

Test Administration Manual



CORE STANDARDS

BENCHMARKS



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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 ...

Monday–Friday

Then the hours are ...

6: 30 a.m.–4 p.m. MT

Phone and Email

If you are calling about ...

Test Administration, PearsonAccess^{next},
Technology Issues, Packaging and Delivery,
Test Materials, Test Procedures, Reporting,
Editing Test Accommodations, Additional
Orders

Then contact ...

Pearson Help Desk

Phone: (877) 227-5009

[Chat](#)

[Help Desk Support Form](#)

General Information

Aliese Fry

Phone: (801) 538-7568

Email: aliese.fry@school.utah.gov

Testing Ethics Policy

Kim Rathke

Phone: (801) 538-7876

Email: kim.rathke@schools.utah.gov [mailto:](#)

Accommodations and Special Education

Jessica Wilhelm

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Information to have available that will be helpful when contacting the Pearson Help Desk:

- LEA (district or charter) or school testing administrator name
- SSID(s) of affected student(s)
- 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:
 - Secure browser installation (to individual machines or network)
 - Wired or wireless Internet network setup.

If you are contacting 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 & Hardware and Software Requirements](#).

Introduction

The Utah Core Standards Benchmarks Assessments are a productivity tool for Utah teachers and students that focus on the Utah Core Standards. Participation is determined locally and is not required by the USBE. Student results are provided for LEA and school use; no Benchmark student results are collected by the USBE.

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 are 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

Confidentiality and Security

- The Utah Core Standards Benchmarks Assessments are secure and not public assessments. After students have completed a benchmark, educators can review and share items and classroom-level responses with students in a whole class setting. Individual student results can be shared with online students via Zoom, Google Classroom, or other third-party communication software in a one-on-one conference with the student. Student results should not be shared over unsecured communication methods like personal email or text messages.
- Educators cannot copy, paste, photograph, place test questions, writing prompts, reading passages, or science clusters into presentations or other assessments, record themselves sharing student responses, or share test items outside of the classroom instructional level.

Considerations for sharing Benchmark Testlet results in a classroom setting should include:

- How to discuss/present classroom-level data without revealing Personally Identifiable Information (PII) on any test item
- How to provide equitable instruction to students with a Parental Exclusion for Benchmark Testlets who do not have access to the assessment

Testing Ethics Policy

It is important that every staff member involved in the administration of the Utah High School Benchmark assessments receive training in testing ethics and carefully follow the directions for administration as outlined in the Standard Test Administration and Testing Ethics Policy. Testing Ethics training is provided under the direction of each LEA assessment director. This policy is approved by the USBE and updated as needed. For information regarding the Standard Test Administration and Testing Ethics Policy Training, please contact Kim Rathke at kim.rathke@schools.utah.gov.

Administration Schedule

The Utah Core Standards Benchmark Assessments will be available to be administered starting in August 2022 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 questions on the administration schedule you may contact Aliese Fry at aliese.fry@school.utah.gov or Kim Rathke at kim.rathke@schools.utah.gov.

Assessment Staff Roles and Responsibilities

Staff Roles

Task	District Test Administrator	School Testing Administrator	Technical Coordinator	Teacher	Proctor
Create user accounts in PearsonAccess ^{next} Operational Site and Training Center accounts	✓	✓			
Ensure technical readiness for LEA	✓				
Work with technical coordinator to prepare all testing devices		✓			
Coordinate accommodations assignments		✓			
Oversee test session management (e.g., including preparing and starting sessions, and printing student testing tickets)		✓		✓	✓
Coordinate issue resolution		✓			
Ensure testing personnel abide by the testing policies and procedures		✓			
Complete post-test activities in PearsonAccess ^{next} (e.g., marking tests complete and remove tests in ready status from sessions)		✓		✓	
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			✓		
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 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				✓	✓

More detailed information regarding staff roles is listed below.

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. 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 coordinating test operations. School testing administrators oversee accommodations assignments, session management, create user accounts for teachers, school technical coordinators, and proctors. Administrators can access on-demand reports. 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

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

The teacher is responsible for testing activities within a testing room and must be in the room for the entire test session. Teachers can access on-demand reports and will be able to add their own reporting groups. Teachers along with proctors 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
- Post-test activities (e.g., marking tests complete and remove tests in ready status from sessions)

Proctor Responsibilities

The proctor is responsible for testing activities within a testing room and must be in the room for the entire test session. Proctors along with teachers are responsible for the following tasks:

- Help distribute and collect student testing tickets
- Help students log in to TestNav, as necessary
- Session management activities (e.g., including preparing and starting sessions, and printing student testing tickets)
- 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.

- **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 [here](#).
- **Allowed Materials**
 - Headphones
 - Scratch paper
 - 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.

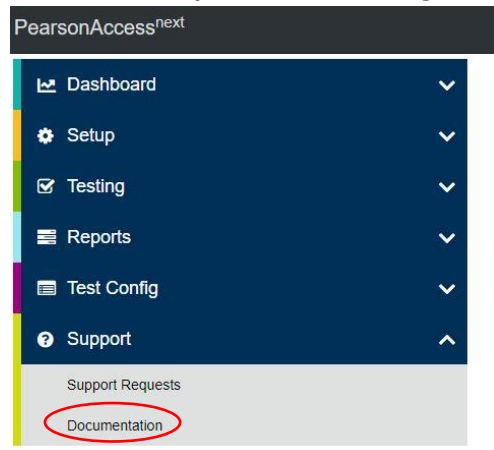
- Calculators with programs or documents must have programs and documents removed, tape must be removed from calculators with paper tape, sound must be turned off on all calculators, power cords must be removed, and infrared data ports must be completely covered.

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](#):
 - 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.
- 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.

- **Paper Accommodated Materials**

- **Prior to test day, teachers should go to PearsonAccess^{next} at Support>Documentation.**



- **Teachers can download and print any paper accommodated materials needed for benchmark testing (e.g., standard print, large print, and braille documents).**

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:

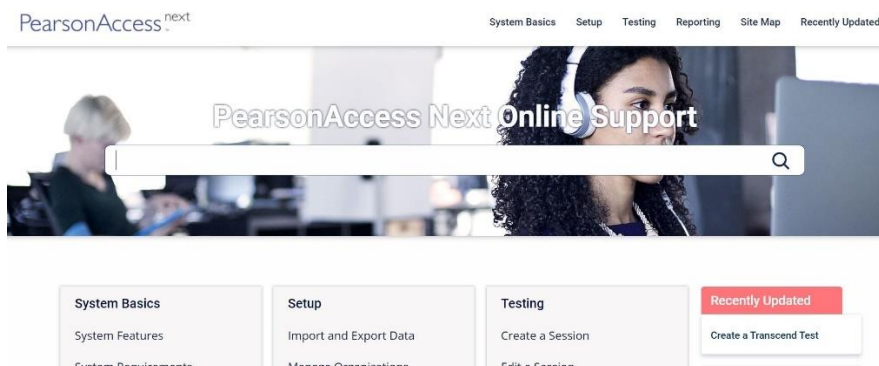
- Student testing tickets
- Printed paper test materials
- Scratch/graph paper

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

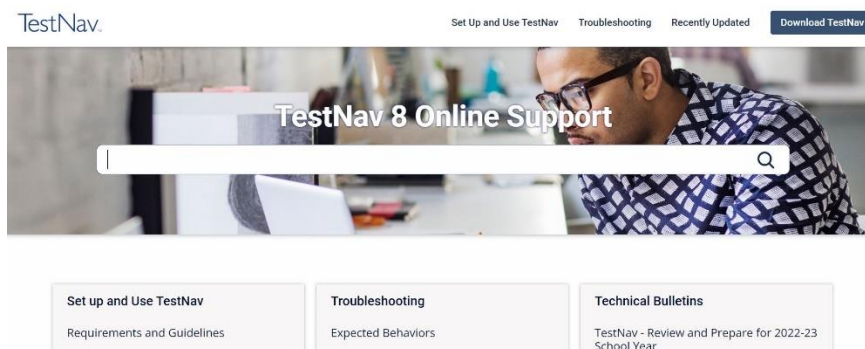
Online Testing

PearsonAccess^{next} and TestNav

- PearsonAccess^{next} is the online management system that allows districts to manage student data and test data. You can find more information on the [PearsonAccess^{next} Online Support](#) site.



- TestNav is the online testing environment. The questions or support information, you can visit the [TestNav 8 Online Support](#) site.



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}](#)
- [TestNav](#)

Preparations for Online Testing

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

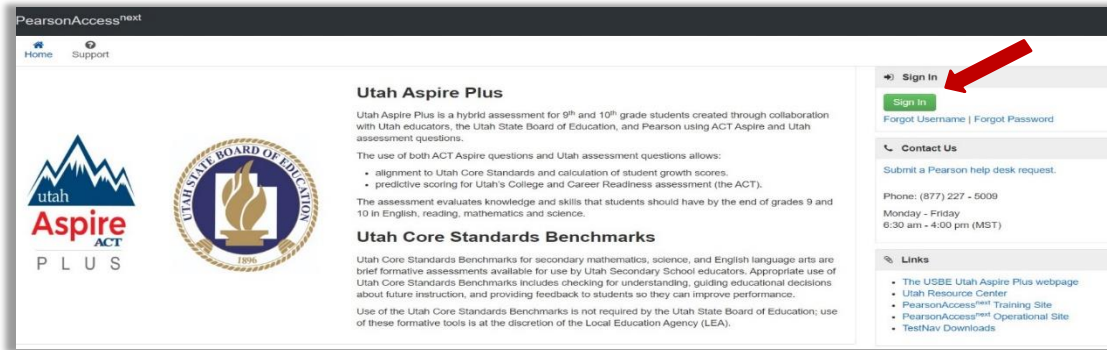
- Create or confirm LEA and school staff user accounts
 - Each school must ensure that **current** staff members have appropriate user accounts in PearsonAccess^{next}. Each user should have a unique username and password. User accounts are role based. To ensure that the account role is appropriate for the user, please refer to the [User Role Matrix](#).
 - For instructions on creating and managing user accounts, refer to the [PearsonAccess^{next} Online Support](#).
- 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 on the [TestNav Downloads](#) site.
- You can find information about system requirements on the [TestNav System Requirements](#) site.
- 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](#):
 - 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](#) with any technical questions.

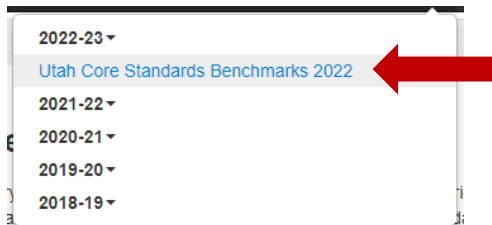
Quick Guide – Administering Utah Core Standards High School Benchmarks

The Utah Core Standards Quick Guide is a guide for users that are looking for high-level tasks that need to be performed in PearsonAccess^{next} to successfully administer the Utah Core Standards Benchmarks. Follow steps 1 through 8 to help you with your administration.

1. Log in to the [PearsonAccess^{next}](#) home page

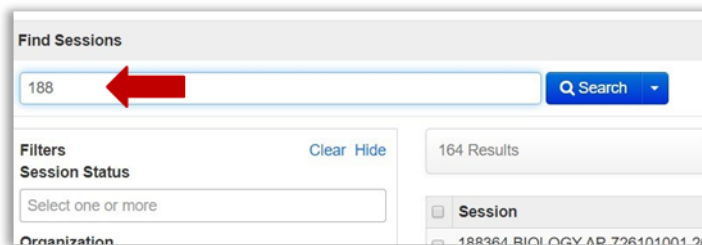


- In the upper right-hand corner, select “Utah Core Standards Benchmarks 2022”

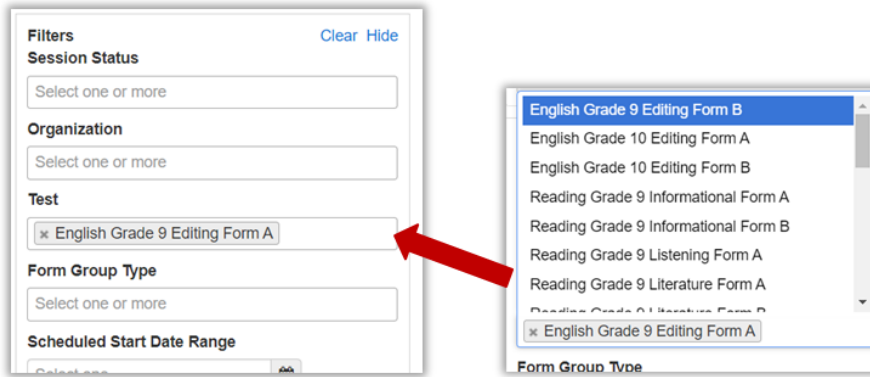


2. Locate your sessions

- Initial benchmark test sessions are pre-built based on student course information as entered in UTREx. Locate pre-built sessions by going to “Testing” and then selecting “Sessions.”
- Sessions are named by **CACTUS ID, testlet name, Course Code & Section ID**.
- Filter to find sessions assigned to a particular teacher by entering at least the first 3 digits of the CACTUS ID in the “find sessions” box



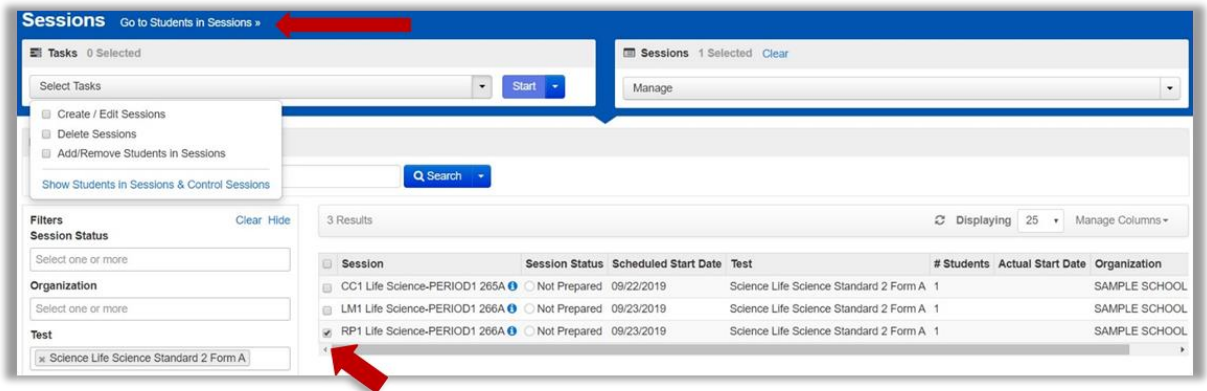
- You can narrow down your session options by using the filters on the left-hand side of the page.



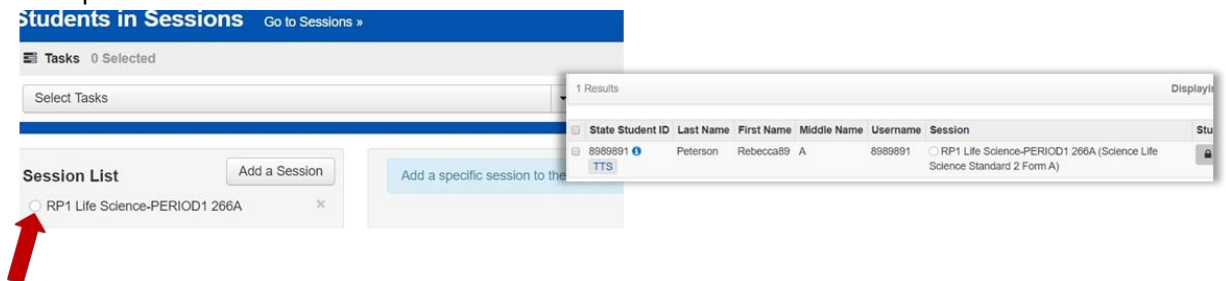
For testlet re-takes (to re-administer the same testlet), see instructions in the TAM on pages XX-XX.

3. Check you session student roster

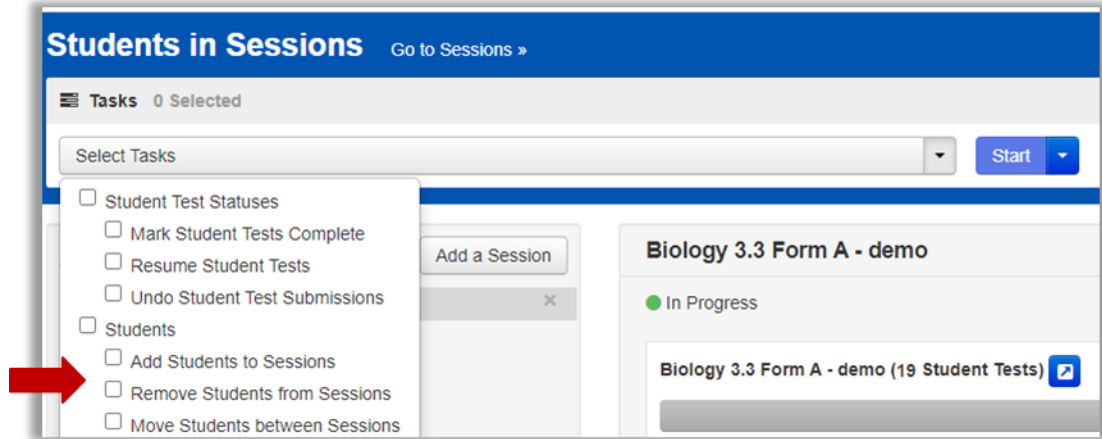
- Select the session(s) and then go to “Students in Sessions”



- Select the session whose student list you want to view and then review students in the lower portion of the screen

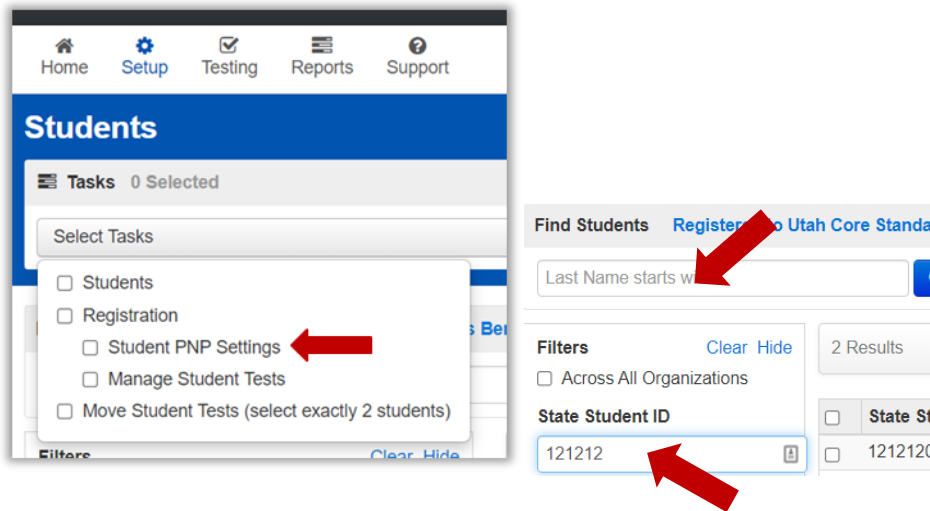


- If needed, you can move students between sessions, remove students, or add students into a new session by using tasks in the “Students in Sessions” menu.



4. Set student accommodations

- Select “Setup” at the top of the screen and select “Students.” Select “Student PNP Settings,” then type in last name or SSID to find the student.



- When you have found the test and student you need to add accommodations for, select the checkbox by the student's name and then select "Student PNP Settings" from the select tasks bar and hit "start."

Student PNP Settings

Embedded Support

Word-to-Word Dictionary (locally provided)

English/Reading
(9th Grade ELA and Literacy and 10th Grade ELA and Literacy)

Mathematics
(Secondary Math I, II, and III)

Science
(Biology, Chemistry, Earth Science, and Physics)

Accommodations

Screen Reader: English audio + orienting description

English/Reading
(9th Grade ELA and Literacy and 10th Grade ELA and Literacy)

Mathematics
(Secondary Math I, II, and III
excludes Math SMII Geometry Form B)

Science
(Biology, Chemistry, Earth Science, and Physics)

Braille + Tactile Graphics

5. Prepare and start session

- Go to "Testing" and select "Sessions." Search for and select sessions you wish to prepare and select the checkboxes by the session names.

Session Status

Organization

<input type="checkbox"/>	Session	Session Status	Scheduled Start Date	Test
<input checked="" type="checkbox"/>	CC1 9th Grade ELA and Literacy-PERIOD1 265A	<input type="radio"/> Not Prepared	09/22/2019	English Gra
<input checked="" type="checkbox"/>	CC1 9th Grade ELA and Literacy-PERIOD1 265A	<input type="radio"/> Not Prepared	09/22/2019	Reading Gr

- Click the "Go to Students in Sessions" link at the top of the page.

Go to Students in Sessions »

- Select the sessions from the box on the left and then select "Prepare Session." Note that selecting "Combined View" will allow you to prepare all the sessions listed at once.

Session List

Combined View

CC1 9th Grade ELA and Literacy-PERIOD1 265A

CC1 9th Grade ELA and Literacy-PERIOD1 265A

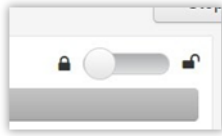
2 Sessions |

CC1 9th Grade ELA and Literacy-PERIOD1 265A Ignore Schedule

Not Prepared

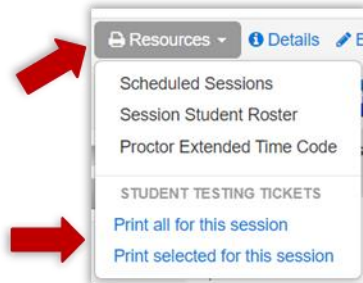
- Select "refresh" as needed until processing completes. Then click on "Start Session."

- You can use the lock button block student access until you are ready for testing to begin.



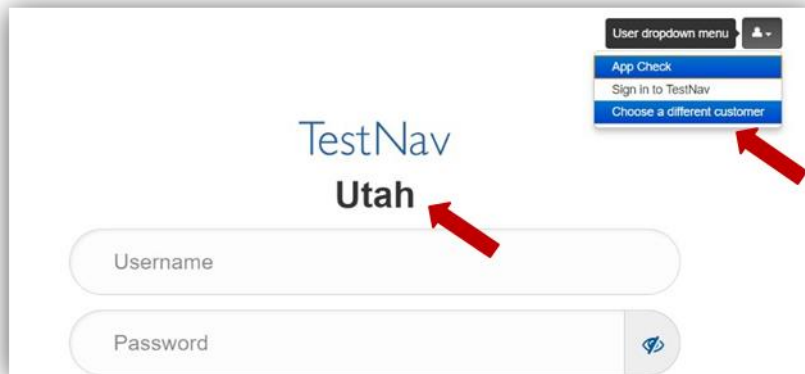
6. Print student testing tickets

- On the “Students in Sessions” screen, go to “Resources” and then choose one of the options for printing tickets.



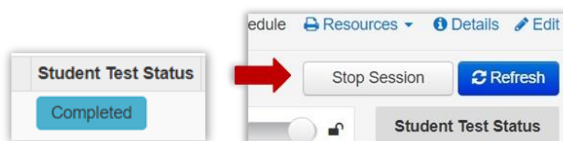
7. Monitor test administration as needed

- You can use student test tickets and login on the TestNav app. Make sure the TestNav App says “Utah.” If it doesn’t, click on the icon on the upper right-hand side and then go to “Choose a different customer” and select “Utah.”



8. End session and view reporting

- Click on “Stop Session” when all tests are completed.



- Go to “Reports” and select the report option you would like to view.



- Once you have selected the report you wish to view, use filters on the left-hand side to narrow down viewing options.

A screenshot of the "Student Performance Item Level" report interface. The title "Student Performance Item Level" is displayed in a blue header. Below the header is a "Filters" section with a "Clear Hide" link. The filters include: "Organization*" with a dropdown menu showing "SAMPLE SCHOOL 1 (zy... x)"; "Subject Name" with a dropdown menu; "Testlet Name" with a dropdown menu showing "Select one"; and "CACTUS ID" with a text input field containing "Starts with".


Embedded Supports


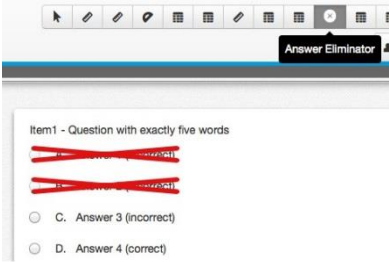
Embedded supports may be made available to all students during testing. Some embedded supports are built into or delivered through the online system. Others are locally arranged by the test administrator.

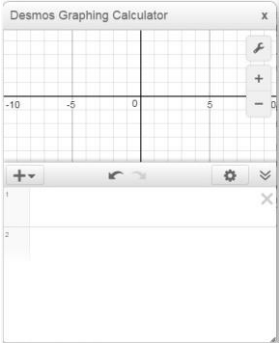

- Students should be provided opportunities to practice the use of these features in advance of the assessment.
- Students may choose to use or disable embedded features based on individual preference.
- The most appropriate use of these embedded supports is to encourage students to use those features 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
<p>In Browser/App Zoom</p> <p>Full Screen</p>  <p>Zoomed In</p> <p>Which expressions are equivalent to $\frac{1}{2^6}$?</p> <p>Select all that apply.</p> <p><input type="checkbox"/> A. $2^{-5} \cdot 2^{-1}$</p> <p><input type="checkbox"/> B. $2^{-3} \cdot 2^2$</p> <p><input type="checkbox"/> C. $2^{-2} \cdot 2^{-4}$</p> <p><input type="checkbox"/> D. $2^1 \cdot 2^5$</p>	<p>Students may zoom or enlarge content up to 500% of the normal size of display without losing any content.</p> <p>To enlarge content in the TestNav Desktop Application:</p> <ul style="list-style-type: none"> • In Windows <ul style="list-style-type: none"> ○ Press Ctrl + to zoom in. ○ Press Ctrl - to zoom out. ○ Press Ctrl 0 to reset to default zoom. • In OS X or MacOS <ul style="list-style-type: none"> ○ Press Cmd + to zoom in. ○ Press Cmd - to zoom out. ○ Press Cmd 0 to reset to default zoom. • TestNav on Chrome OS <ul style="list-style-type: none"> ○ Press Ctrl + to zoom in. ○ Press Ctrl - to zoom out. ○ Press Ctrl 0 to reset to default zoom. • TestNav on Android and iOS <ul style="list-style-type: none"> ○ To zoom, use two fingers on the screen and: <ul style="list-style-type: none"> • Pinch out to zoom in. 	Online system	Embedded

Embedded Features			
Feature	Details	Delivered Via	Enabling Instructions
	<ul style="list-style-type: none"> • Pinch in to zoom out. <p>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.</p>		
<p>Zoom Tool</p> 	<p>This tool makes the words and images larger or smaller.</p>	Online System	Embedded
<p>Answer Eliminator</p> 	<p>This tool allows students to remove answer options they do not believe to be the correct answer option.</p> <p>The student activates the Answer Eliminator tool by selecting the Answer Eliminator icon on the toolbar.</p> <p>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.</p> <p>The student disables this feature by selecting the Answer Eliminator icon in the toolbar again.</p>	Online system	Embedded

Embedded Features			
Feature	Details	Delivered Via	Enabling Instructions
<p>Calculator – Desmos Graphing Graphing (Desmos Graphing)</p>  <p>Science (Desmos Scientific)</p> 	<p>Students will be provided access to the Desmos Calculators within TestNav for the Mathematics and Science assessments.</p> <p>Students access the on-screen digital calculator by selecting the Calculator icon from the toolbar.</p> <p>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.</p> <p>Approved physical calculators are listed on the ACT Calculator Policy.</p>	Online system	Embedded

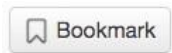
Calculator – TI Graphing



Science (TI Scientific)



Bookmark items for review



Students can access the TI Calculator within TestNav for the Science assessments.

Students access the on-screen digital calculator by selecting one of the **Calculator** icons from the toolbar.

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.

Approved physical calculators are listed on the [ACT Calculator Policy](#).

Online system

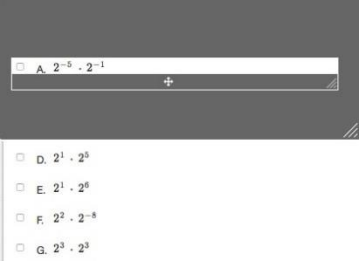
Embedded




This tool allows students to mark items they will want to review during the assessment.



The student activates the bookmark tool by selecting the **Bookmark** icon on the toolbar.

Online system

Embedded

	<p>The student will then be prompted to review the bookmarked items before leaving the session or the test.</p>		
<p>Line Reader Mask</p> 	<p>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.</p> <p>The student can position this tool anywhere on the screen and resize the tool.</p> <p>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.</p> <p>To disable the tool, the student can select Hide Line Reader Mask in the user drop-down menu.</p> <p>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.</p>	<p>Online system</p>	<p>Embedded</p>

<p>Color Contrast</p>  <p>The screenshot shows a 'Contrast Settings' dialog box with a close button (x). It lists eight color contrast options, each with a radio button and a small preview box: 'Black on White (Default)' (selected), 'Black on Cream', 'Black on Light Blue', 'Black on Light Magenta', 'White on Black', 'Yellow on Blue', and 'Gray on Green'. A blue 'Continue' button with a right-pointing arrow is at the bottom.</p>	<p>This feature offers a range of high contrast foreground and background color settings and a low contrast foreground and background color setting.</p> <p>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.</p>	<p>Online system</p>	<p>Embedded</p>
<p>Answer Masking</p>  <p>The screenshot shows a question: 'When on fire, the three steps to extinguishing yourself are:'. Below the question are four yellow rectangular answer options, each with a small eye icon to its right. The fourth option is 'E. Stop' and has a red arrow pointing to its eye icon.</p>	<p>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.</p> <p>The student may disable this feature during testing by selecting Disable Answer Masking in the user drop-down menu.</p>	<p>Online system</p>	<p>Embedded</p>
<p>Highlighter</p>  <p>The screenshot shows a 'Part A' section with a highlighted passage: 'In the passage, the author makes the reader aware of certain facts that are not revealed to Paris. How does this awareness create suspense for the reader?'. Below the passage are three multiple-choice options (A, B, C). Option A is highlighted in pink. A highlighter toolbar with a red eraser and three color buttons (pink, blue, light blue) is visible above the options.</p>	<p>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.</p>	<p>Online system</p>	<p>Embedded</p>

<p>Keyboard Navigation</p>	<p>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.</p> <p>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.</p>	<p>Online system</p>	<p>Embedded</p>
<p>Text-to-Speech – English</p>  <p>Speed: Slow</p> <p>Voice: Female</p> <p>Female</p> <p>Male</p> <p>DETAILS</p> <p>New Session</p> <p>Session Name*</p> <p>New-Session</p> <p>Test & Form</p> <p>Test Assigned*</p> <p>English Grade 9 Editing Form A</p> <p><input type="checkbox"/> Proctor Reads Aloud</p> <p>Form Group Type*</p> <p>Main</p> <p>Main</p> <p>Proctoring Computer</p>	<p>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.</p> <p>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.</p> <p>Students can use the Click to Hear button to listen to a selected sentence or phrase.</p>	<p>Online system</p>	<p>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.</p>
<p>Select to Listen</p>  <p>Listen</p>	<p>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.</p>	<p>Online system</p>	<p>Embedded</p>

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. An English Dictionary can be enabled in student's PNP settings.	Online system/Local arrangements	<p>Test Assignment Steps (Note: See screenshots on pages 32-37 for the location of these steps in the system.)</p> <ol style="list-style-type: none"> 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 Student PNP Settings, and select Start. 4. Check the subjects you require word-to-word dictionary using the check boxes. 5. Select Save.
Scratch Paper	<p>Students may be supplied blank scratch paper (i.e., either unlined, lined, or graph).</p> <p>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.</p> <p>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.</p>	Local arrangements	No enabling required

Line Reader	Students may be provided a physical straight edge tool.	Local arrangements	No enabling required
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 another location which provides a larger work surface.	Local arrangements	No enabling required
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
Medical Aides/Devices	Medical Aids/device can be any instrument, apparatus, machine, appliance, implant used for a medical purpose. These may consist of Epinephrine auto-injectors (e.g., EpiPen), glucose monitors, etc. Medical Aids/Devices are allowed in the testing room, but in some cases where the medical aid/device is through a smart phone, smartwatch or other wearable technology needs to be pre-approved through the specific assessments	Local arrangements	No enabling required

	accommodations policy and placed where the testing proctor can monitor the medical aid/device.		
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

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. For questions regarding accommodations, contact Jessica Wilhelm at jessica.wilhelm@schools.utah.gov.

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](#). For questions regarding students with accommodations, please contact Jessica Wilhelm at jessica.wilhelm@schools.utah.gov.

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.

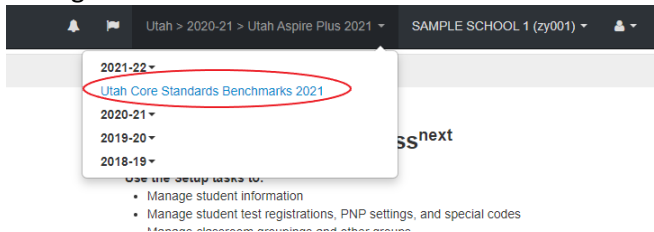
Students are imported into PearsonAccess^{next} from UTREx. Once students have been added to PearsonAccess^{next}, students requiring an accommodation will need to have their accommodation

assigned via the Student PNP Settings page. Administrators have access to update the Student's PNP Settings.

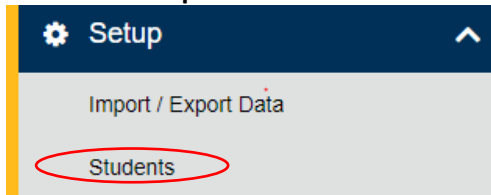
[Manually Assign Accommodations and Update PNP Settings for a Student](#)

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

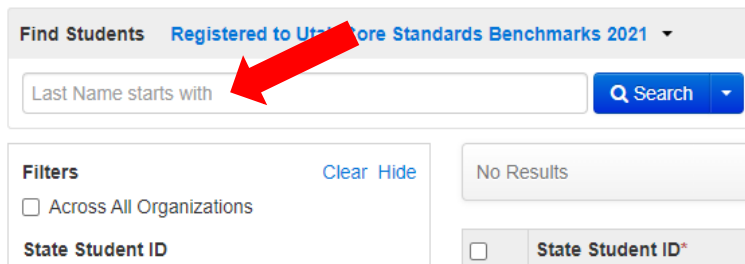
1. Log in to [PearsonAccess^{next}](#).
2. Within PearsonAccess^{next}, ensure the correct administration and school are selected in the top right corner of the home screen.



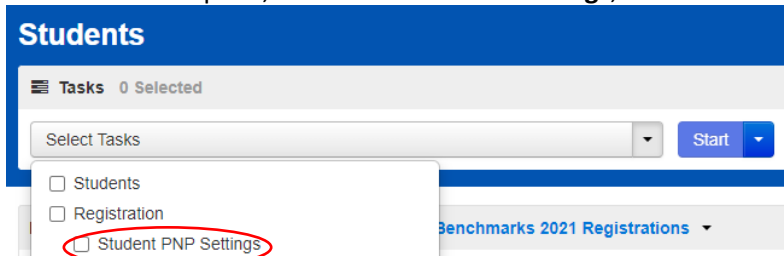
3. Go to **Setup** and select **Students**.



Search for the student whose accommodations/PNP settings you need to update and select the check box next to the student name.



4. In the **Tasks** pane, select **Student PNP Settings**, and select **Start**.



5. 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)

<input type="checkbox"/> English/Reading (9th Grade ELA and Literacy and 10th Grade ELA and Literacy)	<input type="checkbox"/> Mathematics (Secondary Math I, II, and III)	<input type="checkbox"/> Science (Biology, Chemistry, Earth Science, and Physics)
--	---	--

Accommodations

Screen Reader: English audio + orienting description

<input type="checkbox"/> English/Reading (9th Grade ELA and Literacy and 10th Grade ELA and Literacy)	<input type="checkbox"/> Mathematics (Secondary Math I, II, and III excludes Math SMI Geometry Form B)	<input type="checkbox"/> Science (Biology, Chemistry, Earth Science, and Physics)
--	--	--

6. 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](#).

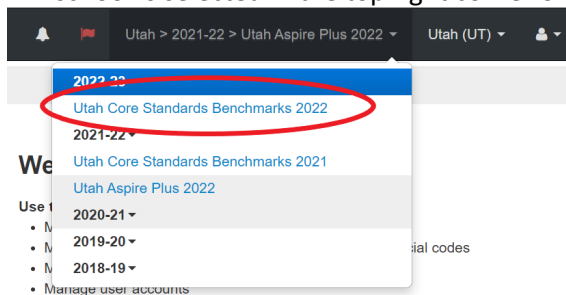
Note that accommodations must be assigned to students before sessions are prepared so the correct accommodations and form is ready when testing starts.

Assign Accommodations through a File Export and Import

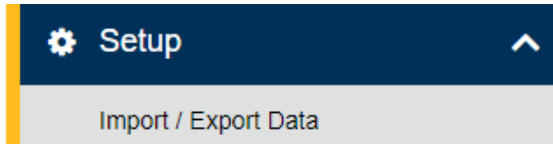
To make test assignment updates to all students within an organization using file export and import in PearsonAccess^{next}, use the following directions. Refer to the Test Assignment Export for a description of the fields within the Test Assignment File. Please note: All PearsonAccess^{next} import 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}](#).
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**.

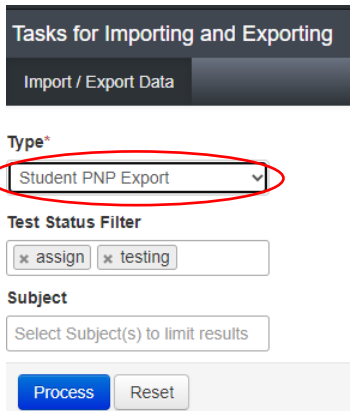


4. In the **Tasks** pane, select **Import/Export Data**, and select **Start**.

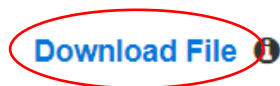
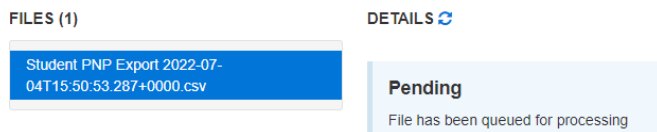


5. In the **Type** dropdown, select **Student PNP Export**.

6. Select **Process**.



7. Refresh your screen by clicking on the icon next to **Details** 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

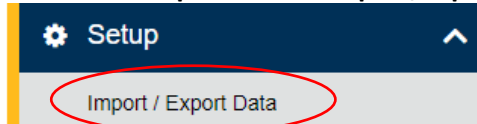
1. Open the Student PNP Export and delete rows of students no longer enrolled in your school or who will not participate in the administration.
2. Enter and correct students' selected accommodations or accessibility features in the appropriate columns by using the table and key provided below.
3. Save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

Personal Needs Profile Export/Import Data Field Values			
Accommodation Name	Column Header Names	Valid Values	Legend/Key
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

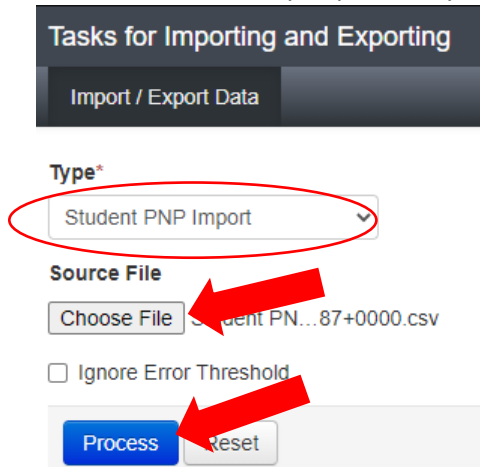
1. Go to **Setup** and select **Import/Export Data**.



2. In the **Tasks** pane, select **Import/Export Data**, and select **Start**.



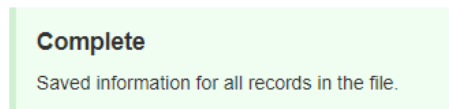
3. In the **Type** dropdown, select **Student PNP Import**.
4. Choose the .CSV you previously saved and select **Process**.



Confirm that All Records Have Been Successfully Imported

1. The **View File Details** screen will appear. Refresh the screen by selecting the refresh icon next to **Details** 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.

DETAILS 



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.

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
Paper Accommodation	<p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • Blank paper to mask answer options or portions of the test book • A straight-edge or line reader tool • Highlighter to mark important content in passages or items • Pencil to record responses or cross out (eliminate) choices • Color overlays to adjust the background (paper) color 	Printed materials	<p>Accommodations Assignment Steps (see the screenshots on pages 32-37 for the location of Steps 1-6 in the system)</p> <ol style="list-style-type: none"> 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 Student PNP Settings, and select Start. 4. Check the subjects you require accommodations for on Other Form check boxes. 5. Check the subjects you require accommodations for on the Paper check boxes. 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 7. Select Save (you will receive a warning message that you must print the test materials found on the PearsonAccess^{next} support page). 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
	<ul style="list-style-type: none"> • Post-it flags to “bookmark” items for later review • An approved physical calculator from the ACT Calculator Policy 		
Braille + Tactile Graphics	<p>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.</p>	Printed materials	<p>Accommodations Assignment Steps (see the screenshots on pages 32-37 for the location of Steps 1-6 in the system)</p> <ol style="list-style-type: none"> 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 Student PNP Settings, and select Start. 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). 5. Check the subjects you require accommodations for in the Other Form check boxes. 6. Select Save (you will receive a warning message that you must print the test materials found on the PearsonAccess^{next} support page). 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
Assistive Technology Screen Reader (English audio + orienting description)	<p>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.</p> <p>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.</p> <p>Students accessing content with a screen reader and refreshable braille device must wear headphones or be tested in a separate environment.</p>	Online system	<p>Accommodations Assignment Steps (see the screenshots on pages 32-37 for the location of Steps 1-6 in the system)</p> <ol style="list-style-type: none"> 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 Student PNP Settings, and select Start. 4. Select the subjects you require accommodations for from the Screen Reader: English audio + orienting description check boxes. 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). 6. Select Save. 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	<p>Students may use a range of assistive technology hardware and software on test forms enabled for use with assistive technology.</p> <p>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.</p> <p>Assistive technology support includes alternative input devices such as adaptive keyboards and mice, switch devices, and other approved assistive technology hardware and software.</p> <p>If text-to-speech is required in addition to other assistive technology, the student will need to be provided a human reader</p>	Online system (with use of assistive technology)	<p>Accommodations Assignment Steps</p> <ol style="list-style-type: none"> 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 Student PNP Settings, and select Start. 4. Check the subjects you require accommodations for from the Other Form check boxes. 5. Check the subjects you require accommodations for from the Other Assistive Technology check boxes. 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). 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	<p>Accommodations Assignment Steps</p> <ol style="list-style-type: none"> 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 Student PNP Settings, and select Start.

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			<ol style="list-style-type: none"> 4. Check the boxes for the subjects you require accommodations for in the Abacus check boxes. 5. Select Save.
Signed Exact English, directions only	<p>Students may be provided, through a qualified human signer, Signed Exact English (SEE) translations of the assessment directions only.</p> <p>-Sign language interpreters will interpret the test directions using the standard text-to-speech form.</p>	Local Arrangements	<p>Accommodations Assignment Steps (see screenshots on pages 32-37 for the location of Steps 1-5 in the system)</p> <ol style="list-style-type: none"> 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 Student PNP Settings, and select Start. 4. Check the boxes for the subjects you require accommodations for Signed Exact English - Directions Only (locally provided). 5. Select Save.
Sign Language Interpretation	<p>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.</p>	Local Arrangements	<p>Accommodations Assignment Steps (see screenshots on pages 32-37 for the location of Steps 1-5 in the system)</p> <ol style="list-style-type: none"> 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 Student PNP Settings, and select Start.

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	Sign language interpreters will interpret the test using the standard text-to-speech form.		<ol style="list-style-type: none"> 4. Check the boxes for the subjects you require accommodations for Sign language Interpretation (locally provided). 5. Select Save.
Translated test directions in student's native language, directions only	<p>Students may be provided, through a qualified translator, translations of the assessment directions only.</p> <p>Translators will translate the test directions using the standard text-to-speech form.</p>	Local Arrangements	<p>Accommodations Assignment Steps (see screenshots on pages 32-37 for the location of Steps 1-5 in the system)</p> <ol style="list-style-type: none"> 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 Student PNP Settings, and select Start. 4. Check the boxes for the subjects you require accommodations for Translated test directions in student's native language (locally provided). 5. Select Save.
Translated test in student's native language	<p>Students who require an accommodation to receive a translation of assessment content in their native language may be provided by a qualified translator.</p> <p>Translators will interpret the test using the standard text-to-speech form.</p>	Local Arrangements	<p>Accommodations Assignment Steps ((see screenshots on pages 32-37 for the location of Steps 1-5 in the system)</p> <ol style="list-style-type: none"> 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 Student PNP Settings, and select Start. 4. Check the boxes for the subjects you require accommodations for Translated test in student's native language (locally provided). 5. Select Save

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
Cued speech	<p>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.</p> <p>Cued Speech Transliterators will interpret the test using the standard text-to-speech form.</p>	Local Arrangements	<p>Accommodations Assignment Steps (see screenshots on pages 32-37 for the location of Steps 1-5 in the system)</p> <ol style="list-style-type: none"> 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 Student PNP Settings, and select Start. 4. Check the boxes for the subjects you require accommodations for Cued Speech (locally provided). 5. Select Save.
Human scribe	<p>Students who cannot record responses may be provided a human scribe.</p> <p>Any students speaking answers to a human scribe must be tested individually in a separate testing environment.</p>	Local Arrangements	<p>Proctor will log into TestNav as the student and transcribe responses online.</p> <p>Accommodations Assignment Steps (see screenshots on pages 32-37 for the location of Steps 1-4 in the system)</p> <p>Within PearsonAccess^{next}, go to Setup and select Students.</p> <ol style="list-style-type: none"> 1. Search for the student whose test you need to edit and select the check box next to the student name. 2. In the Tasks pane, select Student PNP Settings, and select Start. 3. Check the boxes for the subjects you require accommodations for Human Scribe (locally provided). 4. Select Save.

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
Alternate mouse pointer	<p>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.</p> <p>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.</p> <p>Be sure that students select a mouse pointer color that is perceivable against selected color contrast settings.</p> <p>Available types of Alternate Mouse Pointer are:</p> <ul style="list-style-type: none"> • Medium sized white pointer • Large sized white pointer • Extra-large white pointer • Extra-large black pointer • Extra-large green pointer • Extra-large yellow pointer 	Online system	<p>Accommodations Assignment Steps (see screenshots pages 32-37 for the location of Steps 1-5 in the system)</p> <ol style="list-style-type: none"> 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 Student PNP Settings, and select Start. 4. Select the subject(s) you require in the Alternate Mouse Pointer drop down boxes. 5. Select Save.
Zoom percentage	<p>The Zoom percentage accommodation allows the user in PearsonAccess^{next} to set the zoomed percentage on the screen prior to your student 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.</p> <p>Available levels of Zoom Percentage are 100%, 110%, 120%, 150%, 175%, and 200%.</p>	Online System	<p>Accommodations Assignment Steps (see screenshots on pages 32-37 for the location of Steps 1-6 in the system)</p> <ol style="list-style-type: none"> 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 Student PNP Settings, and select Start. 4. Select the subject(s) you require in the Zoom Percentage drop down boxes.

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			5. Select the zoom percentage you require in the subject drop down boxes. 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

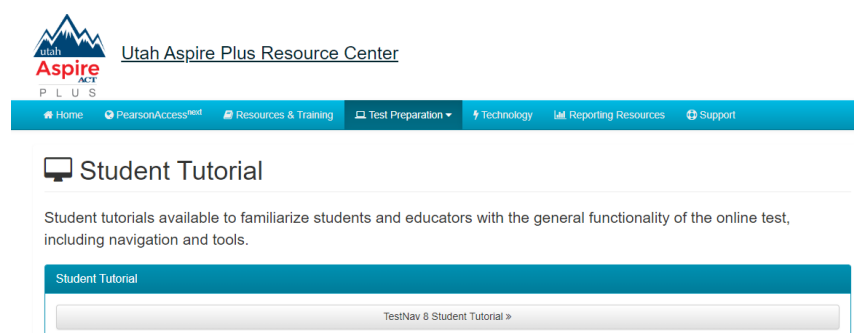
Eligibility of Students for Utah Core Standards Benchmark Assessments

- Ensure that all students are appropriately registered in the school's student information system (SIS), and that this data is 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 for the students.
- 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.



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 and Accommodation Information

Verify that student demographic and accommodation information in PearsonAccess^{next} is accurate.

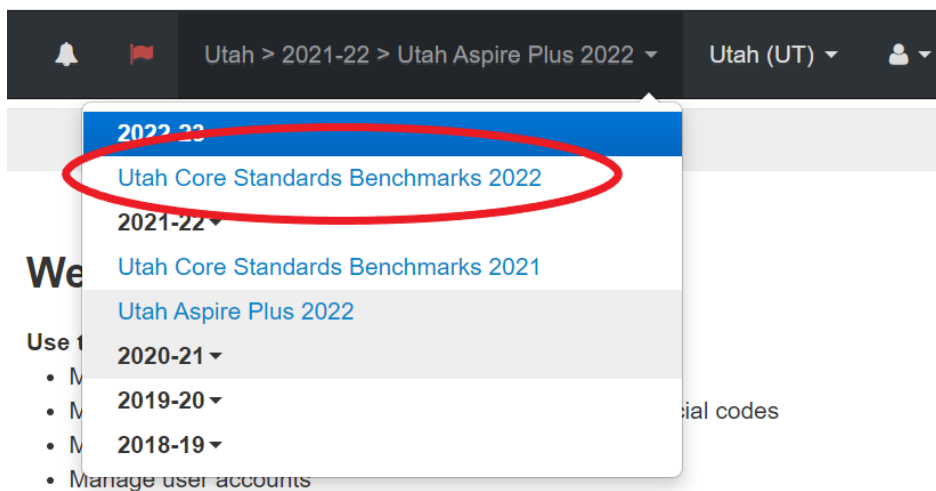
- Student data is loaded into PearsonAccess^{next} via Application Program Interface (API). API is a daily transfer of student information from the UTREX system. School personnel should update their UTREx information as needed to ensure that the information loaded into PearsonAccess^{next} via API is 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^{next} user accounts must be created by the school testing administrator for all technical coordinators, teachers, and proctors prior to test day.

The PearsonAccess^{next} site is <https://ut.pearsonaccessnext.com>. When logging into PearsonAccess^{next}, 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^{next}, 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^{next} Online Support](#)
- [TestNav 8 Online Support](#)

PearsonAccess^{next} Test Session Management

Definition of a Test Session

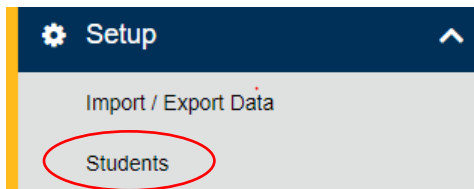
A test session is a group of online testers. Students participating in online testing must be in a test session in order to take a test. Test Sessions will be initially created from the UTREX system and assigned by teacher CACTUS ID, course code, and session ID and will include all students within that 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 can be found in the PearsonAccess^{next} Online Support site for [creating a test session](#) and [editing a test session](#)

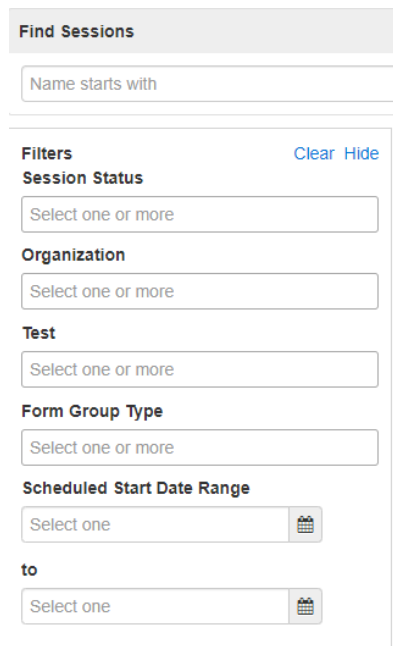
Verifying Auto-created Initial Test Session

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.

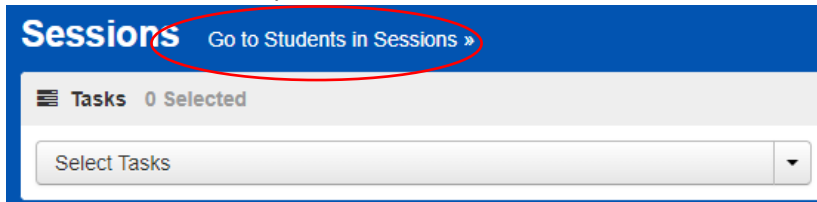
1. Within PearsonAccess^{next}, in the Utah Core Standards Benchmarks 2021, go to **Setup** and select **Students**. You will see all the students registered to your organization/school for the Benchmark.



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.

A screenshot of the "Find Sessions" search and filter interface. At the top, there is a search box labeled "Find Sessions" with a placeholder "Name starts with". Below the search box, there is a "Filters" section with a "Clear Hide" link. The filters include: "Session Status" (Select one or more), "Organization" (Select one or more), "Test" (Select one or more), "Form Group Type" (Select one or more), "Scheduled Start Date Range" (Select one), and "to" (Select one). Each filter has a calendar icon next to it.

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



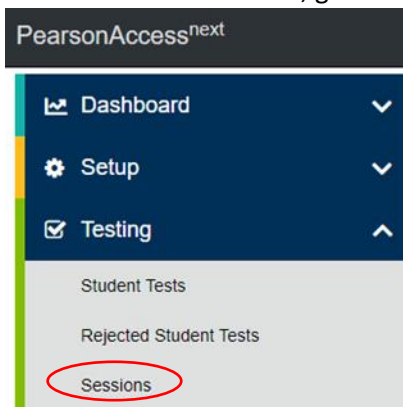
Create a Test Session (Retakes)

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.

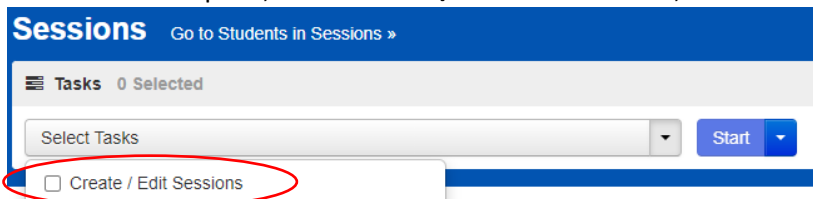
Manual Session Creation (Retakes)

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**.



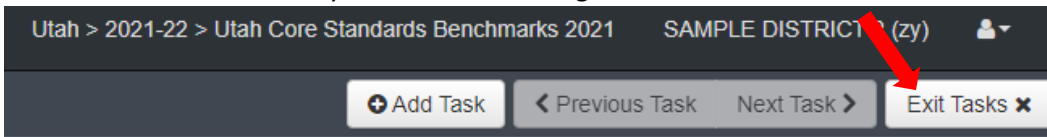
3. Enter the required fields (see screenshot on next page, after Step 5):
 - Session Name: Create an easily identifiable session name, recommend using teacher CACTUS ID to keep consistent auto created session naming convention.
 - Organization: Select your organization (school or district) from the Organization 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.

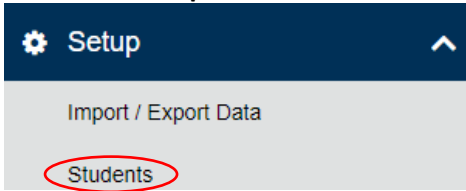


Instructions for creating test sessions can also be found within the PearsonAccess^{next} Online Support [here](#).

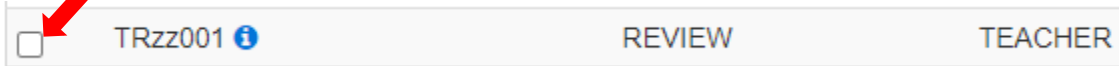
Manually Update the Test Assignment Settings for a Student

To manually update a student’s test assignment settings, use the following directions.

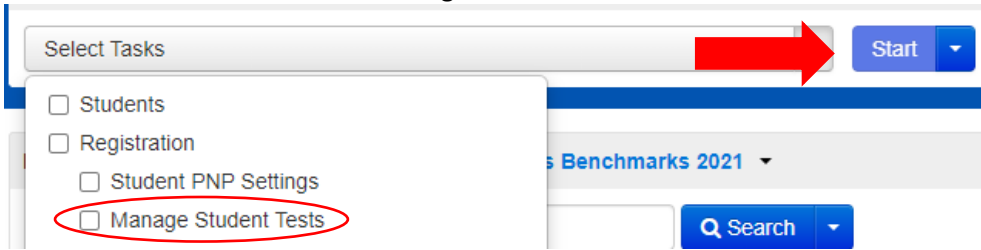
1. Go to **Set Up > Students**.



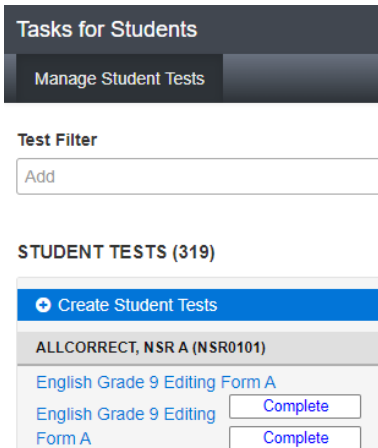
2. Find your student, and check box next to student.



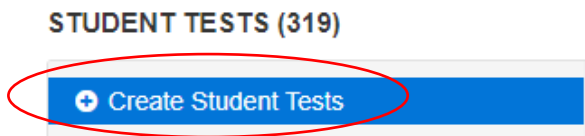
3. Go to **Select Task**. Click on Manage Student Tests. Select **Start**.



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 test drop down, then select organization from drop down. Select **Online** from Type. Enter in CACTUS ID.

TEST DETAILS

New Student Test

Student*

Test*

Organization*

Type* Unsubmitted

Teacher ID Course Title Course Section Number

- If accommodations are needed, make appropriate accommodation selection (see Accommodation section).
- Select **Create**.

Embedded Support

Word-to-Word Dictionary (locally provided)

Accommodations

Assistive Technology

Screen Reader: English audio + orienting description

Braille + Tactile Graphics

Other Form:

-- Other Assistive Technology

-- Paper

Type of Paper Accommodation

Signed Exact English - Directions Only (locally provided)

Sign Language Interpretation (locally provided)

Cued Speech (locally provided)

Translated test in student's native language (locally provided)

Translated test directions in student's native language (locally provided)

Human Scribe (locally provided)

Abacus (locally provided)

Student Test Code Key (UUID)

Form Code

* Required

- Repeat for all the students you want to add to a manually created session for a retake.

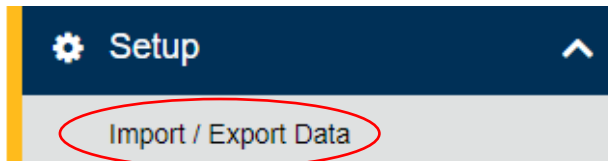
Once this is completed for all students that are part of the retake, then they can be added to a session. See above section Manual Session Creation (Retakes).

Session Management - Create/Move through Import/Export Process

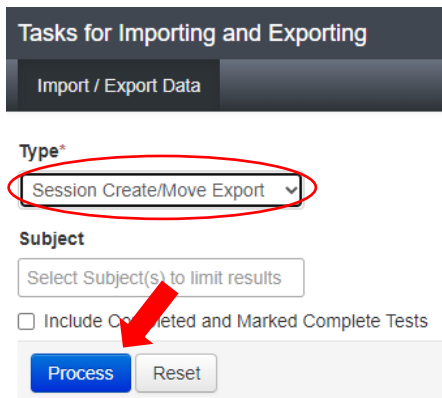
Use the following directions to create test sessions, add students to test sessions or move students from one session to another existing session.

Prepare the Session Create/Move File

1. Within PearsonAccess^{next}, go to **Setup** and select **Import / Export**. Then select **Import/Export Data** from the dropdown next to Select Tasks, and then select the **Start** button.



2. On the Import / Export screen, in the Task drop down, select **Session Create/Move Export**, and then select **Process**.

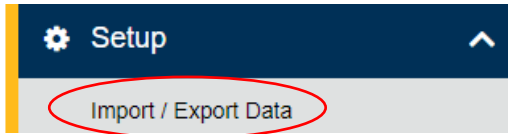


3. Open the exported .csv file.
 - a. The session name field will be blank for students not currently in test sessions.
 - b. To move these students in to a test session, populate the **Session Name** in that column of the exported file.
 - c. If the populated session name does not exist in the system, 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.

Note: You can find more information and acceptable values for the **Session Create/Move Import** file on the Utah Aspire Plus Resource Center [here](#).

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**.

Tasks for Importing and Exporting

Import / Export Data

Type*

Session Create/Move Import

Source File

Choose File Session Cre... 12+0000.csv

Ignore Error Threshold

Process Reset

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

Utah > 2021-22 > Utah Core Standards Benchmarks 2021 SAMPLE DISTRICT 2 (zy)

+ Add Task < Previous Task Next Task > Exit Tasks x

Confirm that All Records Have Been Successfully Imported

1. The **View File Details** screen will appear. Refresh the screen by selecting the refresh icon next to **Details** 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.

Tasks for Importing and Exporting

Import / Export Data View File Details

FILES (2)

DETAILS

Session Create/Move Export 2022-07-04T17:26:23.112+0000.csv

Session Create_Move Export 2022-07-04T17_26_23.112+0000.csv

Complete

Saved information for all records in the file.

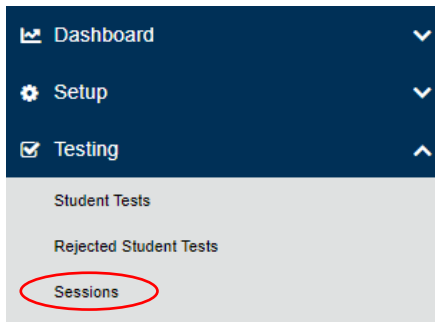
3. If there are errors in the processing file, messages will appear at the bottom of the screen. Error messages will indicate the specific field(s) that caused the error. The record number listed will match the row of the .CSV file that caused the error.

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

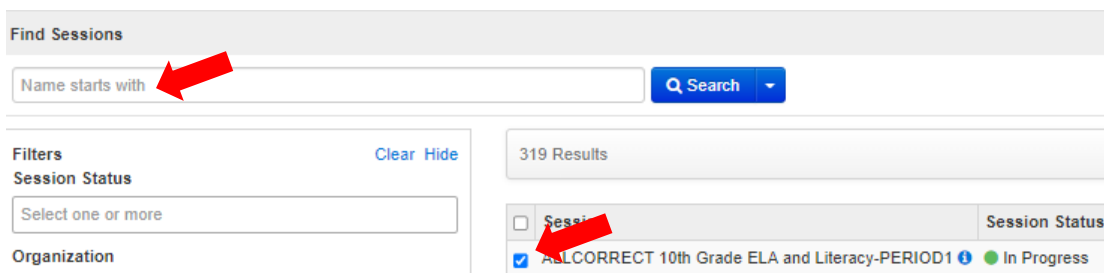
Prepare Test Sessions

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

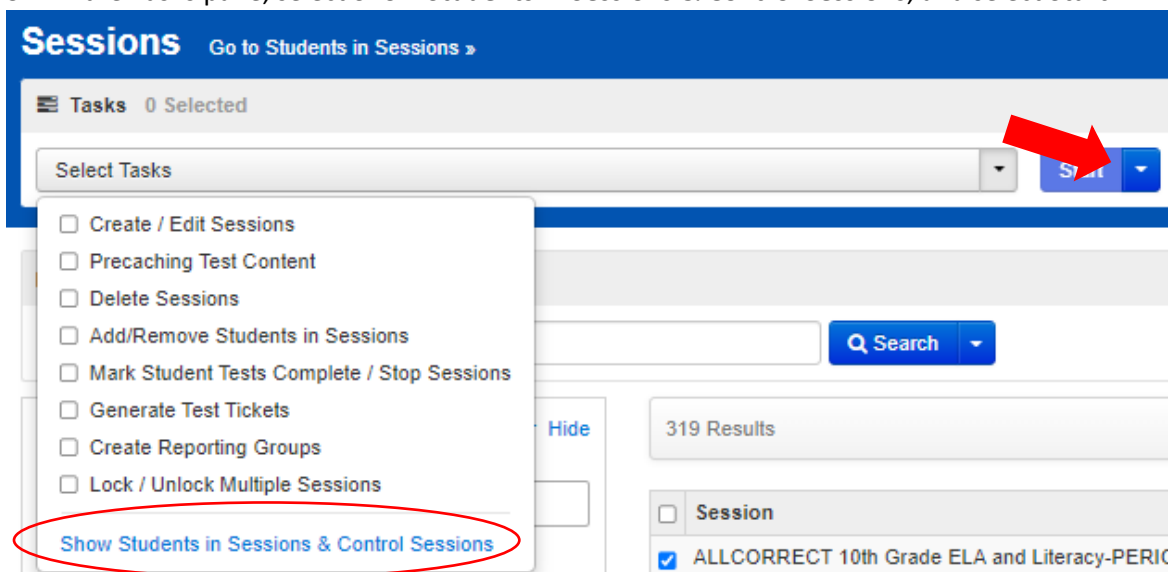
1. Within PearsonAccess^{next}, go to **Testing** and select **Sessions**.



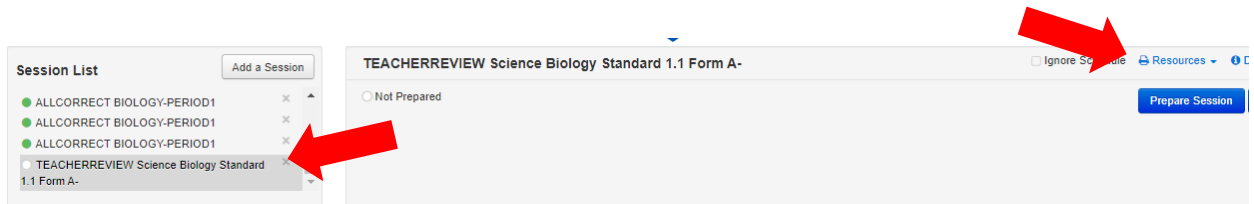
2. Search for the session name(s) that will be administered in the upcoming days and select the check box(es) next to the session name(s).



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.



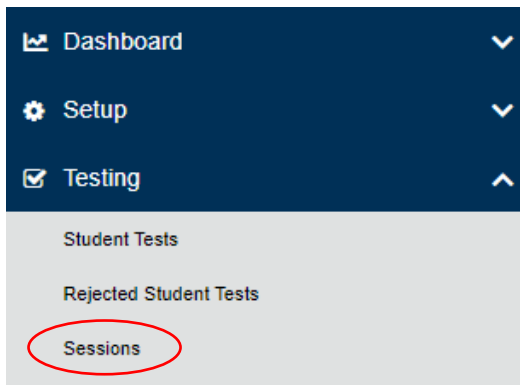
NOTE: The session(s) will be marked “Ready,” but they will not be started yet. See directions below to start a session.

Instructions for preparing a session can also be found within the PearsonAccess^{next} Online Support [here](#).

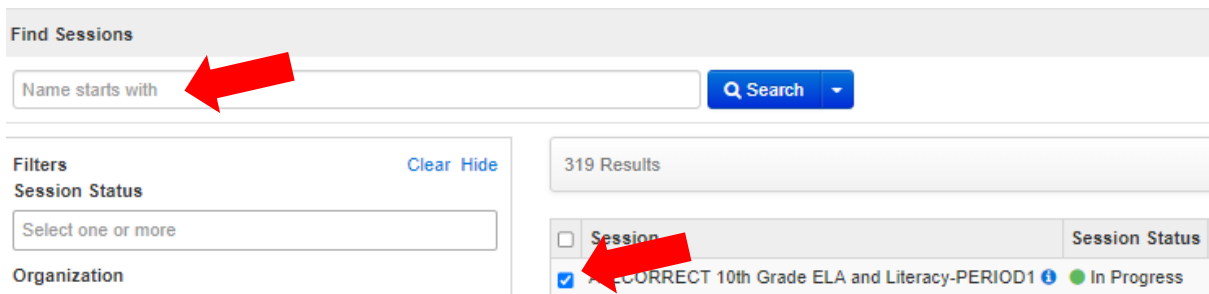
Start and Unlock a Test Session

Use the following directions to start a session.

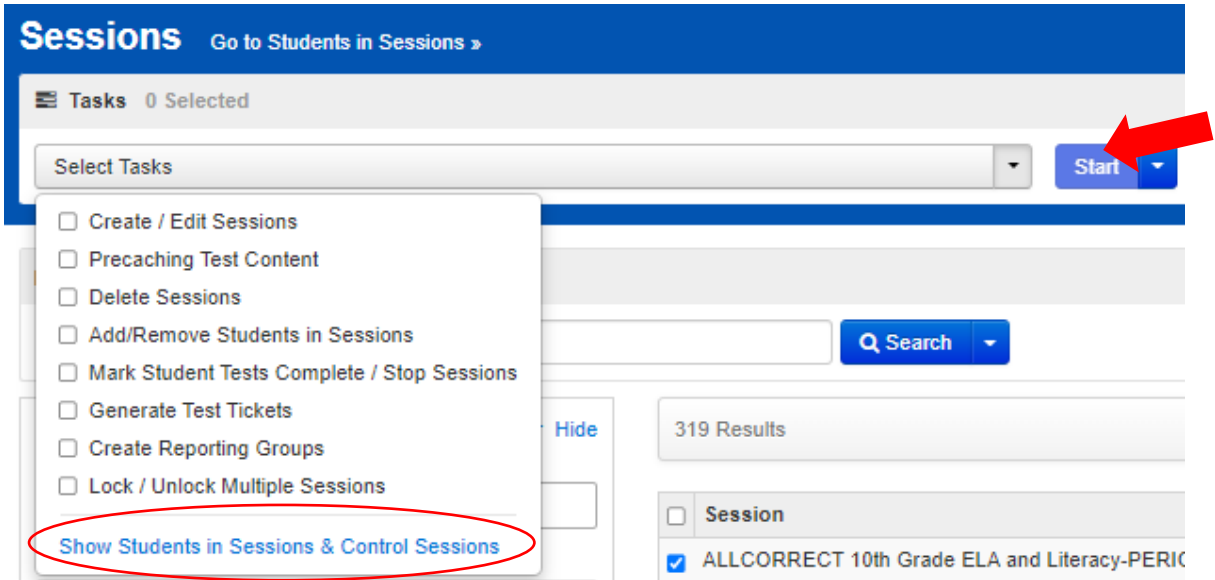
1. Within PearsonAccess^{next}, go to **Testing** and select **Sessions**.



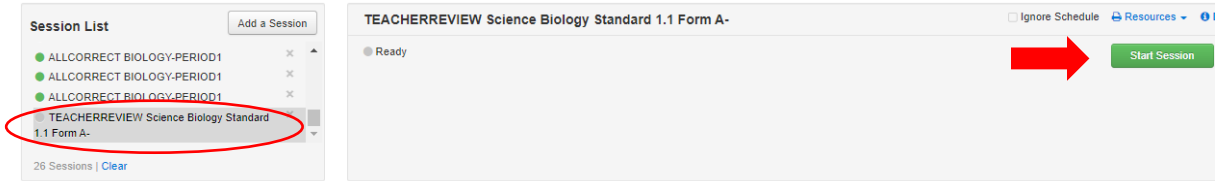
2. Search for the session name(s) that will be administered in the upcoming days and select the check box(es) next to the session name(s).



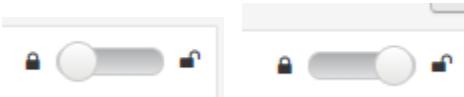
3. In the **Tasks** pane, select **Show Students in Sessions & Control Sessions**, and select **Start**.



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.

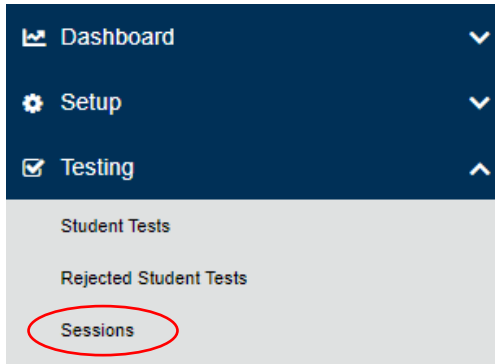


Instructions for starting and unlocking test sessions can also be found within the PearsonAccess^{next} Online Support [here](#).

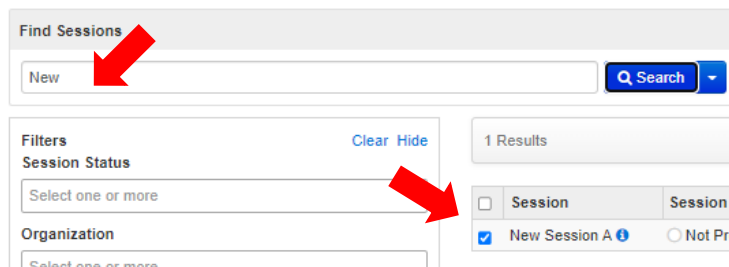
Delete a Test Session

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

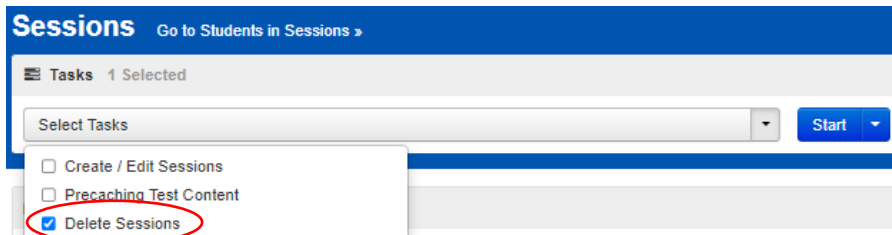
1. Within PearsonAccess^{next}, go to **Testing** and select **Sessions**.



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**.

Delete Sessions

Session Name

New Session A ⓘ

This action is not reversible.

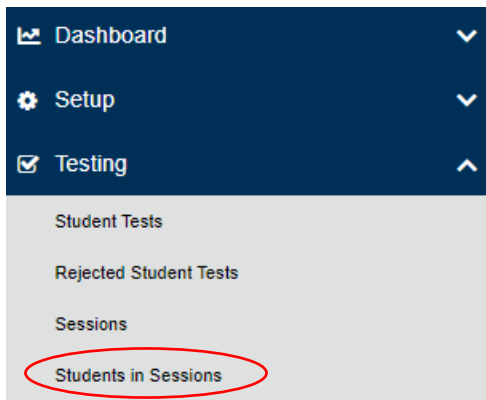
* Required

Instructions for deleting test sessions can also be found within the PearsonAccess^{next} Online Support [here](#).

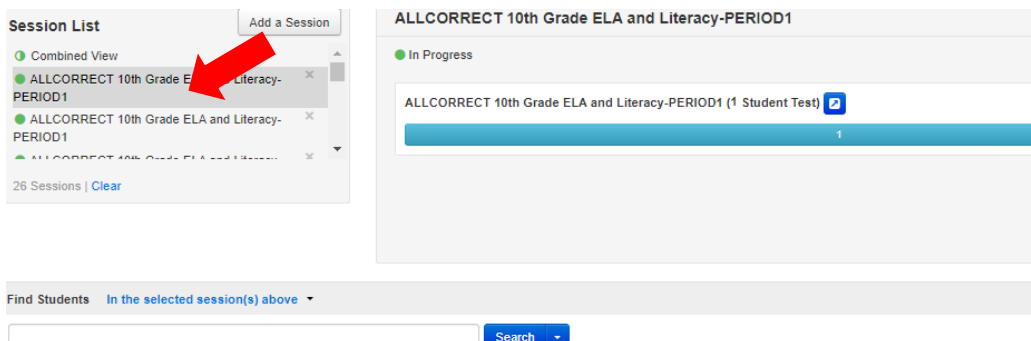
Assign/Add Students to Test Sessions

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

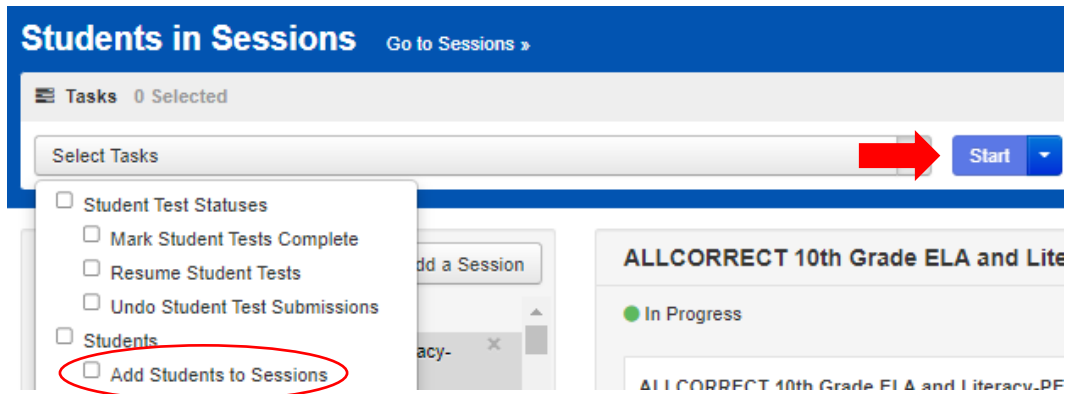
1. Within PearsonAccess^{next}, go to **Testing** and select **Students in Sessions**.



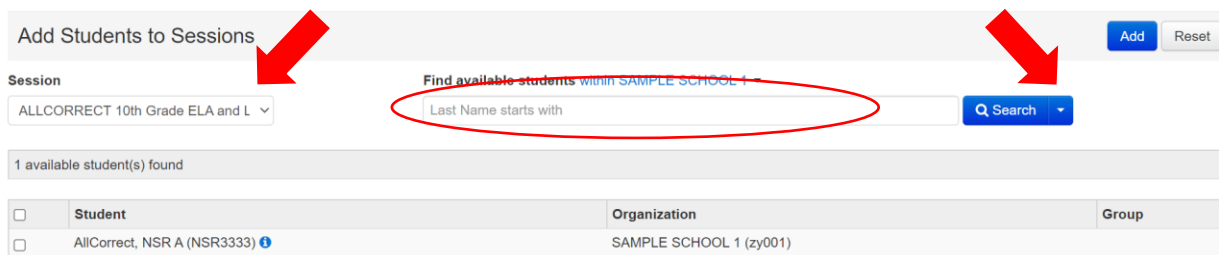
2. Select a session from the Session List or add the session to the Session List.



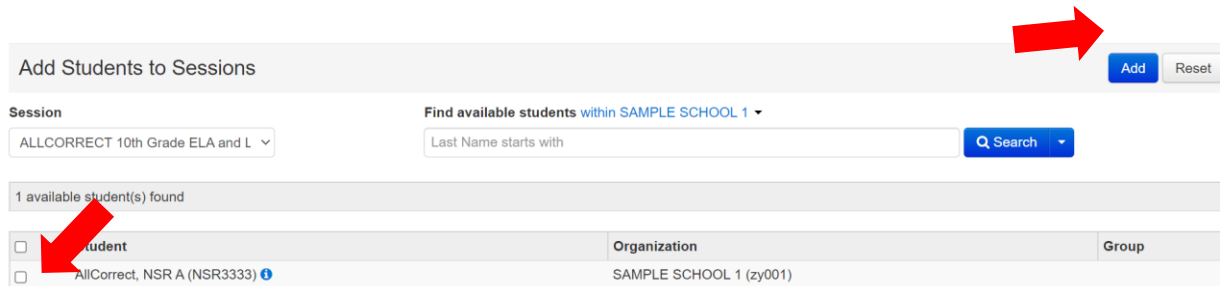
- In the **Student in Sessions** tasks dropdown, select **Add Students to Sessions** and select **Start**.



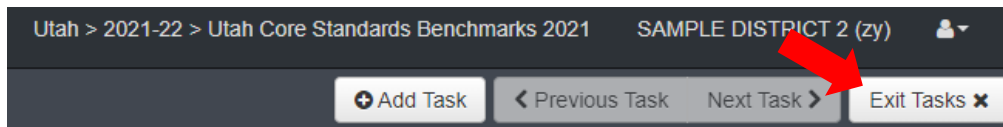
- Select the session you want to add students to using the **Session** drop down box. Search to find a specific student(s) in the **Find available students** field or select **Show all results** from the **Search** menu.



- Check the box next to each student you want to add to the session, and then select **Add**.



- Select **Exit Tasks** when you are done adding students.

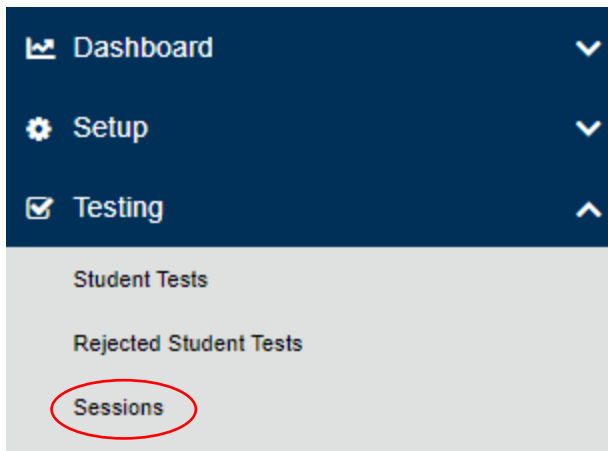


Instructions for adding students to a test session can also be found within the PearsonAccess^{next} Online Support [here](#).

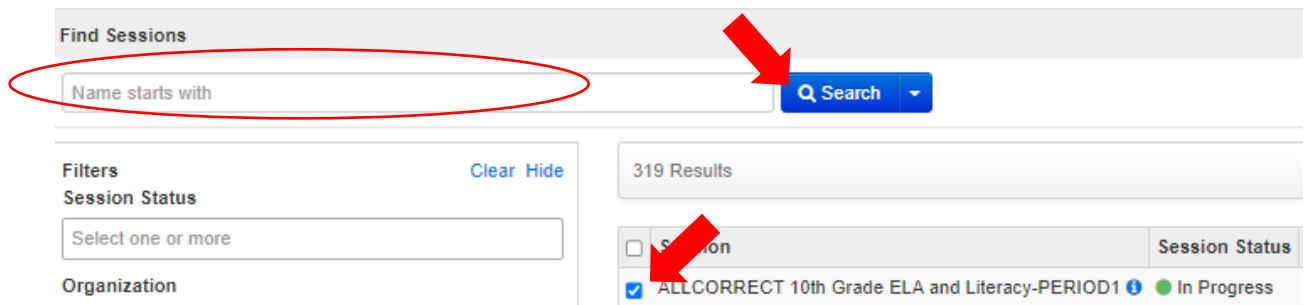
Note: If a student is not listed, make sure that the student information is correctly listed in UTREX. All students are uploaded through UTREX. Once students are added in to UTREX, they should be available in PearsonAccessnext within 24-48 hours. If you have questions about UTREX, please contact the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

Remove Students from a Test Session

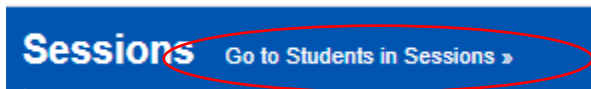
1. Within PearsonAccess^{next}, go to **Testing** and select **Sessions**.



2. Use the Find Session or other filters on the left side of the screen, and then select **Search**. Check the box next to the session you want to remove students from.



3. Select **Go to Students in Sessions** next to the screen title (i.e., “Sessions”).



4. Select a session from the Session List or add the session to the Session List to see students in that session.

5. Select the check box next to the student to be removed from the session.

The screenshot shows the 'Session List' on the left with 'ALLCORRECT BIOLOGY-PERIOD1' selected. The main area displays 'ALLCORRECT BIOLOGY-PERIOD1' with 'In Progress' status and '28 Student Tests'. Below is a 'Find Students' search bar and a 'Filters' section. A table shows 28 results with columns for Student ID, Last Name, First Name, Preferred First Name, and Min. The first row is checked, with a red arrow pointing to the checkbox.

<input type="checkbox"/>	Student ID	Last Name	First Name	Preferred First Name	Min
<input checked="" type="checkbox"/>	SR22222	AllCorrect	SR		A

6. In the **Tasks** pane, select **Remove Students from Sessions**, and select **Start**.

The screenshot shows the 'Select Tasks' dropdown menu open. The 'Remove Students from Sessions' option is selected and circled in red. The background shows the session details for 'ALLCORRECT BIOLOGY-PERIOD1' with 'In Progress' status and '28 Student Tests'.

7. Select the check box next to the students and select **Remove**.

The dialog box titled 'Remove Students from Sessions' shows a table with columns for 'STUDENT NAME (CODE)' and 'SESSION'. The first row is checked, with a red arrow pointing to the checkbox. Below the table are 'Remove' and 'Reset' buttons.

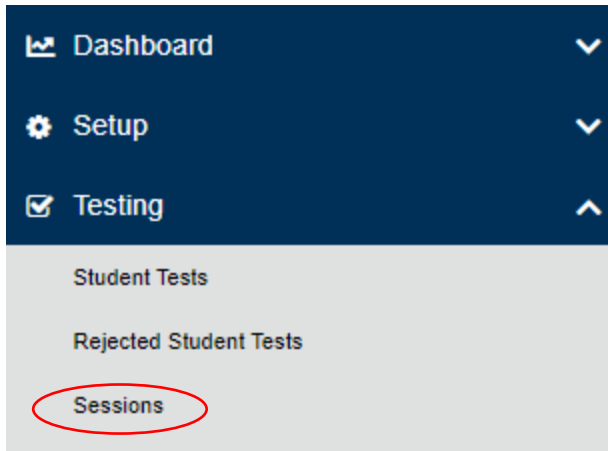
<input type="checkbox"/>	STUDENT NAME (CODE)	SESSION
<input checked="" type="checkbox"/>	AllCorrect, TTS A (TTS1111)	<input type="radio"/> ALLCORF

Instructions for removing students from a test session can also be found within the PearsonAccess^{next} Online Support [here](#).

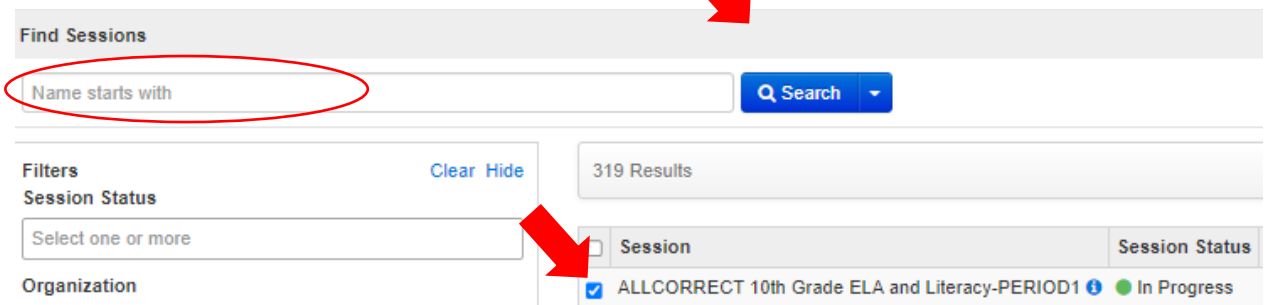
Move Students from One Test Session to Another

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

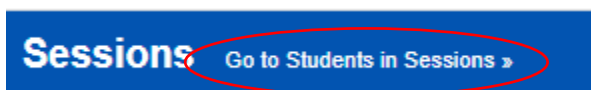
1. Within PearsonAccess^{next}, go to **Testing** and then select **Sessions**.



2. Use the Find Sessions or other filters on the left side of the screen, and then select **Search**. Check the box next to the session you want to remove students from.

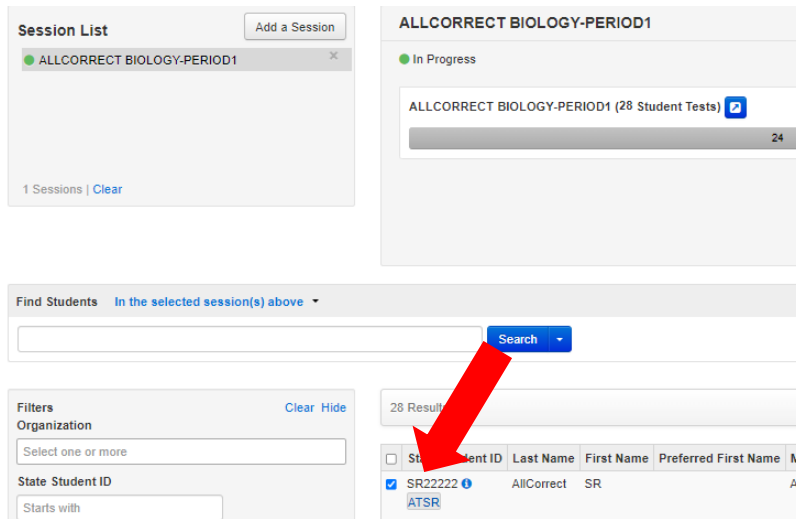


3. Select "Go to Students in Sessions" next to the screen title (i.e., "Sessions").

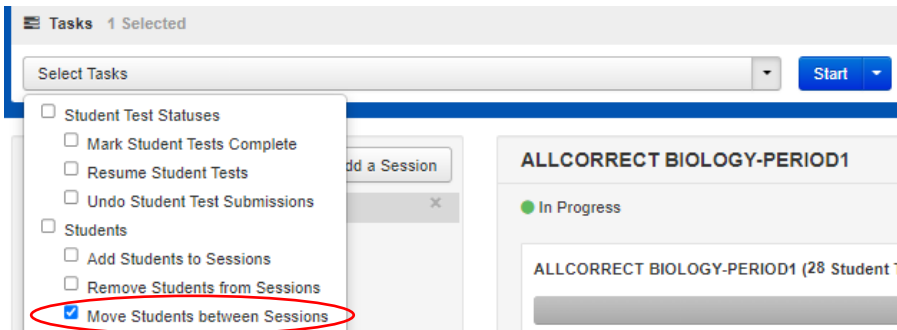


4. To see students in a specific session, select or add the session to the Session List.

5. Select the check box next to the student who needs to be moved to another session.



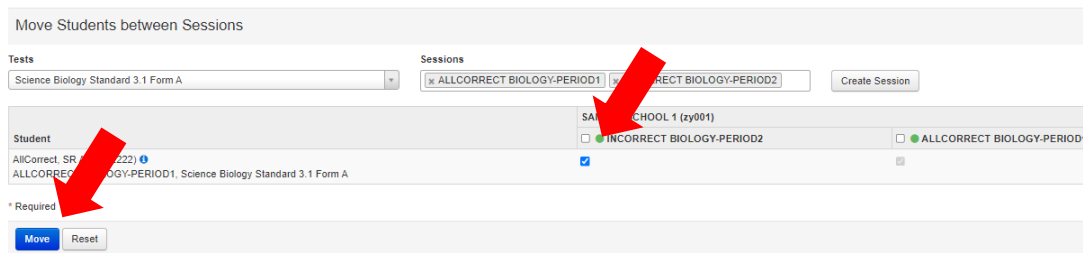
6. In the **Tasks** pane, select **Move Students Between Sessions**, and select **Start**.



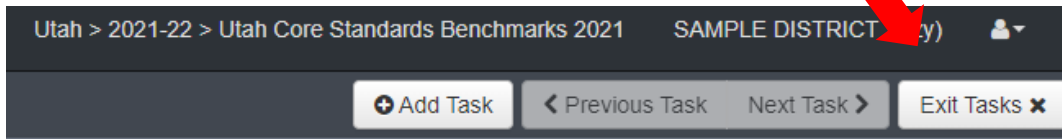
7. In the **Sessions** search box, start typing the session to which the student needs to be moved to, and select the session name when it appears. Note that the session to which the student is currently assigned will be marked with a shaded check mark. If you need to create a new session rather than add a student to an existing session, select **Create Session**, enter the required details, select **Create**.

8. Select the check box under the session to which you want to move the student.

9. Select **Move**.



10. Select **Exit Tasks** when you are done.

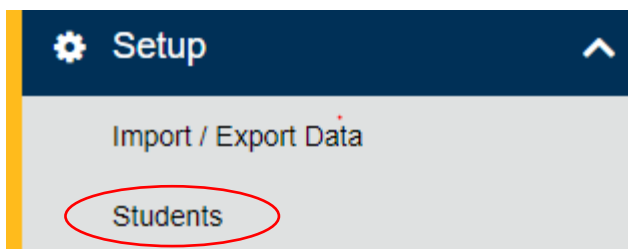


Instructions for moving a student from one test session to another can also be found within the PearsonAccess^{next} Online Support [here](#).

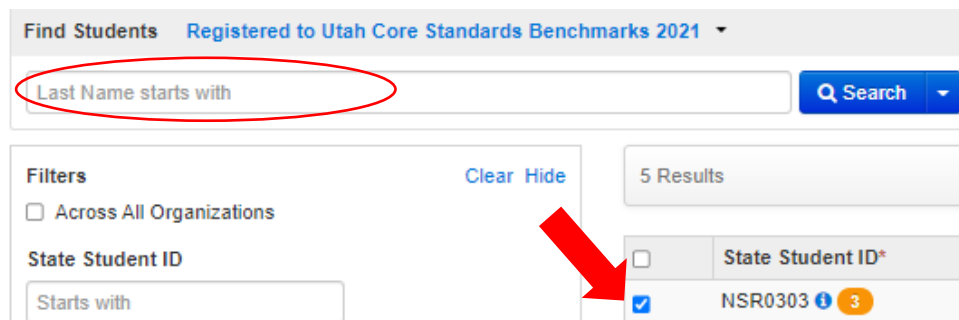
Edit a Student Test

Use the following directions to edit a student test.

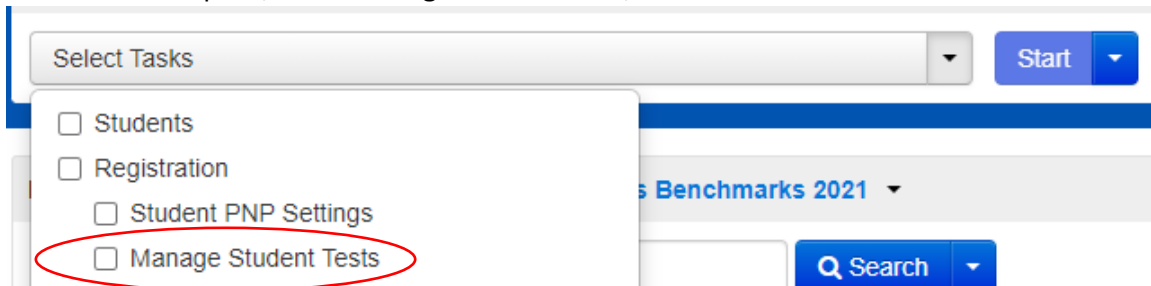
1. Within PearsonAccess^{next}, go to **Setup** and select **Students**.



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**.



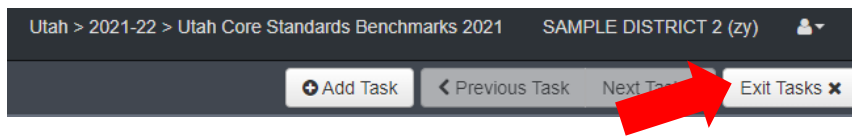
4. Select the testlet you need to edit.

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 [here](#).

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 a 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 [this page](#) 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 [here](#). 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^{next} Online Support [here](#). 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.

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^{next} 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 [here](#).

Administering the Paper Tests for Students with Accommodations

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^{next} documents page by logging in to PearsonAccess^{next} 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

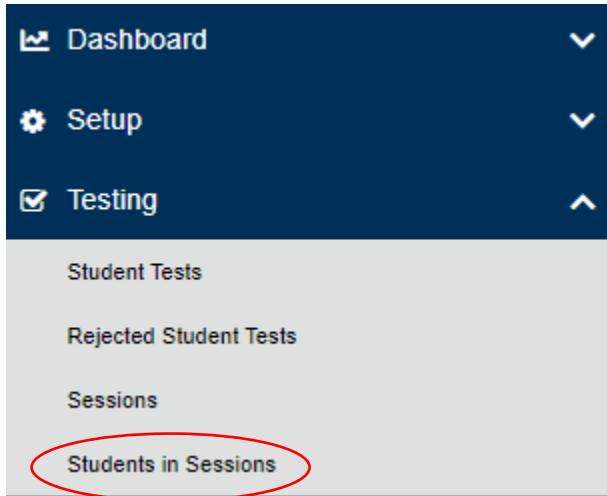
For paper test directions use the Human Reader Companion book.

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**.

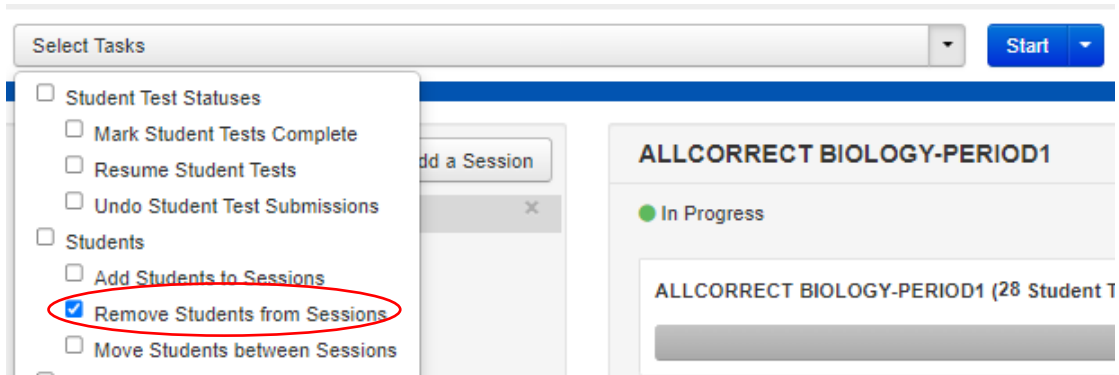


2. Select a session from the Session List to see students in that session. If your session is not listed, type a session name in the search field, select the check box next to the session, and select **Add Selected**.
3. Select the check box next to any students who are in Ready status.

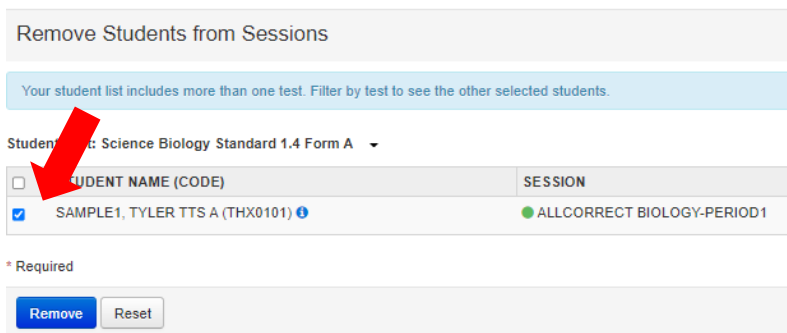
The screenshot displays the PearsonAccess next interface. On the left, the 'Session List' shows several sessions with a search bar and an 'Add a Session' button. The main area shows a selected session 'ALLCORRECT BIOLOGY-PERIOD1' with a progress bar indicating 27 student tests. Below this is a 'Find Students' search bar. On the bottom left, there are filter options for Organization, State Student ID, and Local Student ID. On the bottom right, a table shows 23 results. A red arrow points to the 'Ready' status in the 'Student Test Status' column for the first student.

<input type="checkbox"/>	Student ID	Last Name	First Name	Preferred First Name	Middle Name	Username	Session	Student Test Status
<input checked="" type="checkbox"/>	THX0101	SAMPLE1	TYLER TTS		A	THX0101	ALLCORRECT BIOLOGY-PERIOD1 (Science Biology Standard 1.4 Form A)	Ready

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 [here](#).

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 [here](#). 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.

Find Students

Enter Student Name or State Student ID

Filters

Organization Name

Testlet Name

Subject Name

CACTUS ID

Course Code

Section ID

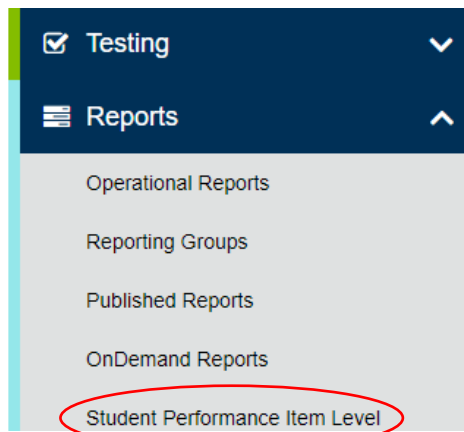
Total Students Reported: 3,762 Displaying 25

CACTUS ID	State Student ID	Last Name	First Name	Middle Name	Row Score	Points Possible	Percent Correct	Tested Submitted Date	Testlet Name	Test Subject	Course Code	Section ID	District	School
PV	4099104	PVLASTGAEA	PVFIRSTGAEA	Z	6	30	20%	09/18/2019	Reading Grade 9 Informational Form A	9th Grade ELA and Literacy	GR09-R-03778-BRINA09	MIN2MAX	BOX ELDER DISTRICT (03)	DALE YOUNG COMMUNITY HIGH (03778)
PV	4099104	PVLASTGAEA	PVFIRSTGAEA	Z	5	11	45%	09/18/2019	Reading Grade 9 Listening Form A	9th Grade ELA and Literacy	GR09-R-03778-BRLGA09	MIN2MAX	BOX ELDER DISTRICT (03)	DALE YOUNG COMMUNITY HIGH (03778)
PV	4099104	PVLASTGAEA	PVFIRSTGAEA	Z	2	10	20%	09/18/2019	English Grade 9 Editing Form B	9th Grade ELA and Literacy	GR09-E-03778-BRLTA09	MIN2MAX	BOX ELDER DISTRICT (03)	DALE YOUNG COMMUNITY HIGH (03778)
PV	4099104	PVLASTGAEA	PVFIRSTGAEA	Z	21	25	84%	09/18/2019	Reading Grade 9 Literature Form A	9th Grade ELA and Literacy	GR09-R-03778-BRLTA09	MIN2MAX	BOX ELDER DISTRICT (03)	DALE YOUNG COMMUNITY HIGH (03778)
PV	4099104	PVLASTGAEA	PVFIRSTGAEA	Z	1	10	10%	09/18/2019	English Grade 9 Editing Form A	9th Grade ELA and Literacy	GR09-E-03778-BEEDA09	MIN2MAX	BOX ELDER DISTRICT (03)	DALE YOUNG COMMUNITY HIGH (03778)
PV	4099104	PVLASTGAEA	PVFIRSTGAEA	Z	20	30	67%	09/18/2019	Reading Grade 9	9th Grade ELA	GR09-R-03778-	MIN2MAX	BOX ELDER	DALE YOUNG

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**.



- 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.**

Student Performance Item L

Filters Clear Hide

Organization*

Subject Name

Testlet Name

Group

CACTUS ID

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

Student Performance Item Level

Filters Clear Hide

Organization*

Subject Name

Testlet Name

Group

CACTUS ID

Total Students Reported: 93 Download Displaying 25

Student	Testlet Name	Tested Submitted Date	Score	Points Correct	Points Possible
Reading Grade 9 Informational Form B			55%		
PVLASTGAEA, PVFIRSGAEA Z (4099104) ⓘ	Reading Grade 9 Informational Form B	09/18/2019	67%	20	30
PVLASTGAFA, PVFIRSGAFA Z (4099130) ⓘ	Reading Grade 9 Informational Form B	09/18/2019	87%	26	30
PVLASTGAMA, PVFIRSGAMA Z (4099312) ⓘ	Reading Grade 9 Informational Form B	09/18/2019	33%	9	27
PVLASTGANA, PVFIRSGANA Z (4099338) ⓘ	Reading Grade 9 Informational Form B	03/05/2020	0%	0	27
PVLASTGAUA, PVFIRSGAUA Z (4099520) ⓘ	Reading Grade 9 Informational Form B	09/18/2019	85%	23	27
PVLASTGBEA, PVFIRSGAEB Y (4099105) ⓘ	Reading Grade 9 Informational Form B	09/18/2019	93%	28	30
PVLASTGBMA, PVFIRSGAMB Y (4099313) ⓘ	Reading Grade 9 Informational Form B	09/18/2019	96%	26	27
PVLASTGBNA, PVFIRSGANB Y (4099339) ⓘ	Reading Grade 9 Informational Form B	03/06/2020	0%	0	27
PVLASTGBUA, PVFIRSGAUB Y (4099521) ⓘ	Reading Grade 9 Informational Form B	09/18/2019	78%	21	27
PVLASTGCEA, PVFIRSGAEC X (4099106) ⓘ	Reading Grade 9 Informational Form B	09/18/2019	83%	25	30
PVLASTGCEA, PVFIRSGAEC X (4099106) ⓘ	Reading Grade 9 Informational Form B	09/18/2019	83%	25	30
PVLASTGCMA, PVFIRSGAMC X (4099314) ⓘ	Reading Grade 9 Informational Form B	09/18/2019	74%	20	27
PVLASTGCUA, PVFIRSGAUC X (4099522) ⓘ	Reading Grade 9 Informational Form B	09/18/2019	70%	19	27
PVLASTGDEA, PVFIRSGAED W (4099107) ⓘ	Reading Grade 9 Informational Form B	09/18/2019	100%	30	30
PVLASTGDMA, PVFIRSGAMD W (4099315) ⓘ	Reading Grade 9 Informational Form B	09/18/2019	4%	1	27

- 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.

Statewide Student ID 4099104		Date of Birth 09/08/2004		Testlet Name Reading Grade 9 Informational Form B		
District		School		Tested Submitted Date 09/18/2019		

Question	Correct Response	Student Response	Performance	Points Earned	Points Possible	Standards
Reading Grade 9 Informational Form B			67%			
1	n/a	n/a	✓	2	2	RI.9-10.3
2	C : n/a	C : n/a	✓	1	1	L.9-10.4a
3	B	B	✓	1	1	RI.9-10.4
4	D : B	D : B	✓	2	2	RI.9-10.5
5	B : n/a	B : n/a	✓	2	2	RI.9-10.1
6	C	C	✓	1	1	RI.9-10.4
7	C	C	✓	1	1	L.9-10.4b
8	D : C	D : C	✓	2	2	RI.9-10.2
9	B : n/a	B : n/a	✓	2	2	RI.9-10.6

- 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**.
- The **Correct Response** and **Student Response** column values are described below:
 - Multiple Choice – A multiple choice item will display A, B, C or D in the **Correct Response**, and **Student Response** columns.
 - 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.
 - D : B – Two (or more) letters separated by a colon, indicates a multi-part multiple choice item.
 - 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.
- 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

- 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.
- 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.

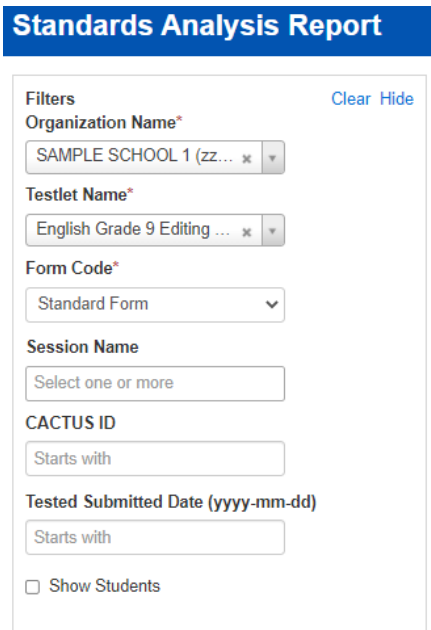
Standards Analysis Report

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**.

A screenshot of the 'Standards Analysis Report' filters section. The title 'Standards Analysis Report' is in a blue header. Below it, the 'Filters' section is titled 'Filters' with a 'Clear Hide' link. The filters include: 'Organization Name*' with a dropdown menu showing 'SAMPLE SCHOOL 1 (zz... x)'; 'Testlet Name*' with a dropdown menu showing 'English Grade 9 Editing ... x'; 'Form Code*' with a dropdown menu showing 'Standard Form'; 'Session Name' with a text input field containing 'Select one or more'; 'CACTUS ID' with a text input field containing 'Starts with'; and 'Tested Submitted Date (yyyy-mm-dd)' with a text input field containing 'Starts with'. At the bottom, there is a checkbox labeled 'Show Students' which is currently unchecked.

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 ▼

- 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%)

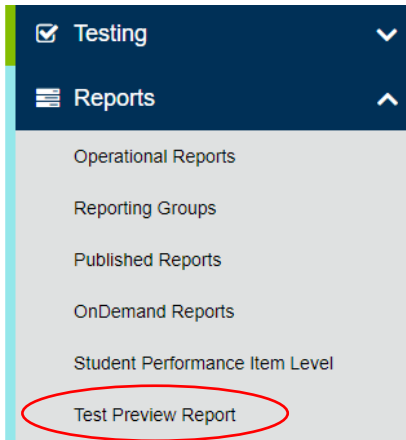
To view an item and information about student performance on the item, **click** the blue “information” icon next to question. This will load an item preview screen.

- 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.

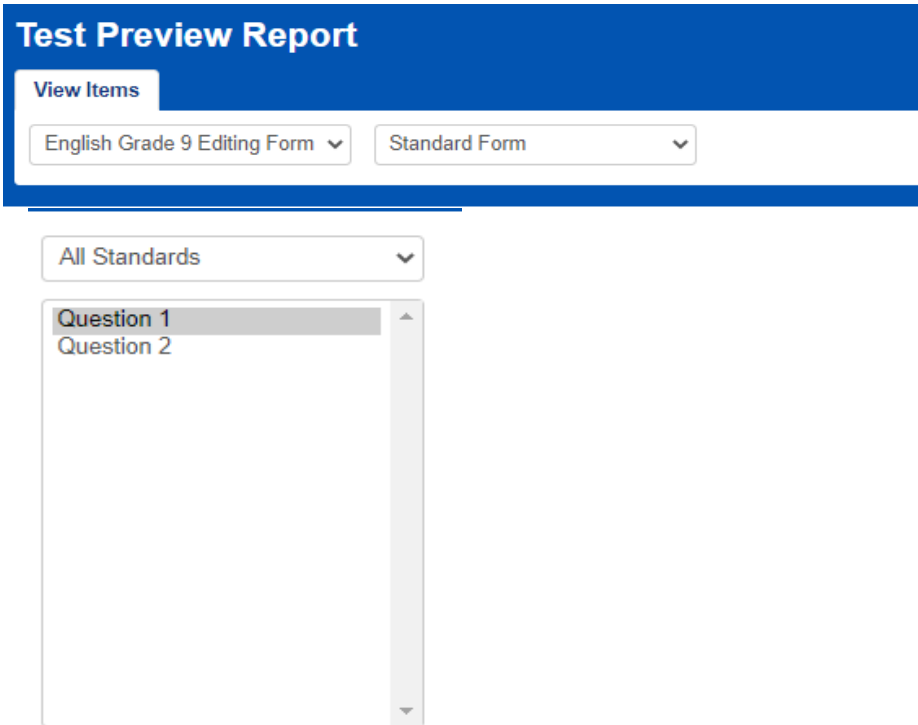
Test Preview Report

View Items

English Grade 9 Editing Form ▼ Standard Form ▼

All Standards ▼

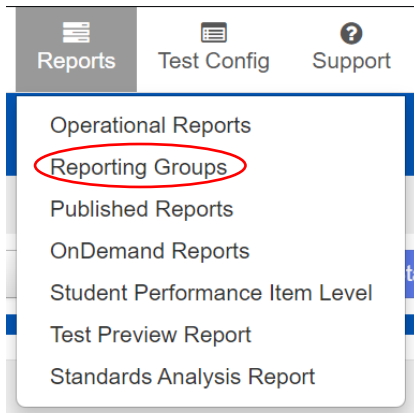
- Question 1
- Question 2



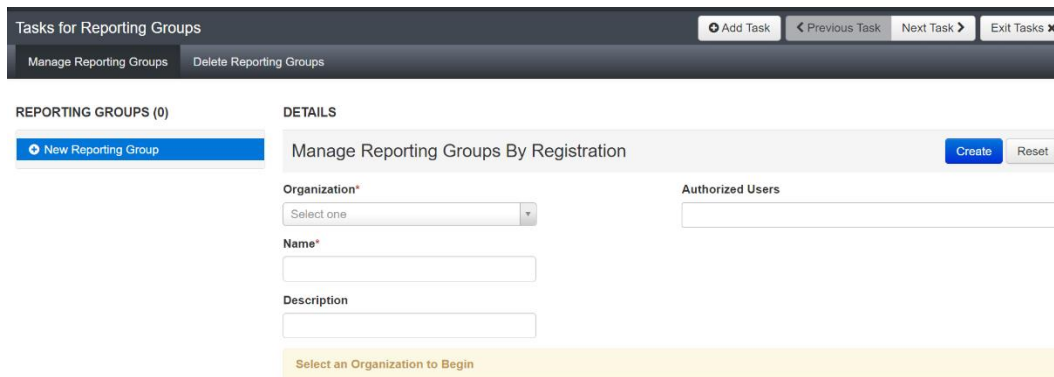
Reporting Groups

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**.



2. Select down arrow next the Start button. Select **All Tasks**.
3. Select **Organization** from drop down.
4. Name your group. This can be any name that helps identify the group of students.
5. As optional fields, you can provide a description of the group and authorized users.

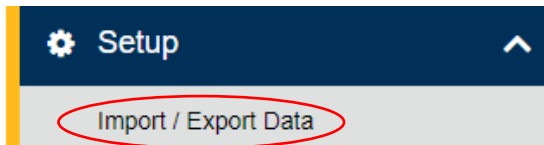
A screenshot of the 'Tasks for Reporting Groups' form. The form is titled 'Tasks for Reporting Groups' and has a dark header with 'Add Task', 'Previous Task', 'Next Task', and 'Exit Tasks' buttons. Below the header, there are two tabs: 'Manage Reporting Groups' (selected) and 'Delete Reporting Groups'. The main content area is divided into two sections: 'REPORTING GROUPS (0)' on the left, which contains a 'New Reporting Group' button, and 'DETAILS' on the right. The 'DETAILS' section is titled 'Manage Reporting Groups By Registration' and has 'Create' and 'Reset' buttons. It contains several input fields: 'Organization*' (a dropdown menu with 'Select one' selected), 'Name*' (a text input field), 'Description' (a text input field), and 'Authorized Users' (a text input field). A yellow banner at the bottom of the form says 'Select an Organization to Begin'.

6. Click on **Create**.
7. Click on **Exit Tasks**.

Setting Up Reporting Groups by Export/Import

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

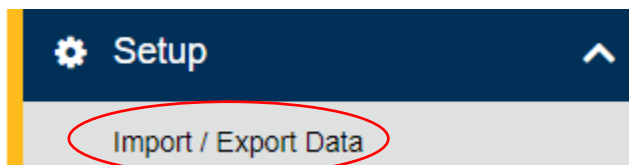
3. Go to PearsonAccess^{next}, click on **Setup** and select **Import/Export Data**. Then select Import/Export Data from the Tasks dropdown and select **Start**.



4. Select **User Reporting Group Export** from the Tasks dropdown and select Process.

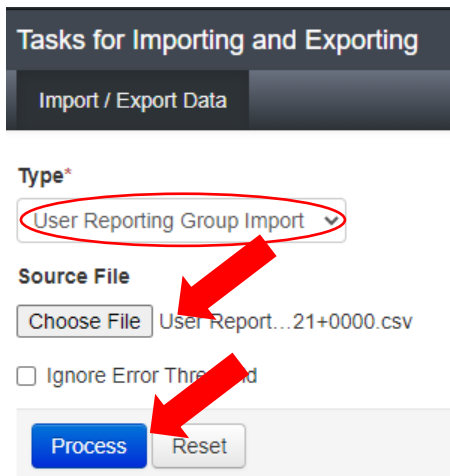


5. Use the export to update and/or add users to groups file example.
6. Save as a .csv file.
7. Go to PearsonAccess^{next}, click on **Setup** and select **Import/Export Data**. Then select Import/Export Data from the Tasks dropdown and select **Start**.

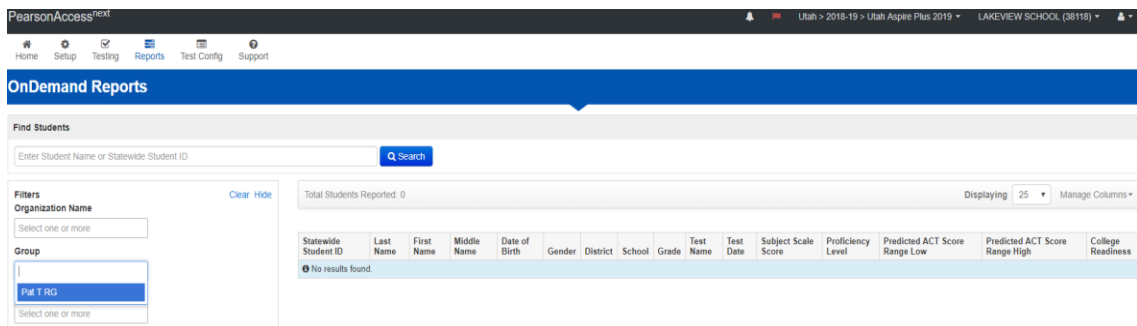




8. Select **User Reporting Group Import** from the dropdown, choose the file you edited and then select **Process**.



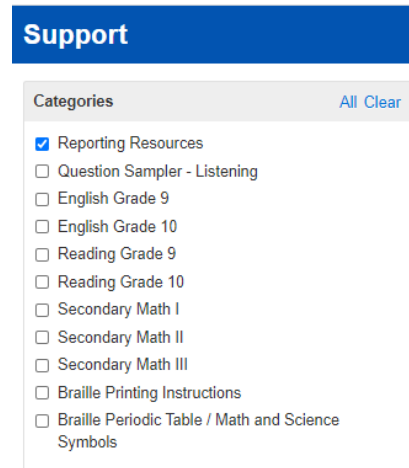
9. All Reporting Groups set up for your organization (school) will show in the option list. Use the Filter options to bring up your reporting groups.



Additional Training Resources

For additional training and tutorial resources for reporting, please visit [PearsonAccess^{Next}](#). 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**.



Support

Categories [All Clear](#)

- Reporting Resources
- Question Sampler - Listening
- English Grade 9
- English Grade 10
- Reading Grade 9
- Reading Grade 10
- Secondary Math I
- Secondary Math II
- Secondary Math III
- Braille Printing Instructions
- Braille Periodic Table / Math and Science Symbols

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