 0 | Y=Yes, N=No, true, false, 1=Yes, 0=No |
| Abacus (locally provided) | Abacus ENG/READ, MATH, SCI | Y, N, true, 1, false, 0 | Y=Yes, N=No, true, false, 1=Yes, 0=No |
| Human Scribe | Human Scribe ENG/READ, MATH, SCI | Y, N, true, 1, false, 0 | Y=Yes, N=No, true, false, 1=Yes, 0=No |

| Personal Needs Profile Export/Import Data Field Values | | | |
|---|---|---|---|
| **Accommodation Name** | **Column Header Names** | **Valid Values** | **Legend/Key** |
| Home Administration | Home Administration ENG/READ, MATH, SCI | Y, N, true, 1, false, 0 | Y=Yes, N=No, true, false, 1=Yes, 0=No |
| Translated test in student's native language (locally provided) | Translated test in student's native language ENG/READ, MATH, SCI | Y, N, true, 1, false, 0 | Y=Yes, N=No, true, false, 1=Yes, 0=No |
| Translated test directions in student's native language (locally provided) | Translated test directions in student's native language ENG/READ, MATH, SCI | Y, N, true, 1, false, 0 | Y=Yes, N=No, true, false, 1=Yes, 0=No |
| Alternate Mouse Pointer | Alternate Mouse Pointer ENG/READ, MATH, SCI | M, L, XL, XLB, XLG, XLY, Blank | M= medium sized white pointer, L=large sized white pointer, XL=extra-large sized white pointer, XLB=extra-large sized black pointer, XLG=extra-large sized green pointer, XLY=extra-large sized yellow pointer blank |
| Zoom Percentage | Zoom Percentage ENG/READ, MATH, SCI | 100, 110, 120, 150, 175, 200, Blank | 100=100%, 110=110%, 120=120%, 150=150%, 175=175%, 200=200%, blank |

## Import the Test Assignment File

1. Go to **Setup** and select **Import/Export Data**.
2. In the **Tasks** pane, select **Import/Export Data**, and select **Start**.
3. In the **Type** dropdown, select **Student PNP Import**.
4. Choose the .CSV you previously saved and select **Process**.

## Confirm that All Records Have Been Successfully Imported

1. The **View File Details** screen will appear. Refresh the screen by selecting the refresh icon at the top of the screen.
2. When the file has completed processing, a green box with the message "Complete" or a red box with the message "Complete with issues" will appear on the screen. Two messages will also appear: the number of successful records, and the number of error records, if any.

3. If there are errors in the processing file, messages will appear at the bottom of the screen. Error messages will indicate the specific field(s) that caused the error as well as information on how to correct it. The record number listed will match the row of the .CSV file that caused the error.
4. Correct the rows that had errors and repeat the steps 1 through 3 until all records import successfully.

## Embedded Supports

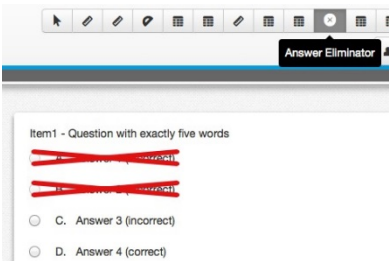### What Are Embedded Supports and When Are They Used?

Embedded supports may be made available to all students during testing. Some embedded supports are built into or delivered through the online system. Others are locally arranged by the test administrator.
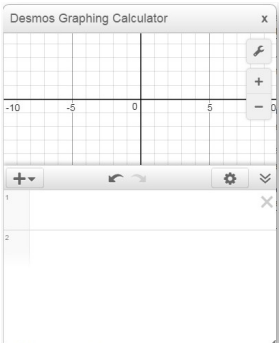
- Students should be provided opportunities to practice the use of these features in advance of the assessment.

- Students may choose to use or disable embedded features based on individual preference.

- The most appropriate use of these embedded supports is to encourage students to use those features that most closely align with the supports they use daily in the classroom setting in order to promote continuity between instruction and assessment.
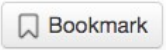
Teachers/proctors and school testing administrators should pay attention to locally administered features to ensure they are prepared to make these features available to students during the assessments.
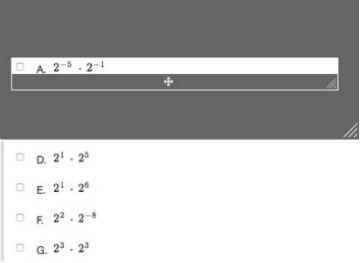
Refer to the Enabling Instructions column of the following table for information on how to enable each embedded support feature.
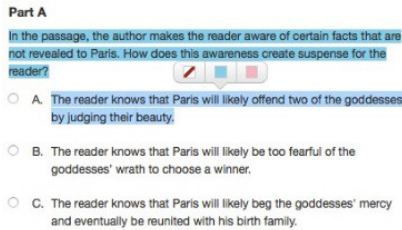
| Embedded Features | | | |
|---|---|---|---|
| **Feature** | **Details** | **Delivered Via** | **Enabling Instructions** |
| In Browser/App Zoom<br><br>Full Screen<br><br><br><br>Zoomed In<br><br>Which expressions are equivalent to $\frac{1}{2^6}$?<br>Select **all** that apply.<br><br>☐ A. $2^{-5} \cdot 2^{-1}$<br><br>☐ B. $2^{-3} \cdot 2^2$<br><br>☐ C. $2^{-2} \cdot 2^{-4}$<br><br>☐ D. $2^1 \cdot 2^5$ | Students may zoom or enlarge content up to 500% of the normal size of display without losing any content.<br><br>To enlarge content in the TestNav Desktop Application:<br><br>• In Windows<br><br>   o Press **Ctrl +** to zoom in.<br><br>   o Press **Ctrl -** to zoom out.<br><br>   o Press **Ctrl 0** to reset to default zoom.<br><br>• In OS X or MacOS<br><br>   o Press **Cmd +** to zoom in.<br><br>   o Press **Cmd -** to zoom out.<br><br>   o Press **Cmd 0** to reset to default zoom.<br><br>• TestNav on Chrome OS<br><br>   o Press **Ctrl +** to zoom in.<br><br>   o Press **Ctrl -** to zoom out.<br><br>   o Press **Ctrl 0** to reset to default zoom.<br><br>• TestNav on Android and iOS<br><br>   o To zoom, use two fingers on the screen and:<br><br>     • **Pinch out** to zoom in. | Online system | Embedded |

| Embedded Features | | | |
|---|---|---|---|
| **Feature** | **Details** | **Delivered Via** | **Enabling Instructions** |
|  | • **Pinch in** to zoom out.<br><br>For students who require extreme levels of magnification, assistive technology magnification software is supported on forms that have been designed to support the use of assistive technology. |  |  |
| Zoom Tool<br><br>Zoom  —  100%  + | This tool makes the words and images larger or smaller. | Online System | Embedded |
| Answer Eliminator<br><br>Item1 - Question with exactly five words<br>C. Answer 3 (incorrect)<br>D. Answer 4 (correct) | This tool allows students to remove answer options they do not believe to be the correct answer option.<br><br>The student activates the Answer Eliminator tool by selecting the **Answer Eliminator** icon on the toolbar.<br><br>When the Answer Eliminator tool is in use on an item with multiple-choice options, a red X appears and "crosses out" the selected answer choice.<br><br>The student disables this feature by selecting the **Answer Eliminator** icon in the toolbar again. | Online system | Embedded |

| Embedded Features | | | |
|---|---|---|---|
| **Feature** | **Details** | **Delivered Via** | **Enabling Instructions** |
| Calculator – Desmos Graphing Graphing (Desmos Graphing)<br><br><br><br>Science (Desmos Scientific)<br><br> | Students will be provided access to the Desmos Calculators within TestNav for the Mathematics and Science assessments.<br><br>Students access the on-screen digital calculator by selecting the **Calculator** icon from the toolbar.<br><br>When the embedded calculator is not appropriate for the student, or if the student is taking the paper test, the student may use an alternative approved physical calculator.<br><br>Approved physical calculators are listed on the ACT Calculator Policy (http://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf). | Online system | Embedded |

| Calculator – TI Graphing | Students can access the TI Calculator within TestNav for the Science assessments.<br><br>Students access the on-screen digital calculator by selecting one of the **Calculator** icons from the toolbar.<br><br>When the embedded calculator is not appropriate for the student, or if the student is taking the paper test, the student may use an alternative approved physical calculator.<br><br>Approved physical calculators are listed on the ACT Calculator Policy (http://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf). | Online system | Embedded |
| Science (TI Scientific) | | | |
| Bookmark items for review | This tool allows students to mark items they will want to review during the assessment.<br><br>The student activates the bookmark tool by selecting the **Bookmark** icon on the toolbar. | Online system | Embedded |

| | The student will then be prompted to review the bookmarked items before leaving the session or the test. | | |
|---|---|---|---|
| Line Reader Mask  | This tool supports students in reading text content by masking surrounding content. To access the tool, the student selects **Show Line Reader Mask** in the user drop-down menu.<br><br>The student can position this tool anywhere on the screen and resize the tool.<br><br>The student can then raise and lower the tool for each line of text on-screen. The Line Reader can be resized, and the size of the reader window can be adjusted.<br><br>To disable the tool, the student can select **Hide Line Reader Mask** in the user drop-down menu.<br><br>The Line Reader can also be used as a general masking tool. The box can be resized by the student to cover content on the screen. The Line Reader Mask box color will change depending on the color contrast option selected. | Online system | Embedded |

| Color Contrast | This feature offers a range of high contrast foreground and background color settings and a low contrast foreground and background color setting.<br>The student will be presented with the default color setting. The student may change the color contrast option or disable this feature during testing by selecting **Contrast Settings** in the user drop-down menu. | Online system | Embedded |
|---|---|---|---|
| Answer Masking | This feature masks all available options for multiple-choice and multiple-select items. The student will uncover answer options when ready by selecting the eye icon next to each answer option. Students can turn on this feature by selecting **Enable Answer Masking** in the user drop-down menu.<br>The student may disable this feature during testing by selecting **Disable Answer Masking** in the user drop-down menu. | Online system | Embedded |
| Highlighter | This tool allows the student to highlight a word or group of words. The student has the option to remove highlighting and select from two highlight color options. The default colors for the highlighter are pink and blue. Different colors will be available when other contrast options are selected. | Online system | Embedded |

| Keyboard Navigation | The student can navigate through the test platform and interact with most features and item content without the use of a mouse. Some item types, such as graphing items, are not fully keyboard operable.<br><br>Students who are fully reliant on a keyboard should be identified to take the assistive technology enabled test form, which will only include keyboard operable items. | Online system | Embedded |
|---|---|---|---|
| Text-to-Speech – English<br><br> | The embedded text-to-speech option provides the student with the option to hear pre-generated text-to-speech content and to see synchronized on-screen text highlighting. Text-to-Speech will be provided for appropriate assessment content.<br><br>The student access controls for the text-to-speech player within a menu for the player. Through this menu, the student can choose one of three rates of speed. The student can also change from the default female voice to an optional male voice.<br><br>Students can use the **Click to Hear** button to listen to a selected sentence or phrase. | Online system | Text-to-speech English is the default assigned to all students. There are no steps needed to enable student access to the embedded text-to-speech support. |
| Select to Listen<br><br> | Students can also listen to content using the **Select to Listen** feature. Students can access this feature, along with the highlighters when they select text with the mouse and then click the **Listen** button. | Online system | Embedded |

| | | | |
|---|---|---|---|
| Directions re-read (text-to-speech) | When using the text-to-speech feature, the student may reread directions multiple times by reselecting the play button. | Online system | Embedded |
| Word-to-word dictionary | For languages other than English, students may be provided a word-to-word dictionary in the student's native language. | Local arrangements | **Test Assignment Steps**<br><br>1. Within PearsonAccess[next], go to **Setup** and select **Students**.<br>2. Search for the student whose test you need to edit and select the check box next to the student name.<br>3. In the **Tasks** pane, select **Student PNP Settings**, and select **Start**.<br>4. One of these 3 test form options must be selected for this accommodation<br><br>    1. **Text-to-speech English**. Access to the built-in text-to-speech in English is the default setting and is available for all students. You don't need to do anything if options 2 or 3, listed below, do not apply.<br><br>    2. **Yes from the Screen Reader: English audio + orienting description** drop-down menu, or<br><br>    3. Check the **Other Form** box for assistive technology other than a screen reader |

| | | | or accommodated paper forms.<br><br>5. Select **Save**. |
|---|---|---|---|
| Scratch Paper | Students may be supplied blank scratch paper (i.e., either unlined, lined, or graph).<br><br>Students with visual impairments may also use braille paper, raised line paper, bold line paper, raised line graph paper, bold line graph paper, or other assistive technology tools that serve the purpose of scratch paper.<br><br>Students are not required to write their names on scratch paper and all scratch paper must be collected by the teacher/proctor after testing is complete. | Local arrangements | No enabling required |
| Line Reader | Students may be provided a physical straight edge tool. | Local arrangements | Embedded |
| Special seating/grouping | Special or preferential seating or grouping may be provided. | Local arrangements | No enabling required |
| Location for movement | Students may be moved to a location that provides space to move, stand, or pace during testing provided that this location will not create a distraction for others and that the student cannot see other students' work. | Local arrangements | No enabling required |
| Separate/alternate location | Students may be moved to a separate or alternate location. For example, a student taking the large print or braille version of the test may need to move to a different location in the room or to | Local arrangements | No enabling required |

| | another location which provides a larger work surface. | | |
|---|---|---|---|
| Minimized distractions | Students may require adjustments to minimize distractions both inside and outside the testing locations. For example, position a student away from windows, doors, walkways, pencil sharpeners, or other distractions. | Local arrangements | No enabling required |
| Food or medication for individuals with medical need | Students with a medical need can be provided access to food or medication during testing as appropriate. | Local arrangements | No enabling required |
| Special lighting | Students may be provided special lighting (bright lights or dimmer lights) as needed. | Local arrangements | No enabling required |
| Adaptive equipment/furniture | Students may be provided access to adaptive equipment or furniture in the testing location. | Local arrangements | No enabling required |
| Wheelchair accessible room | Students who use a wheelchair should be tested in a wheelchair accessible room and provided a work surface that is positioned appropriately for the wheelchair. | Local arrangements | No enabling required |

## Accommodations

### *What Are Accommodations and When Are They Used?*

Accommodations are changes in procedures or alterations to materials designed to provide students with fair and equitable access to assessment content by presenting the assessment in a way that aligns as closely as possible with how the student accesses content in the classroom setting. Accommodations are made available for a student for a specific content area as outlined on the student's IEP, 504, or EL plan.

Students in the following four categories may be eligible to receive accommodations:

1. Students with disabilities who have accommodation needs documented on an Individualized Education Program (IEP);
2. Students with disabilities who have accommodation needs documented on a Section 504 Plan;
3. Students who are learning English (often referred to as English learners [ELs]); and
4. Students who are learning English (often referred to as ELs) with disabilities who have accommodation needs documented on an IEP or 504 plan. In cases where a student is an EL student and also has an IEP or 504 plan, the student is eligible for both the appropriate accommodations for students with disabilities and accommodations for ELs.

Some Utah Core Standards Benchmark Assessments accommodations require that students test in a one-on-one setting. For example, human reader accommodations require a one-on-one testing environment. Each school/LEA may determine the most appropriate way to administer accommodated benchmark testing for their students.

| Accommodations | | | |
|---|---|---|---|
| **Accommodation** | **Details** | **Delivered Via** | **Enabling Instructions** |
| Paper Accommodation | A **large print** (18-point font size) version of the paper test will be printed locally by downloading the test from the secure PearsonAccess[next] documents page, printing the file, and distributed to students who have been identified as requiring a printed assessment as an accommodation.<br><br>A **standard print** (12-point font size) version of the paper test will be printed locally by downloading the test from the secure PearsonAccess[next] documents page, printing the file, and distributed to students who have been identified as requiring a printed assessment as an accommodation.<br><br>Students taking the paper tests can be provided with the following supports that mirror the capabilities that are offered as embedded features in the online system:<br><br>• Blank paper to mask answer options or portions of the test book<br>• A straight-edge or line reader tool<br>• Highlighter to mark important content in passages or items<br>• Pencil to record responses or cross out (eliminate) choices | Printed materials | **Accommodations Assignment Steps**<br><br>1. Within PearsonAccess[next], go to **Setup** and select **Students**.<br>2. Search for the student whose test you need to edit and select the check box next to the student name.<br>3. In the **Tasks** pane, select **Student PNP Settings**, and select **Start**.<br>4. Check the subjects you require accommodations for on Other Form check boxes.<br>5. Check the subjects you require accommodations for on the Paper check boxes.<br>6. Select the subjects you require accommodations for Large Print from the Type of Paper Accommodation drop-down menu. If you need a Standard Print version, instead of Selecting Large Print, select Standard Print instead<br>7. Select **Save** (you will receive a warning message that you must print the test materials found on the PearsonAccess[next] support page).<br>8. Print test book as well as the human reader companion book from the **Support > Documentation** page. Find the test and human reader companion book needing to be printed. Click and download PDF for printing. Please note, the large print tests should be printed on 11x17 paper. |

| Accommodations | | | |
|---|---|---|---|
| **Accommodation** | **Details** | **Delivered Via** | **Enabling Instructions** |
| | • Color overlays to adjust the background (paper) color<br><br>• Post-it flags to "bookmark" items for later review<br><br>• An approved physical calculator from the ACT Calculator Policy (http://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf) | | |
| Braille + Tactile Graphics | A braille version of the paper test will be created locally by downloading the test from the secure PearsonAccess^next documents page, printing the file, and distributed to students who have been identified as requiring a printed braille assessment as an accommodation. For the reading and literacy assessments, students will receive a UEB Contracted Braille format. For the Mathematics and Science Assessments, students can be provided a UEB only format or a UEB with Nemeth format. For some assessments, two separate braille files will be provided. Files provided in .brf format contain items that include braille content only. Files provided in .prn format contain items that include tactile graphics. | Printed materials | **Accommodations Assignment Steps**<br><br>1. Within PearsonAccess^next, go to **Setup** and select **Students**.<br>2. Search for the student whose test you need to edit and select the check box next to the student name.<br>3. In the **Tasks** pane, select **Student PNP Settings**, and select **Start**.<br><br>4. Select the appropriate Braille format for the required test subjects in the Braille + tactile graphics drop-down menu (UEB/Unified English Braille or UEB/Nemeth).<br><br>5. Check the subjects you require accommodations for in the Other Form check boxes.<br><br>6. Select **Save** (you will receive a warning message that you must print the test materials found on the PearsonAccess^next support page).<br><br>7. Print the. brf and .prn files, as well as the human reader companion book, from the **Support > Documentation** page. Find the file needing to be |

| Accommodations | | | |
|---|---|---|---|
| **Accommodation** | **Details** | **Delivered Via** | **Enabling Instructions** |
| | | | printed. Click and download for printing. Please note, there are Braille printing instructions that can be found in the **Support > Documentation** page. |
| Assistive Technology Screen Reader (English audio + orienting description) | A student who is blind or has a visual impairment and relies on a screen reader or screen reader with refreshable braille display to access content in the classroom setting can be provided with a form that has been enabled for use with assistive technology. Students who take the screen reader test may also be provided a full braille test book.<br><br>TestNav supports the use of Job Access with Speech (JAWS), Non-Visual Desktop Access (NVDA), VoiceOver, and ChromeVox as well as a range of refreshable braille devices.<br><br>Students accessing content with a screen reader and refreshable braille device must wear headphones or be tested in a separate environment. | Online system | **Accommodations Assignment Steps**<br><br>1. Within PearsonAccess[next], go to **Setup** and select **Students**.<br>2. Search for the student whose test you need to edit and select the check box next to the student name.<br>3. In the **Tasks** pane, select **Student PNP Settings**, and select **Start**.<br><br>4. Select the subjects you require accommodations for from the Screen Reader: English audio + orienting description check boxes.<br><br>5. Select the appropriate Braille format for the required test subjects in the Braille + tactile graphics drop-down menu (UEB/Unified English Braille or UEB/Nemeth).<br><br>6. Select **Save**.<br><br>7. Print the. brf and .prn files, as well as the human reader companion book, from the **Support > Documentation** page. Find the file needing to be printed. Click and download for printing. Please note, there are Braille printing instructions that can be found in the **Support > Documentation** page |

| Accommodations | | | |
|---|---|---|---|
| **Accommodation** | **Details** | **Delivered Via** | **Enabling Instructions** |
| | | | |
| Speech-To-Text and Other Assistive Technology | Students may use a range of assistive technology hardware and software on test forms enabled for use with assistive technology.<br><br>This includes software and devices compatible with TestNav and permitted for use during a secure test, as well as those used externally on a separate computer.<br><br>Assistive technology support includes alternative input devices such as adaptive keyboards and mice, switch devices, and other approved assistive technology hardware and software.<br><br>If text-to-speech is required in addition to other assistive technology, the student will need to be provided a human reader | Online system (with use of assistive technology) | **Accommodations Assignment Steps**<br><br>1. Within PearsonAccess[next], go to **Setup** and select **Students**.<br>2. Search for the student whose test you need to edit and select the check box next to the student name.<br>3. In the **Tasks** pane, select **Student PNP Settings**, and select **Start**.<br>4. Check the subjects you require accommodations for from the Other Form check boxes.<br>5. Check the subjects you require accommodations for from the Other Assistive Technology check boxes.<br>6. Select **Save** (you will receive a warning message that you must print the human reader companion book found on the PearsonAccess[next] support page).<br>7. Print the human reader companion book from the **Support > Documentation** page. Find the human reader companion book needing to be printed. Click and download PDF for printing. |
| Abacus | An abacus may be provided as a tactile form of scratch paper for students who are blind or have very low visual acuity. | Local arrangements | **Accommodations Assignment Steps**<br><br>1. Within PearsonAccess[next], go to **Setup** and select **Students**.<br>2. Search for the student whose test you need to edit and select the check box next to the student name. |

| Accommodations | | | |
|---|---|---|---|
| **Accommodation** | **Details** | **Delivered Via** | **Enabling Instructions** |
| | | | 3. In the **Tasks** pane, select **Student PNP Settings**, and select **Start**.<br><br>4. Check the boxes for the subjects you require accommodations for in the Abacus check boxes.<br><br>5. Select **Save**. |
| Signed Exact English, directions only | Students may be provided, through a qualified human signer, Signed Exact English (SEE) translations of the assessment directions only.<br><br>-Sign language interpreters will interpret the test directions using the standard text-to-speech form. | Local Arrangements | **Accommodations Assignment Steps**<br><br>1. Within PearsonAccess^next, go to **Setup** and select **Students**.<br>2. Search for the student whose test you need to edit and select the check box next to the student name.<br>3. In the **Tasks** pane, select **Student PNP Settings**, and select **Start**.<br><br>4. Check the boxes for the subjects you require accommodations for Signed Exact English - Directions Only (locally provided).<br><br>5. Select **Save**. |

| Accommodations | | | |
|---|---|---|---|
| **Accommodation** | **Details** | **Delivered Via** | **Enabling Instructions** |
| Sign Language Interpretation | Students who require an accommodation to receive a sign language interpretation of assessment content may be provided signed content by a qualified human signer as outlined in the Interpreter Guidelines for State Standardized Assessment (https://schools.utah.gov/specialeducation/programs/accessibilityaccomodationsassessment?mid=4946&tid=3). Sign language interpreters will interpret the test using the standard text-to-speech form. | Local Arrangements | **Accommodations Assignment Steps**<br>1. Within PearsonAccess[next], go to **Setup** and select **Students**.<br>2. Search for the student whose test you need to edit and select the check box next to the student name.<br>3. In the **Tasks** pane, select **Student PNP Settings**, and select **Start**.<br>4. Check the boxes for the subjects you require accommodations for Sign language Interpretation (locally provided).<br>5. Select **Save**. |
| Translated test directions in student's native language, directions only | Students may be provided, through a qualified translator, translations of the assessment directions only. Translators will translate the test directions using the standard text-to-speech form. | Local Arrangements | **Accommodations Assignment Steps**<br>1. Within PearsonAccess[next], go to **Setup** and select **Students**.<br>2. Search for the student whose test you need to edit and select the check box next to the student name.<br>3. In the **Tasks** pane, select **Student PNP Settings**, and select **Start**.<br>4. Check the boxes for the subjects you require accommodations for Translated test directions in student's native language (locally provided).<br>5. Select **Save**. |
| Translated test in student's native language | Students who require an accommodation to receive a translation of assessment content in their native language may be provided by a qualified translator. | Local Arrangements | **Accommodations Assignment Steps**<br>1. Within PearsonAccess[next], go to **Setup** and select **Students**. |

| Accommodations | | | |
|---|---|---|---|
| **Accommodation** | **Details** | **Delivered Via** | **Enabling Instructions** |
| | Translators will interpret the test using the standard text-to-speech form. | | 2. Search for the student whose test you need to edit and select the check box next to the student name.<br>3. In the **Tasks** pane, select **Student PNP Settings**, and select **Start**.<br>4. Check the boxes for the subjects you require accommodations for Translated test in student's native language (locally provided).<br>5. Select **Save** |
| Cued speech | Students who are deaf, hard of hearing, or have certain types of language or communication disorders with an identified need for cued speech may be provided this accommodation for appropriate assessment content. Cued speech should be provided by a qualified Cued Speech Transliterator.<br><br>Cued Speech Transliterators will interpret the test using the standard text-to-speech form. | Local Arrangements | **Accommodations Assignment Steps**<br><br>1. Within PearsonAccess[next], go to **Setup** and select **Students**.<br>2. Search for the student whose test you need to edit and select the check box next to the student name.<br>3. In the **Tasks** pane, select **Student PNP Settings**, and select **Start**.<br>4. Check the boxes for the subjects you require accommodations for Cued Speech (locally provided).<br>5. Select **Save.** |
| Human scribe | Students who cannot record responses may be provided a human scribe.<br>Any students speaking answers to a human scribe must be tested individually in a separate testing environment. | Local Arrangements | Proctor will log into TestNav as the student and transcribe responses online.<br><br>**Accommodations Assignment Steps**<br><br>1. Within PearsonAccess[next], go to **Setup** and select **Students**.<br>2. Search for the student whose test you need to edit and select the check box next to the student name. |

| Accommodations | | | |
|---|---|---|---|
| **Accommodation** | **Details** | **Delivered Via** | **Enabling Instructions** |
| | | | 3. In the **Tasks** pane, select **Student PNP Settings**, and select **Start**.<br>4. Check the boxes for the subjects you require accommodations for Human Scribe (locally provided).<br>5. Select **Save.** |
| Alternate mouse pointer | A student with a vision impairment such as decreased visual acuity or other perception challenges may benefit from using a mouse pointer that is a larger size or is a different color.<br><br>Enlarged mouse pointers and mouse pointers in a different color may be more visible to some students and offer the student an easier way to track the position of the pointer on the screen.<br><br>Be sure that students select a mouse pointer color that is perceivable against selected color contrast settings.<br><br>Available types of **Alternate Mouse Pointer** are:<br><br>• Medium sized white pointer<br>• Large sized white pointer<br>• Extra-large white pointer<br>• Extra-large black pointer<br>• Extra-large green pointer<br>• Extra-large yellow pointer | Online system | **Accommodations Assignment Steps**<br><br>1. Within PearsonAccess[next], go to **Setup** and select **Students**.<br>2. Search for the student whose test you need to edit and select the check box next to the student name.<br>3. In the **Tasks** pane, select **Student PNP Settings**, and select **Start**.<br>4. Select the subject(s) you require in the **Alternate Mouse Pointer** drop down boxes.<br>5. Select **Save**. |
| Zoom percentage | The Zoom percentage accommodation allows the user in PearsonAccess[next] to set the zoomed percentage on the screen prior to your student | Online System | 1. Within PearsonAccess[next], go to **Setup** and select **Students**. |

| Accommodations | | | |
|---|---|---|---|
| **Accommodation** | **Details** | **Delivered Via** | **Enabling Instructions** |
| | logging in to TestNav. When the student logs in to their form, their screen will already be defaulted to the zoom percentage designated in the Student PNP Settings.<br><br>Available levels of **Zoom Percentage** are 100%, 110%, 120%, 150%, 175%, and 200%. | | 2. Search for the student whose test you need to edit and select the check box next to the student name.<br>3. In the **Tasks** pane, select **Student PNP Settings**, and select **Start**.<br>4. Select the subject(s) you require in the **Zoom Percentage** drop down boxes.<br>5. Select the zoom percentage you require in the subject drop down boxes.<br>6. Select **Save.** |

## Transcribing Answers for Paper Accommodations

Should a student need a paper version of the testlet, as documented in an IEP, Section 504, or EL plan, the student should record answers directly in the paper test book. The teacher/proctor will then need to transcribe the student responses into TestNav after the student finishes testing.

Prior to testing, please be sure to follow the instructions above for indicating a paper accommodation in the student's test assignment page.

The teacher or proctor should print the student's test ticket and log into TestNav as the student, transcribe student answers into the online test form, and submit the test.

# Preparing for the Test Administration

## Eligibility of Students for Utah Core Standards Benchmark Assessments

Ensure that all students are appropriately registered in the school's student information system (SIS), and that these data are accurately represented in PearsonAccess[next]. Test Sessions will be initially created from the UTREX system and assigned by teacher CACTUS ID, course code, and section ID, and will include all students within that course code.

- Verify proper test assignments.
- Compile documentation concerning unique student circumstances that affect testing.
- Check that all students who are expected to test are assigned to the assessment.

## Student Tutorial

The TestNav 8 Tutorial is available for students to use to become familiar with the online tools they will have available during the Utah Core Standards Benchmark Assessments. **It is not an actual test.**

The TestNav 8 tutorial can be found on the Utah Resource page (http://utah.pearsonaccessnext.com/tutorial/) or through the Support documents found on PearsonAccess[next] (https://ut.pearsonaccessnext.com).

The tutorial explains what students will see when they first open TestNav and how they will log in. Students will learn how to navigate through the pages and questions, reviewing and bookmarking test questions, submitting answers, and exiting the test. Students will also learn will learn how to use the tools that could be available on the test and be able to practice using those tools. The TestNav8 Tutorial also provides the students an opportunity to practice answering different types of sample test questions and submitting final answers.

This process will be very similar to what students will see on the actual test. Students may practice on the tutorial as many times as they wish.

It is strongly recommended that students access the tutorial so that they can become familiar with TestNav and the available online tools on the Utah Core Standards Benchmark Assessments.

## Student Demographic Information

Verify that student demographic and accommodation information in PearsonAccess[next] is accurate.

- Student data is loaded into PearsonAccess[next] via Application Program Interface (API). API is a daily transfer of student information from the UTREX system. School personnel should update their UTREx information as needed to ensure that the information loaded into PearsonAccess[next] via API is correct.
- Updates can be made in PearsonAccess[next] to indicate appropriate accommodations and test settings through **Student PNP Settings**. Please refer the Accommodations section of this manual for instructions on editing the student's accommodations.
- Refer to the Testing Accommodations section of this manual for additional information on testing accommodations and testing tools.

# Prepare Staff

PearsonAccess<sup>next</sup> user accounts must be created by the school testing administrator for all technical coordinators, teachers, and proctors prior to test day.

The PearsonAccess<sup>next</sup> site is https://ut.pearsonaccessnext.com.  When logging into PearsonAccess<sup>next</sup>, please be sure that you select the Utah Core Standards Benchmark Assessments administration.
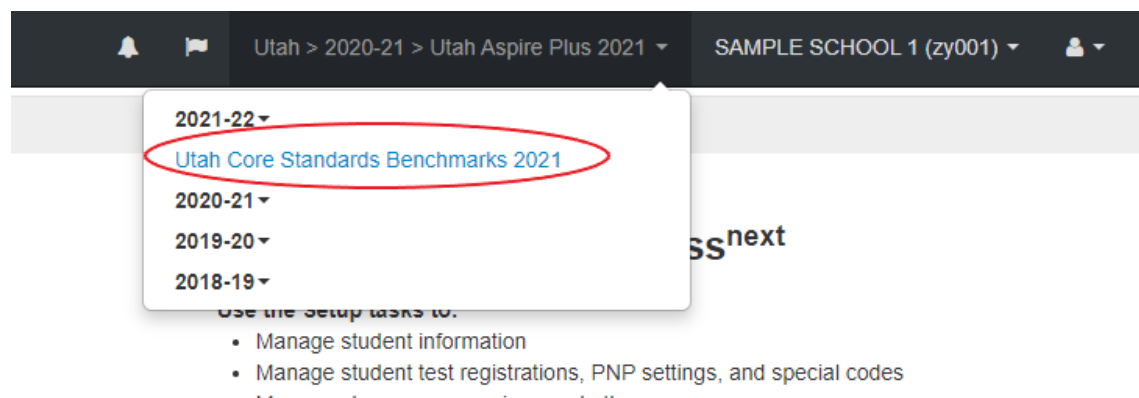


Make sure to read through the test administration manual and be familiar with the online support information about the online test management system, PearsonAccess<sup>next</sup>, and the online testing platform, TestNav. Refer to the following resources as you continue to prepare for administering the assessment:

- Utah Core Standards Benchmark Assessments Test Administration Manual

- PearsonAccess<sup>next</sup> Online Support (https://support.assessment.pearson.com/x/BYDy)

- TestNav 8 Online Support (https://support.assessment.pearson.com/x/BAACAQ)

# PearsonAccess<sup>next</sup> Test Session Management

## Definition of a Test Session

A test session is a group of online testers.  Students participating in online testing must be in a test session in order to take a test. Test Sessions will be initially created from the UTREX system and assigned by teacher CACTUS ID, course code, and session ID and will include all students within that course code. Students may take the benchmark testlets multiple times. Sessions will only be auto created for the initial testlet assignments. To assign a testlet more than one time to the same student, a teacher or administrator will need to manually create a new test session for the testlet administration and assign the student to that session.

Additional information on setting up and managing a session can be found in the PearsonAccess<sup>next</sup> Online Support at https://support.assessment.pearson.com/x/J4Dy and https://support.assessment.pearson.com/x/IoDy.

## Verifying Auto-created Initial Test Session

Prior to the test day (for students taking the testlet for the first time), teachers should verify that all students who are expected to test are present in the auto created session.  Use the following directions to see the students pre-assigned to the session.

1. Within PearsonAccess^next^, in the Utah Core Standards Benchmarks 2021, go to **Setup** and select **Students.** You will see all the students registered to your organization/school for the Benchmark.
2. To see all the sessions within your organization/school, go to **Testing** and select **Sessions.**  The auto created sessions will be named by using the Teacher CACTUS ID, Course Title, and Course Section Number, using a hyphen between Course Title and Course Section Number. Example: 11223 Secondary Math II-2607. The sessions are by Testlet/form code.
    a. Users can search for the session using the Teacher CACTUS ID. Go to **Testing** and select **Sessions**. In the **Find Sessions** search box, type your Teacher CACTUS ID and select the **Search** button.
    b. To narrow down your session list, you may also utilize the additional filter features in the **Filters** box on the left side of the screen.

3. Check the session you wish to review and then select **Students in Session**.

## Create a Test Session (Retakes)

Students may retake testlets as many times as you would like them to.  However, you must create a new session and testlet assignment for them to be able to do so. Test sessions must be created prior to the test day. There are two ways you can create retake test sessions: manual session creation, or test session creation by test assignment import.

## Manual Session Creation (Retakes)

Create sessions through the Create/Edit Test Session Task in PearsonAccess^next^. Use the following directions to manually create a test session.

1. Within PearsonAccess^next^, go to **Testing** and select **Sessions.**
2. In the **Tasks** pane, select **Create / Edit Test Sessions**, and select **Start**.
3. Enter the required fields.
    - Session Name: Create an easily identifiable session name, recommend using teacher CACTUS ID to keep consistent auto created session naming convention.
    - Organization: Select your organization (school or district) from the Organization dropdown menu if it is not already selected.
    - Test Assigned: Select the appropriate test.
    - Form Group Type: Select Main.
    - Scheduled Start Date: Select the date of the test session.
    - Precaching Computer: Discuss this option with the technical coordinator to determine what should be selected. If your school isn't proctor caching, a No Proctor Caching option should be selected.
4. If you want to add students, use the following steps. Please note, students cannot be added to retake sessions until they have an updated test assignment. See *Manually Update Test Assignment Settings for a Student Section* below. If this step has already been completed, then you can add students.
    a. Select the **Students** field to see a list of available students.
    b. Select the student you want to add to the session.
    c. Repeat these steps to add additional students.

**NOTE:** You can remove a student by selecting the "x" next to the student name.

5. Select **Create**.
6. Repeat steps 1–5 to create additional sessions.
7. Select **Exit Tasks** when you are done creating sessions.

Instructions for creating test sessions can also be found within the PearsonAccess[next] Online Support at https://support.assessment.pearson.com/x/KoDy for directions.

### *Manually Update the Test Assignment Settings for a Student*
To manually update a student's test assignment settings, use the following directions.

1. Go to **Set Up > Students.**
2. Find your student**,** and check box next to student.
3. Go to **Select Task**. Click on Manage Student Tests. Select **Start**.
4. Verify the testlet that is needed for retake, is in a completed status for that student.
5. Click **Create Student Tests**.
6. Select student from drop down, then select testlet from drop down, then select organization from drop down. Select **Online** from Type. Enter in CACTUS ID.
7. Select Text to Speech box if student has no accommodations. If accommodations are needed, make appropriate accommodation selection (see Accommodation section).
8. Select **Create**.
9. Repeat for the all students you want to add to a manually created session for a retake.

Once this is completed for all students that are part of the retake, then they can be added to a session. See above section Manual Session Creation (Retakes).

## Session Management - Create/Move through Import/Export Process
Use the following directions to create test sessions, add students to test sessions or move students from one session to another existing session.

### *Prepare the Session Create/Move File*
1. Within PearsonAccess[next], go to **Setup** and select **Import / Export.**
2. On the Import / Export screen, in the Task drop down, select **Session Create/Move Export,** and then select **Process**.
3. Open the exported .csv file.
   a. The session name field will be blank for students not currently in test sessions.
   b. To move these students in to a test session, populate the **Session Name** in that column of the exported file.
   c. If the populated session name doesn't exist in the system, the system will auto-create the session.
   d. For students currently in a test session, populating a different session name in the **Session Name** column will move that student to a new session.
4. Save your edited exported .csv file.
5. From the **Import / Export** screen, from the **Type** drop down box, select **Session Create/Move Import.**
6. Select **Process.**

**Note:** You can find more information and acceptable values for the **Session Create/Move Import** file on the Utah Aspire Plus Resource Center at this location: http://utah.pearsonaccessnext.com/training/

7. Select **Exit Tasks** when you are done creating sessions.

## Import the Session Create/Move File

1. Go to **Setup** and select **Import/Export Data**.
2. In the **Tasks** pane, select **Import/Export Data**, and select **Start**.
3. In the **Type** dropdown, select **Session Create/Move Import.**
4. Choose the .CSV you previously saved and select **Process**.

## Confirm that All Records Have Been Successfully Imported

1. The **View File Details** screen will appear. Refresh the screen by selecting the refresh icon at the top of the screen.
2. When the file has completed processing, a green box with the message "Complete" or a red box with the message "Complete with issues" will appear on the screen. Two messages will also appear: the number of successful records, and the number of error records, if any.
3. If there are errors in the processing file, messages will appear at the bottom of the screen. Error messages will indicate the specific field(s) that caused the error.  The record number listed will match the row of the .CSV file that caused the error.

Correct the rows that had errors and repeat the steps 1 through 3 until all records import successfully.

## Prepare Test Sessions

The teacher or administrator should prepare test sessions prior to testing day. One a session is prepared it is ready to be started. Use the following directions to prepare a session.

1. Within PearsonAccess^next, go to **Testing** and select **Sessions.**
2. Search for the session name(s) that will be administered in the upcoming days and select the check box(es) next to the session name(s).
3. In the **Tasks** pane, select **Show Students in Sessions & Control Sessions**, and select **Start**.
4. To prepare a single session, select the session name in the Session List pane. Select Prepare Session.

**NOTE:** The session(s) will be marked "Ready," but they will not be started yet. See directions below to start a session.

Instructions for preparing a session can also be found within the PearsonAccess^next Online Support at https://support.assessment.pearson.com/x/24F8AQ.

## Start and Unlock a Test Session

Use the following directions to start a session.

1. Within PearsonAccess^next, go to **Testing** and select **Sessions.**
2. Search for the session name(s) that will be administered in the upcoming days and select the check box(es) next to the session name(s).
3. In the **Tasks** pane, select **Show Students in Sessions & Control Sessions**, and select **Start**.
4. Select **Start Session** for each test session that you would like to make active. The session will now show as "In Progress."

5.  Select the slider at the top of the screen to unlock the session.

Instructions for starting and unlocking test sessions can also be found within the PearsonAccess[next]
Online Support at https://support.assessment.pearson.com/x/JoDy.

## Delete a Test Session

Use the following directions to delete a session. Note that all students must be removed from a session
before it can be deleted.

1.  Within PearsonAccess[next], go to **Testing** and select **Sessions.**
2.  Search for the session name by typing in the session name or using the filters. Select the
    checkbox next to the session name.
3.  In the **Tasks** pane, select **Delete Sessions**, and select **Start**.
4.  Select the check box next to the session to confirm you want to delete it.
5.  Select **Delete**.

Instructions for deleting test sessions can also be found within the PearsonAccess[next] Online Support at
https://support.assessment.pearson.com/x/KIDy.

## Assign/Add Students to Test Sessions

Use the following directions to assign/add students to a session that has already been created.

1.  Within PearsonAccess[next], go to **Testing** and select **Students in Sessions.**
2.  Select a session from the Session List or add the session to the Session List to see students in
    that session.
3.  In the **Tasks** pane, select **Add Students to Sessions**, and select **Start**.
4.  In the **Session** dropdown, select the session to which students need to be added.
5.  Search to find a specific student(s) in the **Find available students** field or select **Show all results**
    from the **Search** menu.
6.  Check the box next to each student you want to add to the session, and then select **Add**.

7. Select **Exit Tasks** when you are done adding students. Instructions for adding students to a test
session can also be found within the PearsonAccess[next] Online Support at
https://support.assessment.pearson.com/x/K4Dy.

**Note: If a student is not listed, make sure that the student information is correctly listed in UTREX.  All
students are uploaded through UTREX. Once students are added in to UTREX, they should be available
in PearsonAccessnext within 24-48 hours. If you have questions about UTREX, please contact the
UTREX help desk at utrexhelp@schools.utah.gov.**

## Remove Students from a Test Session

1.  Within PearsonAccess[next], go to **Testing** and select Students in **Sessions.**
2.  Select a session from the Session List or add the session to the Session List to see students in
    that session.
3.  Select the check box next to the student to be removed from the session.
4.  In the **Tasks** pane, select **Remove Students from Sessions**, and select **Start**.
5.  Select the check box next to the students and select **Remove**.

Instructions for removing students from a test session can also be found within the PearsonAccess[next] Online Support at https://support.assessment.pearson.com/x/nAAHAQ.

## Move Students from One Test Session to Another

Use the following directions to move a student from one session to another.

1. Within PearsonAccess[next], go to **Testing** and select **Students in Sessions.**
2. To see students in a specific session, select or add the session to the Session List.
3. Select the check box next to the student who needs to be moved to another session.
4. In the **Tasks** pane, select **Move Students Between Sessions**, and select **Start**.
5. In the **Sessions** search box, start typing the session to which the student needs to be moved to, and select the session name when it appears. Note that the session to which the student is currently assigned will be marked with a shaded check mark. If you need to create a new session rather than add a student to an existing session, select **Create Session**, enter the required details, select **Create**.
6. Select the check box under the session to which you want to move the student.
7. Select **Move**.
8. Select **Exit Tasks** when you are done.

Instructions for moving a student from one test session to another can also be found within the PearsonAccess[next] Online Support at https://support.assessment.pearson.com/x/oQAHAQ.

## Edit a Student Test

Use the following directions to edit a student test.

1. Within PearsonAccess[next], go to **Setup** and select **Students**.
2. Search for the student whose test you need to edit and select the check box next to the student name.
3. In the **Tasks** pane, select **Manage Student Tests**, and select **Start**.
4. Select the testlet you need to edit.
5. Make the required edits to the student test.
6. Select **Save**.
7. Select **Exit Tasks** when you are done.

Instructions for editing a student test can also be found within the PearsonAccess[next] Online Support at https://support.assessment.pearson.com/x/UwMcAQ.

# Test Device Management

Schools must be aware of the following scenarios that can occur during testing, and how to address them.

## Loss of Connectivity

If a student temporarily loses connectivity during the test, the student must be resumed in PearsonAccess[next] once connectivity has been established. Refer to "Resume/Resume Upload Sessions" in the "PearsonAccess[next] Test Session Management" section for directions on how to resume a student test.

If connectivity issues continue to occur, contact your technical staff. If issues continue to occur, contact the Pearson Help Desk at 1-877-227-5009.

## Device Failure

If as student has been logged out of TestNav, and appears in Exited status in PearsonAccess[next], due to device failure, and needs to resume testing on a different testing device, the student status needs to be changed to Resume Upload. Follow the steps in "Resume/Resume Upload Sessions" in the "PearsonAccess[next] Test Session Management" section to locate the student response file and resume the student test on the new device.

## Chromebooks

Take into account the following considerations when using Chromebooks for testing.

### *Set Up Secondary Save Locations in PearsonAccess[next]*

When setting up ProctorCache in PearsonAccess[next], creating secondary save locations is highly recommended to ensure a successful online testing experience. District and school testing administrators should confirm with local IT staff that secondary save locations have been configured prior to the test administration to ensure successful capture of student responses. For Windows, Mac, and Linux testing machines, you may use a network share or an SFTP server as your secondary SRF location. For Android, iOS, or ChromeOS, you should utilize an SFTP server for a secondary SRF location. Refer to https://support.assessment.pearson.com/x/LIDy for instructions on configuring response file backup locations.

### *Check Managed Chromebook Settings*

Prior to testing, check your managed Chromebook settings to ensure that everything is properly set for your environment and that all student Chromebooks being used for testing are properly enrolled and managed. **NOTE:** Take extra precautions to ensure that your Chromebooks are not set to erase data when rebooted, because this setting can cause issues during testing.

### *Ensure Wireless Access Points Can Support the Number of Chromebooks Used*

If you notice many dropped connections or network connection errors, make sure your Wireless Access Point can support the number of Chromebooks that are connecting to it at the same time. If you have a Wireless Access Point in each room and still are experiencing issues, ask your IT staff to confirm that the Chromebooks are connecting to the Access Point in the room and not to another nearby access point. For more information or concerns about local wireless setup, please consult with your local IT staff.

### *Properly Exit Tests After Completing a Test*

If a student must be away from their Chromebook, be certain they properly exit the test by clicking on the user drop-down menu at the top right of the screen and choosing **Sign Out of TestNav**. If the student exits by clicking the red X in the upper right corner or otherwise closes the Chromebook without completing this process, it can cause issues communicating properly with Pearson. **NOTE:** This issue also can occur if the student leaves the Chromebook open but logged in, and the device then goes to sleep.

### *Track Student Testing Devices*

Keeping records during testing to specifically determine which students use which devices is imperative to resolve potential errors and assist in troubleshooting. This solution does not have to be computer-

based. Something as simple as a paper notebook with a written record that can be referenced if needed is sufficient.

## Teacher Review of Test Items

Teachers can preview the test items by logging into PearsonAccess[next] using a simulated student registration called **Teacher Review**. There is one Teacher Review student loaded for each school with all of the available testlets assigned to the Teacher Review student. These testlets are in auto-created sessions that contain one testlet per session. Teachers can print test tickets and log in to TestNav, just as a student would, and review the items by tabbing through each test question. While reviewing the test in TestNav, please do not try to take the test and submit the test at the end. If test is submitted, a new test assignment must be created for users to view the test again.

After students have completed a testlet, teachers can also review the test items using the Standards Analysis Report.

## Test Day Set Up

- Ensure all materials for the test, including student testing tickets are printed and/or prepared for the students.
- Launch the TestNav application on the testing computers.
- Start the test session in PearsonAccess[next]

## Administering the Online Tests

Teachers or proctors will help students log in to their assessments by reading the directions for administration. All directions are indicated by the word "SAY" and are in **bold** type. Teacher/proctor directions are in *italics*. **Read these directions exactly as they are written**. Follow the test-specific instructions for administering each test.

Ensure the following steps have been taken before reading the test administration directions.

- Ensure that blank scratch paper, pencils, headphones, appropriate test materials, and student testing tickets are distributed.

- Make sure students do not have cell phones, smart watches, or devices with internet, recording, or communication capabilities during testing. Any devices should be turned off and put away prior to testing.

- Have students clear their desks of everything but their testing device and allowed test materials.

- Unlock the test session in PearsonAccess[next] by selecting the unlock icon on the slider on the Students in Sessions screen.

- Ensure the TestNav app is launched on each device students will use for testing. Ensure that all students have headphones and a keyboard. Instructions on setting up TestNav is available at https://support.assessment.pearson.com/x/HgACAQ. For information on launching TestNav, select the Setup link for your specific device.

- Hand out the student testing tickets. Teachers or proctors may help students log in. For information on generating student testing tickets from PearsonAccess[next], refer to

PearsonAccess<sup>next</sup> Online Support at [https://support.assessment.pearson.com/x/HxpgAQ](https://support.assessment.pearson.com/x/HxpgAQ). Note that each testlet will have its own student testing ticket.

Once testing begins, actively proctor the test session and document any testing anomalies that occur. Students who finish quickly should be encouraged to check their answers before submitting the test for scoring.

## Online Test Directions

**SAY You are now ready to take the [Content and Name of Benchmark testlet]. The Benchmarks are designed to give students an opportunity to demonstrate strengths with specific knowledge, skills, and abilities outlined in the Utah Standards. Please review your responses before you click Submit.**

# Administering the Paper Tests

Paper tests are only administered if the student has been assigned a standard print, large print, or braille accommodation. These accommodations should be assigned to the student prior to the testing day.

Standard print, large print, and braille versions of the test can be accessed from the secure PearsonAccess<sup>next</sup> documents page by logging in to PearsonAccess<sup>next</sup> and going to **Support>Documentation**. These files can be downloaded and printed locally. Testing administrators or proctors will hand out paper test materials to students. They will then read the directions for administration. All directions are indicated by the word "SAY" and are in **bold** type. Teacher/proctor directions are in *italics*. Follow the test-specific instructions for administering each test.

Ensure the following steps have been taken before reading the test administration directions.

- Ensure that blank scratch paper, pencils, and appropriate test materials are distributed.

- Make sure students do not have cell phones, smart watches, or devices with internet, recording, or communication capabilities during testing. Any devices should be turned off and turned away prior to testing.

- Have students clear their desks of everything but their testing device and allowed test materials.

Once testing begins, actively proctor the test session. Students who finish quickly should be encouraged to check their answers before they turn in their test.

## Paper Test Directions

For paper test directions use the Human Reader Companion book.

# Resume Student Tests

During testing, you may need to update a student's testing status within a test session. If a student is set to Exited status, either because the student purposely exited from the test or due to a device or connectivity issue, the student can be resumed in PearsonAccess<sup>next</sup> and allowed to continue testing.

- **Resume** uses only the test data last sent to the Pearson server, rather than data saved on a specific testing computer.

Use the following steps to resume a student test.

1. From the **Students in Sessions** screen, select a session from the Session List.

2. Search to find the student whose status you want to view.
3. Select the arrow next to the student status and select **Resume**.

Instructions for resuming a student test can also be found in the PearsonAccess^next Online Support at https://support.assessment.pearson.com/x/JIDy.

## Teacher/Proctor Post-test Activities

### Remove Students in Ready Status

Students in Ready status should be removed from test sessions before the test session is stopped.

1. Within PearsonAccess^next, go to **Testing** and select **Students in Sessions.**
2. Select a session from the Session List to see students in that session. If your session is not listed, type a session name in the search field, select the check box next to the session, and select **Add Selected**.
3. Select the check box next to any students who are in ready status.
4. In the **Tasks** pane, select Remove **Students from Sessions**, and select **Start**.
5. Select the checkbox next to each student's name to confirm your selection.
6. Select **Remove**.

### Mark Tests Complete

Test sessions cannot be stopped in PearsonAccess^next until all students in the session are in a **Completed** or **Marked Complete** status. **NOTE:** Students with Ready statuses **should not** be marked complete. Any students in a **Ready** status should be removed from the session. To mark a test complete for a student who has an uncompleted test attempt, use the following instructions.

1. From **Students in Sessions**, ensure that the appropriate session is selected.
2. Select the check box next to the student who needs to be marked complete.
3. In the **Tasks** pane, select **Mark Tests Complete**, and select **Start**.
4. Select the check box next to the student name to confirm your selection.
5. Type a reason.
6. Select **Mark Complete**.

Directions for marking tests complete can be found at https://support.assessment.pearson.com/x/igQHAQ.

## Accessing Student Results

Student results will be available within PearsonAccess^next. Teachers will be able to access results for students who are in their organization. Instructions for accessing on-demand reports are available at https://support.assessment.pearson.com/x/HQdgAQ. Teachers and administrators can use filters and/or groups to narrow down the results to view individual student results by class, test, teacher, and/or test session.

## OnDemand Reports

OnDemand reports provide a school-wide list of student test results. The OnDemand report will list each student's percent earned on a testlet. The on-demand reports can be downloaded as pdf, xlsx, or csv formats.



## Student Performance Item Level Report

The Student Performance Item Level Report provides teachers and administrators with information about how students performed on individual test items.

1. Within PearsonAccess[next], click on **Reports** and select **Student Performance Item Level.**
2. Use the **Filters** box on the left side of the screen to sort and narrow your search by **Organization**, **Subject Name**, **Testlet Name**, **Group**, and/or **CACTUS ID**.

3. After filtering, student(s) results are displayed on the screen with column headers for **Student**, **Tested Submitted Date**, **Score**, **Points Correct,** and **Points Possible.**



To view a more detailed report, **click** the blue "information" icon next to the student's name. The detailed Student Performance Item Level report will appear on the screen. **Statewide Student ID**, **Date of Birth**, **Testlet Name**, **District**, **School**, and **Tested Submitted Date** are located at the top of the report.



4. The Item Level Report is below the student's information. At the top of the report are the headers, **Question**, **Correct Response**, **Student Response**, **Performance**, **Points Earned**, **Points Possible**, and **Standards.**
5. The **Correct Response** and **Student Response** column values are described below:
   A. Multiple Choice – A multiple choice item will display A, B, C or D in the **Correct Response**, and **Student Response** columns.
   B. n/a - Indicates that the item is an interactive item (i.e., drag and drop or technology enhanced) that is not able to be reported in the **Correct Response**, and **Student Response** columns. However, student points earned for interactive items is included in the **Points Earned** and **Points Possible** columns.
   C. D : B – Two (or more) letters separated by a colon, indicates a multi-part multiple choice item.

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D.  C : n/a -  A letter separated by a colon and then an "n/a", indicates a multi-part item that consists of a multiple-choice component and an interactive component.
6.  The **Performance** column gives the percentage of points received of the points possible. It also displays an icon that indicates whether the student answered the question(s) correctly, incorrectly, partially correct, or if they didn't answer the question at all.

| ✅ | Correct Response |
| ◑ | Partially Correct Response |
| ○ | Incorrect Response |
| --- | No Response Received |
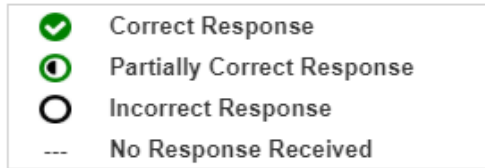
7.  **Points Earned** is how many points the student received for the question. The **Points Possible** on a question can be found in the column to the right of the **Points Earned** column.
8.  The **Standards** column gives the standard that was assessed by the question. A detailed description of the standard can be found at the bottom of the report.

# Standards Analysis Report

The Standards Analysis Report provides teachers and administrators with a report of the standards assessed by test questions and information about how students performed.

1.  Within PearsonAccess^next, click on **Reports** and select **Standards Analysis Report.**
2.  Use the **Filters** box on the left side of the screen to narrow the focus of the reports you would like to view.  Filters include: **Organization Name**, **Testlet Name**, **Form Code, Group**, **Session Name**, and **CACTUS ID**.

**Standards Analysis Report**

Filters      Clear  Hide
Organization Name*
| SAMPLE SCHOOL 1 (zz... ✕ | ▾ |

Testlet Name*
| English Grade 9 Editing ... ✕ | ▾ |

Form Code*
| Standard Form | ⌄ |

Session Name
| Select one or more |

CACTUS ID
| Starts with |

Tested Submitted Date (yyyy-mm-dd)
| Starts with |

☐ Show Students

**Important Note**: You'll notice 3 different form codes (Other Form, Screen Reader Form, and Standard Form) in the **Form Code** dropdown filter (see example in the image below). Select the code **Standard Form** to view results for individuals who did not use assistive technology to take the assessment. Select **Other Form** to view test results for individuals who used non-screen reader assistive technology to take the assessment. **Select Screen Reader Form** to view test results for individuals who used screen reader assistive technology to take the assessment.

Form Code*

| Standard Form ⌄ |
|---|

3. After filtering, questions and student results are displayed on the screen with the column headers, **Question, Standards, Correct, Incorrect, and Partial**.

| Total Students Reported: 16 | | | | 🖶 Download |
|---|---|---|---|---|
| **Question** | **Standards** | **Correct** | **Incorrect** | **Partial** |
| Question 1 ⓘ | ES.1.2.d ⓘ | 13 (81%) | 3 (19%) | 0 (0%) |
| Question 2 ⓘ | ES.1.1.b ⓘ | 12 (75%) | 4 (25%) | 0 (0%) |
| Question 3 ⓘ | ES.1.1.b ⓘ | 11 (69%) | 5 (31%) | 0 (0%) |
| Question 4 ⓘ | ES.1.2.d ⓘ | 10 (63%) | 6 (38%) | 0 (0%) |
| Question 5 ⓘ | ES.1.1.e ⓘ | 9 (56%) | 7 (44%) | 0 (0%) |

3. To view an item and information about student performance on the item, **click** the blue "information" icon next to question. This will load an item preview screen.
4. To see a detailed description of the standard that is listed in the Standards column, **click** the blue "information" icon next to the standard you wish to view.

# Test Preview Report

The Test Preview Report provides teachers and administrators a chance to preview test questions that are on the Benchmarks testlets. You can view questions that by individual standards or all standards on each subject/testlet. Within PearsonAccess[next], click on **Reports** and select **Test Preview Report.**

1. Use the **View Items** dropdown boxes at the top of the screen to filter your search by grade/subject and form. You can also use the standards dropdown box to show you individual standards or all standards.

# Test Preview Report

**View Items**

English Grade 9 Editing Form ▾     Standard Form     ▾

All Standards ▾

Question 1
Question 2

## Reporting Groups

Teachers and Administrators will be able to create reporting groups. A reporting group is a group of student tests. This lets a teacher/administrator be able to create their own specific rosters of student scores.

1. Within PearsonAccess^next, go to **Reports** and select **Reporting Groups.**

Reports     Test Config

Operational Reports
Reporting Groups
Published Reports
OnDemand Reports
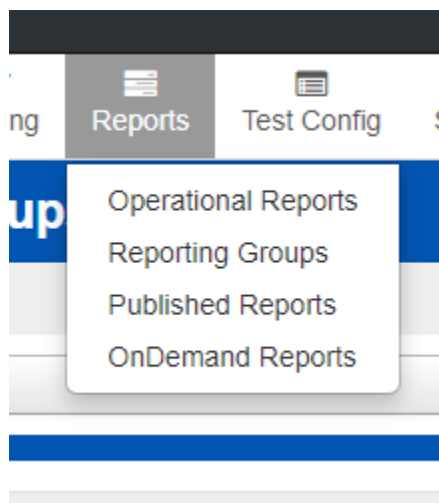
2. Select down arrow next the Start button.  Select **All Tasks** and select **Start**.
3. Teachers will be able to see all students and all groups. Select **Create/Edit Reporting Groups.**

4.  Select **Organization** from drop down.
5.  Name your group. This can be any name that helps identify the group of students.
6.  As an optional field, you can provide a description of the group.
7.  Click on **Create**.

PearsonAccess^next

Tasks for Reporting Groups

| Create / Edit Reporting Groups | Manage Student Tests in Reporting Groups | Assign Users to Reporting Groups | Delete Reporting Groups |

**REPORTING GROUPS (0)**

⊕ New Reporting Group

**DETAILS**

New Reporting Group

Organization*
[ PROVO HIGH (38704)    × ▾ ]

Name*
[ Pat T RG ]

Description
[ RG 1| ]

* Required

[ Create ]  [ Reset ]

8.  Go to **Manage Student Tests in Reporting Groups.**
9.  Select students you want in your group that you can filter on in the OnDemand Reports.
10. Click **Save**.
11. Go to **Assign Users to Reporting Groups**.
12. Select **Reporting Group.**
13. Type the username in either of the Authorized Users boxes.
14. Click on **Save**.

Tasks for Reporting Groups

| Create / Edit Reporting Groups | Manage Student Tests in Reporting Groups | Assign Users to Reporting Groups | Delete Reporting Groups |

**Authorized Users**

[                    ]  [ Assign to selected reporting groups ]

Assign Users to Reporting Groups

| ☐ | Reporting Group | Organization | Authorized Users |
|---|---|---|---|
| ☑ | Pat T RG | LAKEVIEW SCHOOL | pat |
|   |   |   | pat.taylor@pearson.com |

* Required

[ Save ]  [ Reset ]

| Create / Edit Reporting Groups | Manage Student Tests in Reporting Groups | Assign Users to Reporting Groups | Delete Reporting Groups |

**Success**
Successfully updated the authorized users.

**Authorized Users**

[                    ]  Assign to selected reporting groups

Assign Users to Reporting Groups

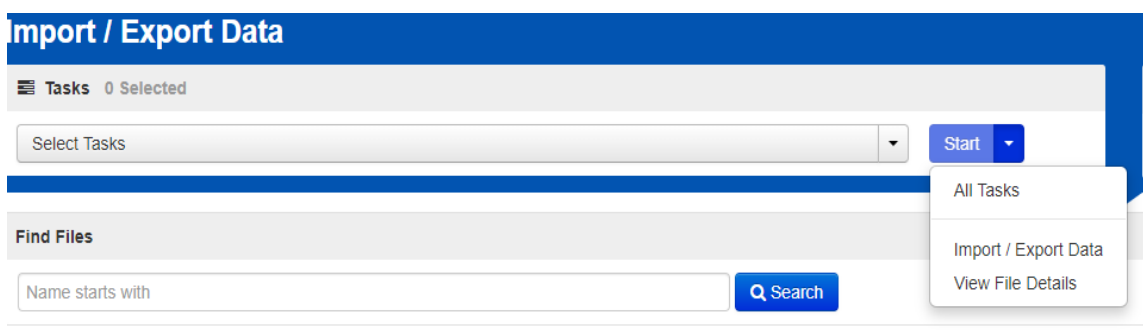| | Reporting Group | Organization | Authorized Users |
|---|---|---|---|
| ☐ | Pat T RG | LAKEVIEW SCHOOL | ✕ pat.taylor@pearson.com |

* Required

Save    Reset

## Setting Up Reporting Groups by Export/Import

Administrators and teachers can also set up report groups via the export/import process.

1.  Within PearsonAccess^next, click on **Setup** and select **Import/Export Data.**

PearsonAccess^next

🏠 Home    ⚙ Setup    ☑ Testing    ≣ Reports

Import / Export Data
Students
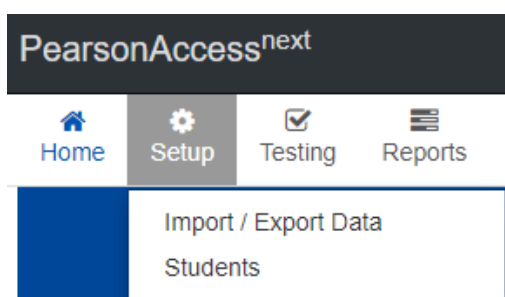
2.  Click on the **Start button dropdown** and select **Import/Export Data**.

**Import / Export Data**

≣ **Tasks** 0 Selected

Select Tasks [ ▼ ]    Start [ ▼ ]

All Tasks

Import / Export Data
View File Details

**Find Files**

Name starts with    🔍 Search

3.  Select **Student Test Reporting Group Export**.
4.  Check **Include Attempts** and select **Process** your export request.

5. After the export is complete, click on **Download File**.



6. Open download file and fill in the **Reporting Organization Code** and the name of the **Reporting Grou**p you want to create and/or add students to existing groups.
7. Save your file in .csv format.
8. Go to PearsonAccess[next], click on **Setup** and select **Import/Export Data.**
9. Select **Student Test Reporting Group Import**.
10. After Reporting Groups have been created with students, an export of the groups can be pulled to assign users.
11. Go to PearsonAccess[next], click on **Setup** and select **Import/Export Data.**

12. Select **User Reporting Group Export**.
13. Use the export to update and/or add users to groups file example.
14. Save as a .csv file.
15. Go to PearsonAccess^next, click on **Setup** and select **Import/Export Data.**
16. Select **User Reporting Group Import**.
17. All Reporting Groups set up for your organization (school) will show in the option list. Use the Filter options to bring up your reporting groups.



## Additional Training Resources

For additional training and tutorial resources for reporting, please visit PearsonAccess^Next at http://ut.pearsonaccessnext.com/. Please follow these steps to access training materials.

1. Within PearsonAccess^next, click on the **Support** tab and select **Documentation.**
2. From the Support "Categories" on the left-hand side of the screen, check **Reporting Resources.**



3. Select the training/tutorials you want to view.